Eden Marine High School

Annual School Report

2011
Our school at a glance

Students

Eden Marine High School (EMHS) is a comprehensive secondary school serving communities on the far south coast of NSW. It is the southernmost high school in the state and experiences a significant level of geographic isolation.

During 2011, just fewer than 700 students were enrolled at EMHS between Years 7 and 12. The student population represents the diverse communities from which the school draws its enrolments. The school’s geographical drawing area ranges from Tura Beach (35 kilometers to the north), through to Wonboyn (33 kilometers to the south) and Wyndham (42 kilometers to the west). The majority of students come from the coastal towns of Merimbula, Pambula and Eden.

Staff

In 2011, there were 55 full-time teachers and four part-time teachers at the school. The school’s administrative and support staff (SASS) included nine full-time and one part-time member. The school also engaged nine School Learning Support Officers (SLSO) to support student learning.

Significant programs and initiatives

The school has further enhanced its reputation as a Centre for Excellence (C4E) with its participation in the National Partnerships program being extended by the NSW Department of Education and Communities (DEC) for 2012. The C4E program will be complemented by the National Partnerships Low Socio-economic Status (SES) program and the Country Area Program (CAP). Together, these three programs provide the school with extra staffing and funding, to support the delivery of a comprehensive range of innovative education and welfare programs that benefit the whole school community.

Student achievement in 2011

In 2011, students participated in a range of external testing including NAPLAN in Years 7 and 9, ESSA in Year 8, the School Certificate (SC) in Year 10 and the Higher School Certificate (HSC) in Year 12. Student achievement in these tests is addressed later in this report.

In 2011, many students were recognised for their outstanding achievements including:

- Beth Prowse received the Dr. Victor Chang School Science Award for Year 11 students who excel in Science. Beth earned her selection by coming first in Biology and Chemistry in her Year 11 courses. She also achieved first place in PDHPE and Photography while gaining second place in Extension English and Mathematics courses
- Shaquille Aldridge and Joseph Stewart received Illawarra and South Eastern Region (ISER) Aboriginal Education Awards
- Georgia Brown was one of just 500 students across Australia who was presented with an Australia Vocation Student Award and a $2000 scholarship
- Cody Crane and Sarah Grealy each received an Eden Police & Friends Tertiary Education Scholarship
- Euan Aitken was selected to represent the Australian Institute of Sport in Rugby League on a tour of Britain and France.

Messages

Principal’s message

The school has enjoyed a stellar year with so many students demonstrating their skills and knowledge in many academic pursuits, on the sporting fields and in supporting their community. Students have continued to access a quality-learning environment where teachers use a range of strategies and information and communication technologies for delivery of curriculum in 43 different subjects from Years 7 to 12.

The school is moving into a period of change that will feature significant loss of professional knowledge and talent as teachers retire. At the same time, we look forward to welcoming new staff in the coming years. In 2011, the school welcomed Meaghan Holt to the position of Paraprofessional - Community Engagement Officer (ACEO) under National Partnerships.

The Trade Training Centre was completed in August and represents a major investment in infrastructure that will support school-based
training in metal and engineering projects as well as community access to industry-standard facilities and training opportunities. The school also purchased more notebook computers for use by Stage 4 students in their classrooms, and presentations in the auditorium have been enhanced with the installation of a retractable stage screen. The school continued its program of furniture upgrades for greater comfort for students and the installation of blinds to enable better use of digital projectors in classrooms.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs. Linda Thurston

P & C message

The Parents and Citizens Association of Eden Marine High School is very proud to support and contribute towards the advancement and achievements of our school in 2011. It is through our hard work that we have been able to contribute to the provision of material assets to further enhance the learning environment for all our students, the school executive and teachers.

I am proud of the commitment and support shown by a large majority of our parents with the contributions of time that go towards our school and the children achieving their goals. During the year we contributed to many faculties and programs, along with donating $5000 of raised funds for the school to spend on resources and important items.

We have supported the school in various ways such as Merit Selection Panels, Grant Applications, Canteen help, Uniform Pool, SRC support, sporting activities, fundraising, and organising Parent Information evenings. Again we were faced with the challenge of small numbers at our monthly P&C meetings, but this did not dampen our commitment to enhance the learning environment at our school.

We end the year with our Principal of three years, Paul Morris, moving on to bigger and greater things. We wish him the best and would like to thank him for his hard work and dedication to the school, with the school and some teachers receiving awards of High Achievements under his leadership. Thank you, Paul, and all the best for the future. We also look forward to welcoming a new Principal and offer all of our support for the future success of EMHS.

Kim Reddy, President EMHS P&C

Student representative’s message

The Student Representative Council consists of four representatives from each year plus the four school leaders from Year 12. The elections for SRC representatives take place at the beginning of Term 1 each year and each student speaks to their year group about their qualities and capabilities before the election takes place. Again, in 2011, we were fortunate to have a number of students from all years, prepared to work towards the betterment of the school environment.

The main fundraiser engaged in by the SRC is the breakfast program run through the canteen each day. Toast and hot chocolate are sold all year round and this service ensures a small profit each week. SRC members make the breakfasts and sell them to students and Ms Webber must be thanked for her continued cooperation and support. These funds are fed back into the school in the form of scholarships, payment for SRC activities, donations, assistance to students and other projects around the school. SRC meetings are held weekly and all members are expected to attend. Issues concerning students at our school are discussed and minutes of these meetings are kept with a copy passed onto the principal for consideration.

The SRC is involved in a limited way in fundraising for external organisations, with Stewart House, a DEC funded facility, and the Cancer Council being the main recipients. The SRC raised funds for Daffodil Day, The Biggest Morning Tea, and Bandana Day. There was also an SRC team participating in the Relay for Life, supported by staff and other students from the school. Jeans for Genes Day and the P & C trivia evening were also well supported and funds were raised. The SRC supports a foster child through Plan Australia, and has done so for many years. Other activities organised by the SRC included: swimming and sports carnival barbeques,
organisation and participation in the 40 Hour Famine, helping to run year assemblies with year advisers and meeting with the principal to discuss school business and offer suggestions.

A school dance was held in Term 2, and special thanks must go to the teachers who gave up their time and provided supervision on the night. One of the highlights of the year was a ‘Fun and Mufti Day’ on the last day of Term 1 celebrating Youth Week. The quadrangle was turned into a fun area with food stalls, competitions (guess the teacher from a baby photo!), and other activities. Music students were able to showcase their talent and performances were enjoyed by all. The SRC hopes to make this an ongoing event. The money raised from the mufti gold coin donation was given to the ‘Youth of Japan’ following the devastating tsunami.

SRC students were also involved in many external and community events, which included: the Illawarra and South Coast Regional Conference, which is a three day conference for two SRC representatives and each secondary school in the region; and the school captains represented the school at Government House where they met the Governor of NSW, attended a tour of State Parliament House and met their local members. The school’s leaders also attended ceremonies for Anzac Day and Australia Day and a number of other community functions. The SRC also uses some of its finances to offer annual scholarships to students for exceptional school service and promotion of sports and the arts.

Jessica Farrell and Clinton Redman

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Students attending Eden Marine High School represent a broad socio-economic range. Based on current data, the school attracts low SES funding. The school has an Indigenous population of 5% of the total enrolment.

Students have varying learning needs, with a number of students receiving integration support funding. The school also has a newly-established Special Education unit.

The school has experienced a reduction in enrolments over recent years, which is expected to continue over the next few years due to smaller enrolments of students in our partner primary schools.
Management of non-attendance

A School Administration Officer position was continued in 2011 to maintain a phone intervention program to improve student attendance rates and to resolve unexplained absences. Through this program, parents of students with unjustified absences were telephoned to discuss the nature of any absence and to proactively support student engagement.

Each fortnight a list of students with an attendance rate of less than 85% was distributed to all teaching staff. This list was used to monitor attendance and to identify students who are not meeting course requirements. Students were referred to the Board of Review (BOR) to establish support and monitoring programs to promote full engagement of students.

Retention to Year 12

<table>
<thead>
<tr>
<th>School</th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10</th>
<th>SC09-HSC11</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>61.3</td>
<td>45.6</td>
<td>60.4</td>
<td>62.2</td>
<td>54.1</td>
</tr>
<tr>
<td>8</td>
<td>61.9</td>
<td>59.8</td>
<td>57.2</td>
<td>62.4</td>
<td>63.8</td>
</tr>
<tr>
<td>SEG</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
<td>64.4</td>
</tr>
<tr>
<td>State</td>
<td></td>
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</tbody>
</table>

The rate of 54.1% retention to the completion of Year 12 was notably lower than both the region and state averages for the period between 2009 and 2011.

Post-school destinations

Year 10

Twenty-nine students exited EMHS during the course of the year:

- 13 students transferred to another school
- Five students took up employment offers
- Four students started apprenticeships
- Two students enrolled at TAFE
- Two students enrolled in alternative programs through a local service provider, Campbell Page
- Two students left school seeking employment
- One student’s destination was unknown.

Year 11

Thirty students exited EMHS in 2011:

- Six students took up employment offers
- Six students took up apprenticeships
- Three students transferred to other schools
- One student moved overseas
- Three students enrolled in TAFE courses
- Two students left school seeking employment
- Five students reached the age of 17 years

Year 12 (not completing the HSC)

Seven students exited EMHS from Year 12 during 2011:

- Three students took up employment
- One student accepted an apprenticeship
- One student transferred to another school
- One student enrolled in TAFE
- One student connected with Campbell Page.

Year 12 (completing the HSC)

In 2011, 74 students completed the HSC:

- 26 students were offered university places across Australia with the majority accepting placement with the University of Wollongong
- Ten universities were selected, including Charles Darwin University, and another student who has chosen to study through the Open Learning University
- Two students chose not to apply for university during the year, but intend to do so for university places in 2013.
Year 12 students undertaking vocational or trade training

The school has expanded its curriculum options to the point where students are completing school-based apprenticeships and traineeships in years 10, 11 and 12 in greater numbers and in a greater range of employment areas. This is reflected in the increased numbers of students enrolling in and completing vocational courses, both at school and through TAFE. As part of their HSC pathway 56% of Year 12 completed a vocational education course.

Rhiannon Fletcher finished her chef’s apprenticeship at Sante Fe restaurant, Merimbula, after completing her School Based Apprenticeship Training (SBAT). Madelene Wungluck, a Year 11 student, completed Year 12 hospitality as part of an accelerated pathway.

Year 12 students attaining HSC or equivalent vocational educational qualification

- 99% of students achieved a HSC credential and one student achieved a statement of attainment
- 15% of students completed TVET qualifications
- Eight students achieved Certificate II in construction
- 21 students achieved Certificate I in Hospitality and Commercial Cookery.

Staff information

Although the number of teachers and school administration staff is similar to previous years, five permanent teaching staff retired in 2011. They were Greg Muller, Robert Ainsworth, Elizabeth Ainsworth, Junee Lowe and Helen Cole. This situation will continue in coming years with more teacher retirements and a possible reduction in student enrolments.

The school has continued to employ a Highly Accomplished Teacher (HAT), three classroom teachers, two paraprofessionals and an administrative staff member through National Partnerships programs. These positions are in addition to the school’s staffing entitlements.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>39</td>
</tr>
<tr>
<td>Special Education Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative and Support Staff</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>74.1</td>
</tr>
</tbody>
</table>

Currently, there are two Indigenous members of staff. They are a School Learning Support Officer who works with students with learning difficulties and an Aboriginal Community Engagement Officer Paraprofessional (CEO) who is employed under the National Partnerships Low SES program.

Staff retention

The school’s relatively stable number of student enrolments has supported the maintenance of staff numbers that are similar to previous years. Due to predicted student population decline, staffing is likely to reduce in future years.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Post-graduate qualifications include graduate diplomas in various subject areas and masters degrees in school administration. Two permanent teachers are currently working towards professional competence with the NSW Institute of Teachers, and five teachers who are temporarily engaged at EMHS are also seeking accreditation. The HAT completed her accreditation for professional accomplishment during the year.
Financial summary

This summary covers funds for operating costs and does not include expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary 30/11/2011

**Income**
- Balance brought forward 455,568.64
- Global funds 452,569.98
- Tied funds 582,051.27
- School & community sources 187,193.94
- Interest 27,254.00
- Trust receipts 49,445.89
- Canteen 124,331.90
- Total income 1,878,415.44

**Expenditure**
- Teaching & learning
  - Key learning areas 130,568.80
  - Excursions 41,445.09
  - Extracurricular dissections 54,486.37
- Library 12,239.26
- Training & development 5,646.60
- Tied funds 624,917.33
- Casual relief teachers 95,517.18
- Administration & office 120,276.23
- School-operated canteen 97,998.91
- Utilities 106,020.93
- Maintenance 42,219.13
- Trust accounts 53,666.98
- Capital programs 27,700.00
- Total expenditure 1,412,702.81
- Balance carried forward 465,712.63

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

The following reports are only a small sample of the school’s achievement at high levels across a range of academic, sporting and cultural activities in 2011.

Achievements

Arts

Year 8 students embarked on a collaborative project to construct a sculpture from recycled materials. The results were extremely encouraging, such that 22 sculptures (pictured below) were entered into a competition run by the Bega Valley Shire Council. The Year 8 students won the schools award category and a prize of $200. Their work was then exhibited at the Regional Gallery in Bega.

A Creative Arts Extravaganza was held in June to showcase the music, visual arts and drama students’ talent in the EMHS hall. The night’s entertainment featured performances from Years 9, 10 and 11 elective Music students, along with an appearance by the recently formed Year 8 performing ensemble. There were also group drama performances, senior drama acts and a colourful display of student artworks in the hall.

Elective music students attended intensive workshops with visiting students and lecturers from the Australia National University School of Music. The students learnt about graphic notation, a form of communicating musical ideas through symbols and imagery. Another feature of the workshops was the exploration of unconventional sounds that can be created with an instrument. The students came away with a fresh look at their instrument, music notation and composition techniques.
**Sport**

Year 10 student, Euan Aitken, after completing his School Certificate, undertook a 28-day tour of England, Wales and France with the Australian Institute of Sport (AIS) under 18s team. Euan was selected for the team after competing in Combined High School (CHS) zone, regional and state level rugby league teams.

In athletics, ‘The Crackerjacks’ relay team made up of 13 year old girls (pictured below) Amber Kennedy, Larissa Larkham, Grace Knox and Tahlia Ingram received a bronze medal at the CHS State Athletics held at Sydney Olympic Park.

In Rugby League, EMHS Open team qualified and played in the semi-finals of the NSW Country Cup. This was an excellent effort from a committed group of under 18s footballers.

**Other**

The school further enhanced its mutually beneficial partnerships with a range of organisations across the community, including the Eden Community Training Partnership (ECTP) of which EMHS was a founding member and leader. This organisation works with education and training providers, government, service organisations, community groups and local industry. Its purpose is to:

- Develop and maintain partnerships to promote training, education and employment opportunities for the Eden community
- Identify local industry training needs to inform the delivery of education and training programs for young people
- Create vocational pathways between school, TAFE, university and industry
- Develop a skill and work read labour force across the local community to support the growth of local industry
- Coordinate Auswide Projects and the ECTP to manage Indigenous Employment Programs to students at EMHS
- Establish partnerships with the University of Wollongong, University of Canberra and the Australia National University to support student learning and access to university.

The school was invited to be one of four schools from Illawarra and South East Region to launch Education Week in 2011 via video conference. This invitation was recognition of the school’s outstanding achievements over a number of years. Our contribution was a four-minute video that highlighted who we are, where we come from, what we do and where we are heading.

Narrators, guests and speakers were L-R: Courtney Maher, Elsie Blair, Shaquille Aldridge, Jessica Farrell, Chas Blair, Alkira Aldridge, Kyall Shanks, Clinton Redman & Aysha Kerr.
Academic

In the National Assessment Program, the results across the Years 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.

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 7

Reading

![Graph: Year 7 Reading Performance]

There has been some improvement in the number of students performing in mid-range and the top band. Improvement is needed in the number of students performing in the top band when compared to state average.

Writing

![Graph: Year 7 Writing Performance]

Students performed soundly in writing; however, there is an overrepresentation of students in Band 5.

Spelling

![Graph: Year 7 Spelling Performance]

Spelling continues to be an area for improvement with students under-represented in the top two bands.
Grammar continues to be an area for improvement with students under-represented in the top band and over-represented in Band 6.

**Numeracy – NAPLAN Year 7**

Numeracy has seen improvement in the number of students performing in Band 8; however, there is a need to increase the number of students in top bands compared with the state average.

*Students performed well in reading when compared with the performance of students in like schools.*

**Writing**

Writing continues to be an area for improvement with students over-represented in Bands 6 and 7.
Students performed well in spelling when compared with the performance of students in like school; however, there is still an over-representation in Band 6.

**Grammar and punctuation**

Students performed well in grammar and punctuation when compared with the performance of students in like schools; however, a need for improvement in the top band when compared to state average is indicated.

**School Certificate**

**English - Literacy**

Students are under-represented in the top two bands, compared with state averages. There is an opportunity to increase the number of students achieving in the top band.
Students performed well in mathematics when compared with students from like schools. However, there is an opportunity to increase the number of students achieving the top band.

Science

Students have performed well in science when compared with the performance of students in like schools.

Australian History, Civics and Citizenship

Students performed well when compared with students from like schools. However, students are under-represented in the top performance band and this is an area for improvement.

Australian Geography, Civics and Citizenship

Students generally performed well when compared with students from like schools. However, students are not represented in the top performance band and this is an area for improvement.
Higher School Certificate

Students achieved very good results in the HSC with the school recording above average results in 12 subjects sat in 2011. Some of these subjects were substantially above the state average including: ancient history, business studies, engineering studies, food technology, legal studies and hospitality.

Students received Band 5 and 6 results in 25 of the 27 courses offered.

Course Summary Graphs

Student performance between Years 5 - 10 showed no significant value adding.
Higher School Certificate relative performance comparison to School Certificate (value-adding)

Students in the middle performance band achieved positive relative performance growth between Years 10-12. However, there is room for improvement in the high performance band.

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<tr>
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</thead>
<tbody>
<tr>
<td>Community &amp; Family Studies</td>
<td>75.5</td>
<td>76.6</td>
<td>70.5</td>
<td>72.6</td>
</tr>
<tr>
<td>Biology</td>
<td>74.1</td>
<td>73.3</td>
<td>67.5</td>
<td>71.5</td>
</tr>
<tr>
<td>Chemistry</td>
<td>70.0</td>
<td>71.6</td>
<td>66.3</td>
<td>74.1</td>
</tr>
<tr>
<td>Hospitality Examination</td>
<td>85.2</td>
<td>81.9</td>
<td>74.5</td>
<td></td>
</tr>
<tr>
<td>Ancient History</td>
<td>78.0</td>
<td>75.5</td>
<td>68.0</td>
<td>70.4</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>76.6</td>
<td>76.6</td>
<td>68.6</td>
<td>73.6</td>
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<tr>
<td>Visual Arts</td>
<td>73.4</td>
<td>78.9</td>
<td>74.3</td>
<td>76.5</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>77.8</td>
<td>80.6</td>
<td>75.0</td>
<td>79.1</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>60.8</td>
<td>63.0</td>
<td>61.2</td>
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<tr>
<td>General Mathematics</td>
<td>68.0</td>
<td>70.4</td>
<td>63.7</td>
<td>66.4</td>
</tr>
</tbody>
</table>

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.3</td>
</tr>
<tr>
<td>Writing</td>
<td>86.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>86.9</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>87.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>93.2</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.7</td>
</tr>
<tr>
<td>Writing</td>
<td>80.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>89.5</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>87.1</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.1</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

In 2011 Eden Marine High School has further developed its commitment to supporting Aboriginal students to achieve their potential. The school has also sought to strengthen our relationship with our local community and develop pathways into meaningful employment for our indigenous students through the promotion of SBATs.

The school has been an active partner in a joint Local Land Council, TAFE and school PaCE Program designed to provide culturally relevant educational experiences for members of our local Aboriginal community focusing on literacy, numeracy and ICT issues in the community. An important outcome of the program was to strengthen the relationship between the community and the school through the production of a multi-media Welcome to Country and the development of a set of core values using iconic Aboriginal symbols and an appropriate narrative that will become an central pillar of our welfare and discipline program.
Our Aboriginal CEO Paraprofessional continued to liaise with the families of our Aboriginal students and strengthen the relationships between community and school. The election of our Aboriginal CEO to the local Aboriginal Education Consultative Group (AECG) indicates the positive relationship with the school.

There were 41 Aboriginal students enrolled at the school in 2011 from Years 7 to 12. Of the six students enrolled in Year 10, five students completed their School Certificate. In Year 11 we started with eight students, seven of who completed their Preliminary Certificate. The two Year 12 students obtained an HSC. One student was seeking local employment whilst the other student left Eden to study at university in Darwin.

Under the Eden Community Trainee Partnerships Program (ECTP) five Aboriginal students engaged in an SBAT through the ECTP. Two students in Year 10 undertook a traineeship with Forestry and National Parks and three Year 11 students SBATs. Students undertook traineeships in various employment environments, including Transport and Distribution (Maritime), Automotives, and Out of School Hours Care.

The Aboriginal cultural dance group continued this year and Warren Foster was engaged to work with the group to further develop the students’ skills and knowledge. Students from EMHS, Eden Primary School and St. Josephs Public School took part in workshops, culminating in performances to celebrate NAIDOC Week. Two members of the group were invited to run dance workshops for the local Land Council during NAIDOC. The workshops were very successful and the students were featured on local radio.

The PaCE program funded by DEEWR, auspiced and coordinated by the Eden Local Land Council, and delivered primarily by Bega TAFE at EMHS, began late in Term 1. Fifteen Community members engaged in learning IT skills, improving literacy and numeracy skills and consolidating cultural knowledge and skills.

One of the main focuses of the PaCE community program that was delivered in 2011 was the development of a multi-media Welcome to Country to be displayed in the school’s foyer. This was completed at the end of 2011 and the school will set up the appropriate technology to display the presentation.

In 2011 Personal Learning Plans (PLPs) for Years 9, 10, 11 and 12 were completed. Our ACEO has approached our feeder schools to obtain copies of existing PLPs that should accompany Aboriginal students as part of the transition process.

Supported by Norta Norta funding, the Independent Learning Hub (ILH), formerly the Homework Centre, operated this year. Twenty-five Aboriginal students accessed the hub for a total of 458 hours. While many of our students have used the hub, there is a need to encourage greater use of this facility in 2012.

**Multicultural education**

Year 9 and 10 French classes travelled to Canberra to participate in the French Film Festival. The excursion included lunch in a French café, and a delicious French breakfast the following morning. Year 10 students also attended a pronunciation and phonetics workshop at the Alliance Francaise.

In December, Year 11 students and staff organised a Multicultural Day. Students from Canberra’s Australian National University coordinated the day’s activities. Students dressed according to the theme ‘celebrate cultural diversity’ and the school was inundated with Romans, Hawaiians, Indians, Asians, the French and many more. Students were introduced to Salsa dancing, Chinese calligraphy and entertained by the Kabuki Theatre and a Ninja display. An exotic menu of international food was eaten while listening to the ANU Jazz Band.

**National partnership programs**

Eden Marine High School continued in our second year of the Smarter Schools Partnerships Low SES School Communities and Improving Teacher Quality Centre for Excellence programs. In these programs the school has focused on:

- Providing staff professional development in the analysis and use of student data to cater for students’ literacy and numeracy needs
- Identifying outcomes to be achieved through the school’s data analysis
- Building on strategies developed in 2012, and introducing new ones to affect measurable change in teacher quality, improved student outcomes and in strengthening community engagement
Strengthening community engagement
Strengthening accountability
Ongoing refinement of the implementation of programs and strategies.

Other programs
Special Education
In 2011 the Head Teacher Special Education was appointed and the Special Education Faculty was formed. Additional support classes were established for students with Emotional Disturbance (ED) and Multi-Categorical (MC). The Special Education faculty provides specialist teachers and support staff to address the needs of students in support and mainstream classes.

The school’s Learning Support Team (LST) continued to meet weekly during 2011. Teachers, counsellors, itinerant teachers for vision, hearing and behaviour, SLSOs, representatives of community support agencies and school executive collaborated to respond to referrals from both teacher and parents. The LST developed learning plans and support programs, and reviewed the progress of students with identified needs.

The LST coordinated the placement of students into ED and MC classes. Students in support classes access the curriculum in small class settings and are partially integrated into mainstream classes to maintain social contact and skills with peers, and to access the curriculum in areas of their strengths.

The LST identified students who were experiencing difficulties achieving national benchmarks for literacy and numeracy. In consultation with families and the students, a range of strategies were implemented to assist identified students to achieve their educational potential, through the instigation of explicit teaching in small groups or individual settings and through in-class support. A range of strategies were implemented to assist students to achieve better literacy and numeracy outcomes.

The St Vincent de Paul breakfast program continued in 2011, ensuring students’ nutritional needs were met, allowing them to more effectively engage in learning activities.

Successful applications for Disability Provisions for students sitting Higher School Certificate and School Certificate examinations were prepared by the LST. Students from Year 9, 10 and 11 provide the skills of a reader/writer so identified students can indicate their knowledge of the chosen subject to the best of their ability.

The Peer Tutoring Reading Program is conducted each day during roll call, connecting a trained Year 10 student with a Year 7 or Year 8 student to provide practice and instruction in reading proscribed texts. These texts provide background information currently studied in junior classes.

Progress on 2011 targets
The school implemented a wide range of strategies and programs, using resources and finances provided under CAP, NP Low SES and C4E and other tied funds. The focus on improving literacy, numeracy and ICT skills for all students was reflected in program development, teacher professional learning activities and thorough analysis of student learning needs.

Target 1
Improve student outcomes in numeracy in Years 7-9

Our achievements include:
- Identified and mapped areas for improvement in the teaching and learning of numeracy through the analysis of student performance data. Targeted students access extensive tutoring in a Numeracy Intervention Program funded through National Partnerships
- Increased participation by students in accessing a web based numeracy program, ‘Mathletics’, to develop and practice numeracy skills
- Development of a numeracy framework to be accessed through MOODLE. Professional development for teachers across KLAs to support the explicit teaching of numeracy across the 7 – 10 curriculum
- TARS and EARS processes have monitored the teaching of numeracy in Stages 4 and 5
- The percentage of Year 7 students in proficient bands for numeracy was stable
- The percentage of Year 9 students in proficient bands for numeracy was stable.
Target 2
Improve student outcomes in reading Years 7-9

Our achievements include:

- Identified and mapped areas for improvement in the teaching and learning of literacy through the analysis of student performance data. Students accessed tutoring in the Literacy Intervention Program funded through National Partnerships
- Development of a writing framework accessed on MOODLE. Increased participation by teachers in professional learning to better support the delivery of quality teaching and learning of literacy
- TARS and EARS processes have monitored the teaching of literacy across the curriculum for Years 7-10
- The percentage of Year 9 students in proficient bands for literacy has increased.

Target 3
Improve Aboriginal student retention to the HSC (or its equivalent) as indicated by a retention rate of 60%.

Our achievements include:

- Continued development and implementation of PLPs for all Aboriginal students
- Delivery of a PaCE program leading to participation by the community in the education of students and increased retention of Aboriginal students to Year 12
- Working collaboratively with the Aboriginal CEO to support Stage 6 Aboriginal students to reach their goals in the senior years
- Delivery of cultural awareness programs to school staff.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 the school evaluated the current TARS and EARS processes resulting in the strengthening of teacher professional learning, school planning and accountability processes. Rigorous assessment of teachers and executive, along with analysis of external assessment including SMART data, the use of the Connected Learning Advisory Service (CLAS) and annual school analysis tools have been implemented.

Educational and management practice

In 2011, the school evaluated the current TARS and EARS processes resulting in the strengthening of teacher professional learning, school planning and accountability processes. Rigorous assessment of teachers and executive, along with analysis of external assessment including SMART data, the use of the Connected Learning Advisory Service (CLAS) and annual school analysis tools have been implemented.

Background

Existing TARS and EARS processes were sound but needed to better cater for the dynamic nature of curriculum and management practice. The responsibility of all staff to ensure accountability across the school was an important aspect of the evaluation. Creating more effective and transparent TARS and EARS processes, and an efficient and positive practice was required.

The processes in this review included:

- All teachers engaging in and identifying the key elements that required review in the annual process
- Consultations and negotiation across the school community occurred to assist in transparency and ownership
- Aligning the processes to the NSW Professional Teaching Standards.

Findings and conclusions

The TARS and EARS processes have been successfully introduced and implemented leading to staff having a greater awareness of accountability. Staff members are taking an active role in ensuring accountability occurs across the school, be it in the classroom, at faculty level, or across the whole school.

Planning of teacher professional learning has occurred to make it more relevant to individual teacher needs, aligning with individual, faculty and school targets and plans.

School planning is occurring at the whole school level and across and within KLAs, ensuring the school moves forward to achieve goals and work towards set targets using identified resources.
Future directions
The TARS and EARS procedures will continue in 2012. Processes will be adapted for Early Careers Teachers (ECT) to align to the Professional Teaching Standards to meet the requirements for achieving professional competence.

Professional dialogue will continue around these processes to enhance their effectiveness and ensure accountability is maintained in an efficient and transparent manner.

Curriculum
Differentiated curriculum using ICT to deliver quality teaching and learning programs that integrate literacy and numeracy skills was evaluated by the school in 2011.

Background
Differentiated curriculum is one of the key aspects in developing quality teaching and learning programs for all students using technology to integrate literacy and numeracy skills has the potential to:
• Better engage all students in the learning process and create success for all
• Meet the literacy and numeracy needs of all students including lower performing students
• Promote positive growth for students across all performance bands in Years 7-10
• Delivery of a diverse and flexible curriculum that meets the needs of all students.

The school developed and delivered targeted professional learning programs to support the integration of ICT into teaching and learning programs. This created increased confidence in, and usage of, ICT to support the delivery of quality teaching and learning across the curriculum by teachers.

Aligned with the MOODLE and Understanding by Design (UBD) principles, this process allowed faculties to develop differentiated programs of work to cater for the needs of a diverse cohort.

Findings and conclusions
The development of differentiated curriculum has been assisted by the planned professional learning programs to support ICT integration. Student literacy and numeracy needs have been catered for as indicated by improved NAPLAN target results.

Data collected displayed how the differentiated curriculum helped students to develop their literacy and numeracy skills. Student engagement and satisfaction has increased. Seventy percent of students believe lessons are appropriate to all students’ needs and interest. Student engagement through ICT increased, making schoolwork more interesting for 89% of Stage 4 students, who also believed that using computers helped them do better with schoolwork (87%).

Future directions
• The development of ICT programs to meet the professional learning needs of teachers
• Continued evaluation of units of work will occur to ensure differentiated curriculum is developed and student engagement is enhanced
• Development of flexible and differentiated curriculum across Stages 3 and 4 with partner schools will be a focus
• Sharing of professional learning, curriculum and resources to support the delivery of quality teaching.

Other evaluations
Further evaluations included progress on intervention programs for students with learning difficulties and SMART data analysis to inform teaching practice in literacy and numeracy.

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parent Feedback
In a survey carried out in 2011, 31 parents indicated that they were either satisfied or very satisfied with:
• The school in general (95.7%)
• Teachers’ performance (100%)
• Curriculum content (95.6%)
• Learning opportunities for students (95.6%)
• Extracurricular opportunities for students (95.6%)
• Communication between school and home (78.29%)
• Interaction with staff (78.3%)

Parents and carers provided the following response to the questions posed of them:

‘What does the school do well?’
• Communicates with families
• Takes an interest in their students
• It provides a range of learning opportunities
• Access to speak with teachers concerning any issues or problems
• Support for Aboriginal students
• Provides educational choices for boys
• Extra curricular activities/opportunities

‘In what areas does EMHS need to improve?’
• Provide parents with information about curriculum and assessment objectives and performance criteria
• More careers information for Year 12 students and parents, including support with applications to university
• Keep lines of communication open along the way as to a child’s progress or problems
• Providing information to parents sooner
• More discussion with parents around subject choices for students entering Year 9 and 10 and again in Year 11 and 12.

Aboriginal parents/community feedback

Aboriginal community members have indicated that they are satisfied with the school and its support of Aboriginal students. The parents and community like the ILH and the support that students get at EMHS.

Community members are happy with the opportunities Aboriginal students are given in areas such as SBATs, sports, health checks and career information days.

The development of PLPs has been seen as a positive opportunity for Aboriginal students. The continued employment of an Aboriginal CEO Paraprofessional has also been appreciated.

Professional learning

Professional learning has been substantially supported across the school through the allocation of funds from the CAP, Teacher Professional Learning Funds (100% of the TPL budget-$57,500), NP Low SES (approximately $102,000, NP Teacher Quality (approximately $38,000),) and DER (approximately $7,000).

Through survey:
• All staff surveyed received at least 5 days of professional learning in 2011
• 87% of staff found their professional learning to be useful; 12.7% rarely or never found their professional learning useful
• 64% either always or often felt encouraged to undertake professional development
• 64.4% of teaching staff thought that their professional development needs are being met, 6.7% were unsure about their needs being met.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Aboriginal Education

Outcome for 2012–2014

Increased learning outcomes for Aboriginal students to close the gap.

2012 Targets to achieve this outcome include:
• NAPLAN targets for Year 9 Aboriginal students 2012 include:
  - Reading targets of: 10% below minimum standard; 30% at minimum standard; 7% at proficient standard
  - Writing targets of: 9% below minimum standard; 30% at minimum standard; 7% at proficient standard
- Numeracy targets of: 0% below minimum standard; 45% at minimum standard; 12% at proficient standard

- All Aboriginal students have electronic PLPs that promote engagement and greater responsibility for learning

- Aboriginal student attendance is increased to levels that equal or better state average for all students (part of the three year plan)

- The pro rata rates of Aboriginal students participating in SBATs are maintained.

**Strategies to achieve these targets include:**

- Maintain appointment of a paraprofessional ACEO

- Develop and implement a middle school program for Aboriginal students

- Further development and implementation of an Aboriginal cultural awareness program in conjunction with the implementation of No Gap: No Excuse training program

- Develop and deliver workshops for Aboriginal parents to support the education of Aboriginal students

- Develop, implement and monitor an interactive, electronic version of PLPs

- Maintain an Independent Learning Hub and tutorial programs for Aboriginal students

- Develop and implement specific programs to improve students in literacy, numeracy and science and technology

- Further develop programs to increase attendance rates for Aboriginal students.

**2012 Targets to achieve this outcome include:**

- Developing Stage 3 and 4 MOODLE

- Sharing of professional learning, curriculum documentation and resources with partner schools in the delivery of quality teaching.

**Strategies to achieve these targets include:**

- Collaborating with partner primary schools to identify student learning needs

- Target specific KLAs and deliver a differentiated curriculum to Stages 3, 4 and 5

- Revision of the SCLC K-12 learning continuum to update and digitise existing resources and provide access through the SCLC MOODLE.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr