Eden Marine High “assists all students to reach their potential”.

At Eden Marine High School, we provide experiences that will engage students in a purposeful and positive way through our core values of Respect, Responsibility and Resilience.
School context statement

Eden Marine High School (enrolment of 667 students, including 7% Aboriginal students) is a comprehensive, rural school on the far south coast of NSW. 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 kilometres to the north), Wyndham (42 kilometres to the west) and Towamba (25 kilometres south). The majority of students come from the coastal towns of Merimbula, Pambula and Eden.

Eden Marine High (EMHS) is a Centre for Excellence and marine education is an important feature of the school’s curriculum and culture. The school offers a diverse academic and vocational curriculum to accommodate the needs of all students. The school prides itself on providing a broad range of creative, performing arts and sporting programs to cater for the needs of students. A feature of the school is the innovative use of technology to support teaching and learning. The school fosters positive relationships with its local community to maximise learning opportunities for its students and is well resourced with playing fields, attractive grounds and close proximity to Lake Curalo and Aslings Beach.

Eden Marine High School is a proud and active member of the Sapphire Coast Learning Community.

Principal’s Message

The 2014 school year has been a positive and productive one for Eden Marine High School. This year’s Annual Report provides details of the school’s successes and achievements and demonstrates our capacity to create for students the opportunity to “reach for their potential”.

The 2014 Higher School Certificate results were solid, with a similar number of students attaining Bands 5 and 6 in their results compared to 2013. A number of students attained an Australian Tertiary Admission Index (ATAR) of 90 or more.

Some other highlights and achievements include:

- Emily Claxton was awarded third place in the state wide Harmony Day Song Writing Competition and was selected along with three other students Australia wide to write “the song that stops a nation”. Emily led the presentation and performance of this song in Canberra with over half a million children in schools performing the song simultaneously at 12.30pm on Thursday October 30.
- The school’s 15 years girl’s 4x100m relay team were placed first at the Combined High Schools State Championships. Tahlia Ingram, Grace Knox, Larissa Larkham and Ebony Pointon were victorious in a time of 51.51 seconds.

- Dakota Cooper was selected in the NSW under 16 years Girls AFL team. Dakota has also been selected in the NSW/ACT under 18 years girls AFL team to play in the National Championships in Perth in May 2015.
Talia Westley was selected as captain of the NSW under 15 years girls’ soccer team that completed in an international event in Fiji.

From a whole school perspective:

Once again, Eden Marine High School’s involvement in the Sapphire Coast Learning Community (SCLC) Performing Arts Festival was outstanding. The number of staff and students actively involved in this showcase event has been critical to the event’s ongoing success.

The school celebrated a multi-cultural day on Friday November 28. The Australian National University were unable to support the day in 2014 but the school was so passionate about the significance and celebration of the day, a committed group of students, staff and community members came together to create a day of celebration and cultural diversity.

The Positive Behaviour for Success (PBS) framework has made a significant impact on the culture of the school in 2014. Signage around the school and in classrooms clearly communicates our values and community connection with explicit lessons being delivered in classes in areas identified via data analysis in consultation with students, staff and community members.

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.

Mr. Ian Moorehead, Principal

Parents and Citizens message

The Parents and Citizens (P&C) at Eden Marine High School is very proud to support and contribute towards the achievements of our school. It is through our hard work that we have been able to contribute in a variety of ways to further enhance opportunities to improve learning outcomes for students and contribute to the positive culture of the school.

The commitment and support shown by our parents, with the contributions of time that go towards our school and the children achieving their goals such as support for sporting and academic events, should be commended.

The P&C have supported the school in various ways, such as promoting the school, representation on merit selection panels, grant applications, fund raising, working bees and organizing parent information evenings.

Throughout the year we were again faced with the challenge of small numbers of parents attending our P&C meetings. A group of enthusiastic parents worked with the Principal to successfully revitalise the P&C group, resulting in increased attendance, a new philosophy and meeting format and a very positive outlook for the future.

I thank the P&C for the opportunity to serve as President in 2014 and I feel with the current values and vision in place, the school will continue to grow from strength to strength.

I would like to personally thank all those, past and present who have supported and contributed to the advancement of the P&C, the school executive, staff and the students.

Thank you for your support.

Kathy Baker, P&C President 2014

Student information

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

Student enrolment profile

Students attending Eden Marine High School represent a broad cross section of the socio-economic status of the local community. The school has an Aboriginal enrolment of 7% of the total student enrolment.

Students present with a broad range of learning needs and disabilities. A significant number of students receive support in specific classes whilst others receive integration support funding.
The anticipated enrolment from partner schools has fallen and is expected to continue to fall in future years.

Student attendance profile

In 2014, student attendance improved as compared to 2013 and is comparable to State DEC figures. A revision of the school’s attendance plan has occurred which has supported this improvement. The attendance plan will continue to be implemented, evaluated and revised in 2015.

Management of non-attendance

The employment of a School Administration Officer (SAO) has continued in 2014 to maintain a phone intervention program to improve attendance rates and resolve unexplained absences. Lists of students with attendance rates of less than 85% are distributed to staff. Period by period marking using technology through a web-based student management database, SENTRAL has occurred. The school also regularly implements a range of procedures to address non-attendance including letters home and parental interviews. The school works closely with regional personnel to support students with significant attendance concerns. In 2014, EMHS developed a range of intervention programs to assist students to improve attendance including the ongoing success of the Student Outreach Centre in collaboration with Karabar Distance Education Centre.

Post-school destinations

In 2014, 78 students completed the HSC:

- Thirty five students were offered university places across Australia, representing 41% of the Year 12 cohort.
- Twenty four students chose not to apply for university this year and are having a gap year before taking up a university offer.
- Twelve students elected to go to university at the start of 2015.
- Sixteen different universities were chosen by the 35 students, with UOW courses being chosen by 13 students.
- Thirteen students gained an Apprenticeship/Traineeship.
- Eight students were enrolling in TAFE courses.
- Two students were undertaking Pathways and returning to EMHS in 2015.

Year 12 students undertaking vocational or trade training

Three students completed a School-Based Apprenticeship/Traineeship (SBAT) in 2014.
Year 12 students attaining HSC or equivalent Vocational educational qualification

96% of students achieved a HSC credential and three students achieved a Statement of Attainment. Three students were studying via Pathways. Eleven students achieved Certificate I in Hospitality and Commercial Cookery, one student achieved Certificate II in Hospitality and 12 students achieved a Certificate II in Metals and Engineering.

Workforce information

Five members of staff retired from EMHS in 2014. Two classroom teachers, a paraprofessional, two learning support officers and an administrative staff member have again been employed in 2014 through school based funding. These positions were in addition to the schools staffing entitlement.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>41.3</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>12.882</td>
</tr>
<tr>
<td>Total</td>
<td>69.482</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014, there were three Indigenous members of staff. They included a Learning Support Officer (LSO) who worked with Aboriginal students with identified learning needs and an Aboriginal Community Engagement Officer (ACEO) and a permanent classroom teacher.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>95%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

During 2014 a diverse range of professional learning activities for all staff was provided. School Development Days (SDD) in Terms 1, 2, 3 and 4 featured both school identified priorities and DEC training in child protection, student wellbeing, student engagement strategies and increasing staff capacity in understanding and applying cultural awareness and understanding in supporting the learning needs of students from Aboriginal backgrounds.

For each SDD all permanent and temporary teachers as well as a number of casual teachers were involved in training and development activities. Individual teachers and groups of teachers participated in other training and development throughout the year.

Strategies to build the capability of staff to achieve key priorities included:

- the delivery of training related to work, health and safety policy and processes;
- online training in emergency care and anaphylaxis; and
- cultural knowledge by immersion in local Aboriginal culture led by Aboriginal elders.

The average expenditure per teacher on professional learning was $1,707.37 and the total school expenditure on teacher professional learning was $96,637.38.

Other school based funding was also used to provide additional resources for staff professional learning in 2014.

In 2014 there were five newly appointed teachers working towards Board of Studies Teaching and Education Standards (BOSTES) accreditation. In addition, there were a number of teachers maintaining their BOSTES accreditation through specific mentoring and participation in professional learning.

Beginning Teachers

Two teachers were provided with funding under Great Teaching, Inspired Learning (GTIL) in supporting them to adjust to their new roles in NSW public schools. Teachers attended a Beginning Teachers conference, worked with teacher mentors in the school, and engaged in professional learning activities as part of their professional learning plans. A teaching staff
member was given an allocation to develop an extensive beginning teacher and teacher induction program from the beginning of 2015.

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>594,784.73</td>
</tr>
<tr>
<td>Global funds</td>
<td>540,000.98</td>
</tr>
<tr>
<td>Tied funds</td>
<td>565,828.82</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>154,624.43</td>
</tr>
<tr>
<td>Interest</td>
<td>19,684.53</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>31,590.98</td>
</tr>
<tr>
<td>Canteen</td>
<td>97,799.30</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2,004,312.79</td>
</tr>
</tbody>
</table>

| **Expenditure**           | $         |
| Teaching & learning       |           |
| Key learning areas        | 133,880.39|
| Excursions                | 31,718.24 |
| Extracurricular dissections| 55,337.79 |
| Library                   | 17,074.37 |
| Training & development    | 3,107.15  |
| Tied funds                | 595,312.78|
| Casual relief teachers    | 155,407.00|
| Administration & office   | 126,667.76|
| School-operated canteen   | 86,717.81 |
| Utilities                 | 118,886.87|
| Maintenance               | 50,052.56 |
| Trust accounts            | 36,064.97 |
| Capital programs          | 0.00      |
| **Total expenditure**     | 1,410,227.69|
| **Balance carried forward**| 594,085.10|

A full copy of the school’s 2014 financial statement is tabled at the Annual General Meeting of the School P&C. Further details concerning the statement can be obtained by contacting the school.

School performance 2014
The following reports are only a small sample of the school's achievements across a range of academic, sporting and cultural activities in 2014.

Academic achievements

**NAPLAN**
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

- Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
- Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
- Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
- Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO to access the school data.

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

Results attained by students in the 2014 HSC were comparable to state average with several subjects achieving results well above state average. These were Mathematics 2 Unit, History Extension 1, PD/H/PE, Physics and Hospitality.
Other achievements

Sport

Four girls competed in the 16 years 100m relay at the CHS state athletics. Leading from the front the girls, Grace Knox, Larissa Larkham, Tahlia Ingram and Ebony Pointon, were able to hold off the very strong competition to win the relay and become state champions. EMHS had fifteen students complete at regional athletics with nine students going on to complete at state level.

Following on from the success of the under 15 years AFL team in 2013, the Open Girls AFL team became regional champions. The girls did not have the opportunity to contest the state final due to heavy rain and flooding.

Two of our talented swimmers Tiarne Pointon and Hayden Skeers were named age champions at both zone and regional swimming competitions. Two other students were zone age champions, eight students represented EMHS at the regional swimming and three students qualified for the state championships.

Talia Westley represented EMHS at zone, regional and state cross country and was zone age champion. Three students earned zone age champion and four other students earned top five positions at Wolumla. Seven students competed at the regional cross country.

Joshua Wungluck made the under 19 years Canberra Heat volleyball team and regional CHS team.

The under 15 Years girls’ netball team won the zone championships and went on to compete at the regional level.

The under 15 Years boys’ soccer team won through to the regional finals where they acquitted themselves well with sportsmanship and skill to go down 1 – 0 in the final.

In rugby league six students were selected in the zone team and went on to compete at the regional trials.
Significant programs and initiatives
Aboriginal education

Eden Marine High School has continued to maintain its commitment to improve educational and post school outcomes for Aboriginal students. The school has strengthened its positive relationship with our local Aboriginal community and continually strives to develop and implement a culturally appropriate and sensitive environment, strategies and teaching practices to ensure that Aboriginal students are given the greatest opportunity for success whilst at Eden Marine High or in the wider community. The Aboriginal student enrolment at Eden Marine High School in 2014 was 51 students.

Some of the individual student highlights in 2014 included:

- Eliza Turner was our only Aboriginal student in the Year 12 cohort. Eliza won a Regional Aboriginal Education Award for attendance and engagement in her studies and also attended the University of NSW (UNSW) Nura Guli winter camp. Eliza has been accepted into a UNSW Bachelor of Arts program and is currently living away from home undertaking her studies. Eliza was also actively involved in programs such as Australian Indigenous Mentoring Experience (AIME), Australian National University “Yabilginga” and the Aboriginal Independent learning hub.
- Tyson Paton has undertaken the Djinggi program commencing in 2014 and is to be commended on his efforts in his studies.
- Shania Aldridge was elected as an AIME ambassador and was given the opportunity to attend the Outward Bound Leadership Program. Shania also won an art internship competition with AIME mentoring program.
- Bradley Chalker represented the school at a local, regional and state level in the field of athletics. With the support of our careers teacher, Bradley has been able to secure a volunteer work placement with Broadwater Oysters. Bradley, on completion of his work placement will receive a Certificate II in Aquaculture.

Eden Marine High has developed various programs to support Aboriginal Education, staff and students.

The Norta Norta program provides a significant amount of support for our students. This includes the implementation and employment of an Aboriginal male learning and support officer. An independent learning hub has been in operation for koori students on a Wednesday afternoons. This environment fosters positive relationships, engagement, connection and access to resources that students may not be able to utilise at home.

The cultural dance program with Uncle Warren Foster (Wallaga Lake) continued and was highly successful with approximately 10 students participating in strong collaboration with one of our partner schools, Eden Primary School. This program creates an opportunity for the students to be connected, develop pride in identity, build on cultural knowledge and experiences and leadership capacities.

The Aboriginal Community Engagement Officer (ACEO) has worked closely with the Eden Elders to collaborate in the piloting of the MGoals framework. Various meetings and information sessions were held to introduce the program to the students, parents and wider community. The Eden Aboriginal Education Consultative Group (AECG) and local Elders endorsed the project to fully support the contemporary cultural education of our students. The Elders were excited to work on the project and were enthusiastic to develop their own skills in technology. The school will continue to implement this into the school with staff professional development and community/parent sessions.

The AIME mentoring program continues to be a priority at Eden Marine High School. The program’s delivery demonstrates to the students the value in developing goals in their education and also encouraging their participation in school
service activities. Up to 18 students participated in the program in 2014 and as a result the school has had a student nominated and selected to be an AIME ambassador for 2015.

We continue to foster our positive relationships with various university groups including University of Wollongong (AIME), Australian National University (Yalbalinaga) and University of NSW (Fire and Light presentation). The students’ participation, in particular the “Yalbalinaga” camp, has inspired students to feel they can achieve attending university and for one student in particular, it changed his social and peer choices and he has now entered his senior year of secondary education.

NAIDOC celebrations for 2014 recognised the Frontier Wars. Students were invited to attend an assembly highlighting the Frontier War theme. Students worked with members of the AIME mentoring group and the community to produce visual displays of information. Students had the opportunity to connect with community and learn of local Aboriginal people’s involvement in the defence forces. The annual touch game was held with a game of basketball included as well. These activities gave the opportunity for community members and teachers to connect together in an educational setting. Our official assembly included speeches from various students (poems, storytelling, musical, achievements, and dance) with parents, community members, organisations and elders as special guests.

We had four students who participated in a Back to Country camp in conjunction with National Parks and Wildlife. This camp was highly successful in the engagement of the students in various workshops including art, music, kinship/culture, men’s and women’s business. The camp created an opportunity for Aboriginal students from Eden Marine, Bega and Bombala High Schools to connect and build on relationships, which have developed when attending programs, such as AIME. The feedback from the students was very positive and the experience inspired students to participate in cultural activities in the school and has also encouraged them to communicate their cultural perspectives to their teachers and their peers.

Eden Marine High School is strengthening our links with the Eden AECG to develop a recognised collaborative relationship. The school has incorporated culturally sensitive practices when collaborating with the local community. The CEO has been president of the local AECG for a term of two years, which helps complement initiatives within the school environment and the consultation process. In consultation with the Eden AECG, the school has incorporated signage into the environment that is culturally inviting and recognisable to the Aboriginal community. The schools values of Respect, Resilience and Responsibility are also reflected within the community in its core values and this again, shows a connected relationship.

In June, Eden Marine High and Eden Public School participated in a “Dare to Lead Collegial Snapshot” to develop recommendations to support improvement in Aboriginal Education practices at Eden Marine High School. The Principals Australia Institute reviewed school data and surveyed a broad sample of stakeholders in the school to assist in the development of a strategic framework for the future.

At the end of 2014, as part of the staff professional learning days, all staff from Eden Marine High and Eden Public School participated in a local Aboriginal cultural tour coordinated by the Eden Aboriginal Lands council. Staff were taken by bus to a number of culturally significant sites linked to the “Bundian Way”. Local elders and trainee guides gave detailed presentations linking the sites to local Aboriginal culture and heritage.

Multicultural education and anti-racism

To promote community harmony, year 11 students, along with the support of staff, organised a Multicultural Day in November. Students were encouraged to dress up according to the theme ‘celebrate cultural diversity’ and provide a gold coin donation.

Sticking with the international theme the students also had the opportunity to participate in a variety of activities and workshops.
Significant programs and initiatives – equity funding

Aboriginal background

Eden Marine High School continues to strengthen its relationship with the Eden Aboriginal Education Consultative Group (AECG). School staff and executive members are regular attenders at AECG meetings and play an active role in discussions and consultation. The school’s Aboriginal Community Engagement Officer (ACEO) has been employed at the school full-time in 2014 to support Aboriginal students in their learning engagement and wellbeing and foster relationships with the local Aboriginal community. In 2015, RAM and school-based funding will be used to employ a teaching staff member to support the ACEO in reviewing and refining school practices in regard to Aboriginal Education.

Aboriginal perspectives are a key priority area in school planning 2012-2014 and will continue as a priority as part of the 2015-2017 school plan.

Several programs have been successfully implemented at the school to promote Aboriginal student leadership capacity. The AIME program delivered by the University of Wollongong (UoW) has been highly effective with a strong level of engagement from Aboriginal students.

In consultation with the local Aboriginal community, a number of innovative intervention programs have been developed and trialed targeting students with particular needs. These initiatives have been very well received and have returned positive student outcomes.

Teaching staff completed professional learning modules from the Illawarra and South East Region’s (ISER) “No Gap No Excuse” package. Active community involvement in the presentation of these modules gave a local context to their delivery and feedback from staff indicated a heightened level of awareness and understanding of the needs of Aboriginal students, in and out of the classroom. A highly successful cultural immersion activity for staff was conducted at the end of the year that enriched cultural understanding and celebrated local Aboriginal perspectives.

Overall, Aboriginal student attendance rates continue to improve at the school with a number of student-specific attendance strategies being developed and implemented.

Literacy and numeracy intervention programs target a number of Aboriginal students currently not meeting Year stage benchmarks. Staff have been employed from school based funding to deliver and review these programs.

A specific transition program to support Aboriginal students move from partner schools to high school continues to be in operation. Feedback from both staff and students attest to the success of this program. A number of Aboriginal students are engaged in School Based Traineeships and Apprenticeships (SBAT). Several Aboriginal students in years 11 and 12 have successfully transitioned into full time work and tertiary education.

An independent learning hub operates from the school library every Wednesday afternoon. Qualified and unqualified tutors work with students in a supportive and engaging learning environment. A number of year 11 and 12 students actively engage in tutorial support and small group discussions.

Socio-economic background

In 2014, Eden Marine High utilised Socio-economic background resourcing to continue to strengthen partnerships between partner schools, with families and community organisations to raise the expectations of students and teachers in a variety of key project areas.

The continued implementation and growth of Positive Behaviour for Success (PBS) has resulted in this framework being embedded in many areas around the school. Explicit signage has been erected in several areas of the school and this visibility serves as a reminder to staff, students and community members of our core values and beliefs. Specific lessons have been developed and implemented to bring the PBS framework into the classroom.

Funding has been utilised to enable the school to continue to employ an ICT Support Officer. This role is integral in ensuring students and staff have ready access to technology and that ICT systems
within the school operate as effectively as possible.

The Education Outreach Program operating from Campbell Page in Eden has had highly successful outcomes for students participating in this program. Funding supports the employment of a learning support officer (LSO) to work with the teacher supervising the program, to support students gaining a Record of School Achievement (RoSA) credential.

Additional professional learning funding has been provided to teaching staff to review teaching programs to deliver an adjusted curriculum in all stages to ensure all students have enhanced opportunities to meet learning outcomes. As part of implementing the DEC policy “Every Student Every School” specific resourcing has contributed to the employment of teaching staff to deliver highly successful explicit numeracy and literacy intervention programs for students identified via the school’s Learning and Support Team (LaST).

Student engagement data captured and reviewed at the end of 2014 indicates that levels of student engagement has generally improved across the school resulting in student attendance rates improving and a significant reduction in the number of serious discipline interventions across all years.

Learning and Support

Students with learning and support needs (low level disability) have received personalised learning and support programs which have assisted them to achieve positive learning outcomes in the following ways:

- Review meetings have occurred each semester for identified students where PLPs have been developed and reviewed. This has occurred to engage students and their parents/carers in consultative and collaborative processes to personalise learning and provide the support required to reflect each individual student’s needs.
- Programs have been undertaken which enable increased participation and engagement in learning. Examples of programs undertaken to assist students include literacy intervention, numeracy intervention and peer tutor reading where students have been able to develop their literacy skills in a supportive collaborative environment.
- Professional learning programs to address learner diversity in classrooms has occurred throughout 2014. This professional learning has included staff training for adjustments at both whole school and at faculty levels to cater for different Key Learning Area (KLA) needs and consultation on an individual basis for identified students. This has enabled students to have access to a wider range of learning experiences with specialist teachers across the curriculum and within individual classes.
- A proactive Learning and Support team (LaST) who meet regularly, have reviewed systems and planned processes to maximise efficiency. The attainment of outcomes from this review increased the effectiveness of classroom and school organisation to cater for students with learning and support needs.
School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Consultation with parents, students and staff.
- Surveys of staff, students and parents.
- Interviews and forum groups conducted with the school community including SRC, P&C, and Aboriginal community members, the AECG, parents, student groups, SASS and teachers.
- Analysis of student achievement data including HSC and NAPLAN data analysis.
- Analysis of programs and policies, school and faculty plans, communications information including meeting minutes and assessment information, program evaluation and other documentation.

The School planning 2012-2014:

School priority 1

Improvement in engagement, attendance and attainment targets for identified students.

Outcomes from 2012–2014

Improve levels of engagement for all students

Evidence of achievement of outcomes in 2014:

- Implementation of recommendations from the welfare and discipline self-evaluation 2013 has occurred leading to clearer processes for students and staff to enhance their understanding in relation to engagement within the classroom and consequences of discipline issues.
- A scope and sequence for the implementation of recommendations for whole school reviews in welfare and discipline, attendance and learning support has been developed and implementation has been initiated.
- The implementation of a whole school student attendance action plan and practices for the early identification of attendance concerns has occurred.
- Survey responses from students indicate that 78% of students found lessons to be appropriate to their needs and interests.
- Student attendance and retention levels have improved significantly in 2014 towards state average.
- A Distance Education Outreach Program has been developed and implemented to meet the needs of students who have become disengaged from attending school. Students undertaking this program have successfully re-engaged in their educational journey.

Strategies to achieve these outcomes in 2014:

- The development of a scope and sequence for the implementation of recommendations for whole school reviews in welfare & discipline, attendance and learning and support.
- Implementation of a revised whole school student attendance action plan and practices for the early identification of attendance concerns.

School priority 2

Curriculum assessment, literacy, numeracy, ICT and Quality Teaching

Outcomes from 2012–2014

Positive HSC relative performance from Year 9 (value added) for all students.

Evidence of achievement of outcomes in 2014:

- Positive growth in retention to Year 12 from Year 9 NAPLAN to HSC, reflecting increased attendance and retention of students in years 10, 11 and 12.
- A differentiated curriculum has been developed and delivered through ICT and MOODLE for Stage 5 & 6 courses as monitored through the school’s staff appraisal and review programs.
- The development, review and implementation of Personal Learning Plans (PLPs) for identified underachievers and
those with specific learning needs has occurred.

- Targeted interventions have assisted students to value add from Year 9 to the HSC.
- The continuation of the targeted implementation of ALARM procedures aimed at Stage 6 students in literacy and critical thinking. This implementation has helped students improve their written literacy for school assessment work and formal HSC examinations.

**Strategies to achieve these outcomes in 2014:**

- Targeted intervention for students through the development and implementation of PLPs for students with learning difficulties and those who are recognised as underperforming.
- The development and delivery of a differentiated curriculum that makes learning adjustments to better meets the diverse learning needs of students delivered through ICT and MOODLE to include Stage 6 courses.

**School priority 3**


**Outcomes from 2012–2014**

A scope and sequence for a whole school executive staff transition process to account for a reduction in executive positions has been developed and will be implemented from the start of 2015.

**Evidence of achievement of outcomes in 2014:**

- A review of the roles and responsibilities of all staff members within the school was implemented. From this review roles and responsibilities were reallocated from executive positions lost to ensure smooth transition and management of existing systems and structures.
- The development of a whole school transition plan to accommodate a reduction of executive positions has occurred. The implementation of this plan began with a successful trial in Term 4 2014.
- A review of decision-making structures within the school occurred to assist the identification of opportunities for aspiring leaders, facilitating the provision of leadership opportunities.
- Targeted key leadership roles were established to support professional learning, teacher accreditation and tertiary partnerships.

**Strategies to achieve these outcomes in 2014:**

- The development and implementation of a whole school transition plan to accommodate a reduction on executive positions in 2015.
- The provision of professional learning opportunities and strategic planning for the implementation of DEC reforms in 2015.

**Parent/caregiver, student, and teacher satisfaction**

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

**Parent/caregiver Feedback**

In surveys conducted with parents, they indicated the following:

- 92% of respondents did not feel their child was excluded.
- School staff took an active role in making sure all students were included in school activities. (68%)
- My child feels safe at school. (83%)
- My child is clear about the rules for school behaviour. (83%)
- My child is encouraged to do his or her best work. (78%)
- Reports of student progress are written in terms I understand. (77%)
- I feel welcome when I visit the school. (73%)

Parents also indicated that EMHS ‘offers a lot of opportunities for students ...’ and that ‘teachers go over and above their responsibilities to make kids feel they are in a safe learning environment and that all students have a right to an education.’
Student Feedback

Surveys completed by EMHS students indicated that they agreed or strongly agreed with the following statements:

- There are clear rules and expectations for classroom behaviour. (70%)
- The work I do at school is good preparation for further education and training. (87%)
- My teachers plan class activities that are interesting and help me learn. (62%)
- Students at EMHS had aspirations for finishing high school. (78%)
- Most students do homework and assignments. (80%)
- I feel good about my culture when I am at school. (73%)

Students have also indicated:

- They have been provided with arrange of opportunities.
- They feel accepted and valued by peers and others at school. (59%)
- Education will benefit them personally and economically, and have a strong bearing on their future. (69%)
- They tried hard to succeed in their learning. (67%)

Teacher Feedback

In surveys conducted with teachers, they indicated that they agreed or strongly agreed with the following statements:

- I engage in professional learning to improve my classroom practice. (80.6%)
- I engage in school-based, classroom-focused professional learning. (77.7%)
- I set high expectations for student learning. (84%)
- I establish clear expectations for classroom behaviour. (91%)
- I work with the school executive to create a safe and orderly school environment. (82%)
- I talk with other teachers about strategies that increase student engagement. (82%)
- I give students feedback on how to improve their performance on formal assessment tasks. (81%)

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: