Introduction

The Annual Report for 2015 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 school 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.

Meredith Fawcett
Principal

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elderslie-h.school@det.nsw.edu.au
02 46581110

Message from the Principal

Elderslie High School is a vibrant, comprehensive Year 7-12 high school that has an outstanding reputation in the Macarthur area of South Western Sydney. A strong tradition of student achievement, a supportive wellbeing program and a broad range of subject and extra-curricular opportunities enable all students to achieve their potential through our Positive Behaviour Learning (PBL) core values of respect, responsibility and reflection.

In 2015, Alexander O’Flynn received the Minister’s Award for Excellence in Student Achievement, Andrew Loomes attained first place in the HSC PDHPE course and Sean Lewis our school Dux attained an ATAR of 97.8 enabling him to study a Bachelor of Actuarial Studies at UNSW. The school had two students receive the prestigious NSW Combined High Schools Blue Awards, Alley Hanagan for hockey and Mitchell Dawson for gymnastics (pictured above). Also in the sporting arena Gabriela Plain received the SWS Region Sporting Blue for softball and the SWS President’s Award.

As a school, we value the support we receive from our community particularly those who assist with transporting students to and from venues, those who represent parents on merit selection panels and finally those who attend and support our Parents and Citizens (P&C) Association. Finally, I would also like to acknowledge the commitment and dedication of the EHS staff in working with and caring for our students.

P & C and/or School Council message

Eight P&C meetings were held throughout the 2015 academic year, providing the attendees with an opportunity to hear the school senior executive reporting on school initiatives and programs. Various faculties and the Student Representative Council also made presentations and organised displays giving P&C members an insight into subject curriculum and the school’s many achievements. Attendees were able to seek information regarding important issues as well as being invited by the school executive to be involved in decisions such as school uniform and curriculum options. The P&C also provided parent representatives on a number of staff recruitment panels.

The fund raising committee has again proven very successful, with over $5200 raised in 2015. This has allowed the P&C to make significant contributions to the school, for example, purchasing PBL prizes. In addition the P&C made the significant purchase of a common text for all Year 7 students and commenced the perpetual funding of an EHS P&C scholarship to be awarded to a student at each of the Elderslie High School partner primary schools who satisfy our school motto Excellence, Honour & Service. Once again, the Elderslie High School P&C Association acknowledges the outstanding commitment and support from the Principal, Deputy Principals and the teachers in helping the P&C achieve its desired outcomes. Thank you to all the parents who attended meetings and to those who acted as officer bearers of the association.

Michael Hovey
P&C President
**Student Representative’s Message**

Elderslie High School’s Student Representative Council (SRC) had another productive year in 2015. They continued to prove themselves as leaders of the school through their organisation and implementation of fundraising events, attending P&C meetings and representing the student body on the PBL team. Term 1 kicked off with a colourful start as the World’s Greatest Shave returned for another year. Students from Years 7-12 showed their support for cancer research by raising funds for hair colouring and shaving of heads. With the aid and continued support of the SRC team, the school raised over $7000. Special mention to those who shaved for a cure: Josh Pobje (Year 7), Timothy Hannaford, Natasha Burke and Minette Jacobs (Year 9), Wilford Zhang and Marcus Brown (Year 10), Alex O’Flynn and Ryan Malcom (Year 12), and one teacher, Mrs Kelly.

We also organised Harmony Day as a day to acknowledge the cultural diversity of Australia, with proceeds going towards our two World Vision sponsored children. A respectable amount of $390 was raised at this event and throughout the year additional funds were used to provide necessary supplies. We raised $430 for Beanies for Brain Cancer and the much loved Biggest Morning Tea was another success, raising $1348.

A fundraiser for Ovarian Cancer kicked off Term 3 with a gold coin donation, students were encouraged to wear the colour teal, which is representative of this cause. The year ended with recognising and raising much needed funds for White Ribbon Day, in awareness of domestic violence raising a total of $650. The SRC worked tirelessly throughout 2015 to lead the EHS student body through a successful year of fundraising.

Rosie Lindsay

SRC Chairperson

**School background**

**School vision statement**

The purpose of the Elderslie High School plan is to develop global citizens that are equipped with 21st Century skills, are resilient and able to accept diversity within our community. We will achieve this by facilitating a dynamic culture of learning where high expectations are paramount to maintaining our valued traditions whilst driving our commitment to ongoing improvement.

**School context**

Elderslie High School is located in South-Western Sydney Region, drawing students from Camden and surrounding areas. It is a large, comprehensive, co-educational secondary school offering extensive academic, sport and extra-curricular programs to 948 students. The school student body is made up of 12 per cent LBOTE and approximately 3 per cent Aboriginal and Torres Strait Islander students.

The school’s mission is to provide an effective and challenging educational program for all students and our sustained success reflects our commitment to raising achievement for everyone. There is a strong emphasis on excellence but also recognition of the range of talents and learning needs of students.

The school motto and core values of Elderslie High School are Excellence, Honour and Service. Elderslie High School is a high achieving secondary school where everyone is given the opportunity to do their best. The school and individual students have received numerous awards for excellence or outstanding achievement at regional, state and Australian level, including awards for engagement and retention, sport, vocational education and training, transition, creative and performing arts, textiles and design and agriculture. Sport and the creative and performing arts are both integral parts of the curriculum at Elderslie High School. Elderslie is the premier sporting school in the Macarthur area.

Many students first experience Elderslie High School whilst at primary school. Our community of schools partnership program with our three partner primary schools is an award winning program. Through innovative means, we plan and organise for improved learning outcomes in literacy, numeracy, LOTE and the performing arts.
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework (SEF), our school achievements and the next steps to be pursued. 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.

Elderslie High School undertook self-assessment using the elements of the School Excellence Framework. Initially the school community was asked to assess where they considered the school was placed against each element. This gave the school baseline data. Throughout 2015 self-assessment continued in further assisting the school to refine strategic priorities in our school plan leading to improvements in learning, teaching and leadership development.

The results of the self-assessment process indicated that:

In the domain of Learning our efforts have primarily been focused on wellbeing, curriculum and learning, and assessment and reporting. The fundamental importance of wellbeing has been to strengthen the cognitive, emotional, social, physical and spiritual development of students so that they can connect, succeed and thrive. The school community was involved in identifying current opportunities that were age rigorous and meaningful for students. The results have been evident in the participation rates of students. A more focused approach to support the psychological wellbeing of students and an improvement in Stage 5 course choice has been a component of our progress this year. In the elements of curriculum and learning, and assessment and reporting attention to individual learning needs and improvement in the number of proficient students in NAPLAN writing have been focuses of our progress. The staff analysed data and implemented differentiated strategies to improve their knowledge and understanding of students on individual learning plans (ILP). ILPs are monitored and school reports written to specifically outline student progress against each individual plan. The provision of quality feedback on student performance has also been a priority with the majority of staff implementing school procedures in regards to reporting on student learning across the curriculum.

In the domain of Teaching our major focus has been on data skills and usage, and collaborative practice. All Stage 6 teaching staff analysed HSC RAP data and school half yearly and yearly examinations resulting in improvement strategies that were embedded into teaching and learning programs. A lesson observation proforma focusing on the quality teaching framework was developed and implemented resulting in the enhancement of teaching practice through observation, reflection and feedback. The implementation of the writing Pedagogy Project has been instrumental in providing professional learning for staff and development of quality strategies and resources to support students in their writing development.

In the domain of Leading, our priorities have been on leadership development and school resources that are strategically used to achieve improved student outcomes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building for students and staff across the school. Leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to develop a cooperative and collaborative school culture of learning. Staff are well versed in developing their own evidence based practice through their reflections and evaluations of our collective work. There has also been a major focus on mentoring and coaching support to improve teaching and learning practice, with all school executive being mentored by an experienced growth coach.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.
## Strategic Direction 1

Dynamic leadership practices building collective efficacy.

### Purpose

To develop a cooperative and collaborative school culture of learning. A community in which staff and students take responsibility for their own ongoing learning, strive for growth and improvement and who make strong connections within and beyond the school thus building leadership and supporting system efficacy.

### Overall summary of progress

Process 1 - Teacher performance and leadership involved the introduction of staff performance and development (PDP) processes that included alignment to the school plan, leadership growth and national teaching standards. The PDP process was successfully introduced with staff developing goals and submitting evidence that demonstrated achievement. The executive mentoring program commenced and the skills and knowledge developed around critical conversations. The lesson observation proforma centering on the quality teaching framework enabled conversation and feedback pre and post observation.

Process 2 – Student leadership centred on the participation of students in school decision making and the identification of leadership opportunities within the school. Milestones achieved enabled student leaders to learn valuable skills and take on new responsibilities. They included the identification of Aboriginal student leaders, aligning Aboriginal student leaders to members of the school Aboriginal Education team, student leaders coordinating NAIDOC week assembly and mentor training for 2016 prefects.

### Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff have evidence to demonstrate their progress and attainment of National Teaching Standards and their own 2015-2017 Performance and Development Plan.</td>
<td>Staff provided evidence to support PDP goal achievement; and recognised the link with professional growth, leadership and National teaching standards. Executive staff provided with an executive coach to assist them in developing PDP goals and coaching skills. Lesson observation and feedback proforma developed and implemented following professional development.</td>
<td>$11000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$8000</td>
</tr>
<tr>
<td>Student participation in school decision making to support leadership and wellbeing increases by 20%.</td>
<td>The school captaincy team, members of the prefect body, Student Representative Council and members of the Aboriginal team were involved in school decision making. Year 11 prefects participated in a mentoring program to support Year 7 students in 2016. Two school based leadership teams had student representatives.</td>
<td>$3500</td>
</tr>
</tbody>
</table>

### Next steps

Future directions include:

- Develop coaching skills for all executive staff members to promote growth and development.
- Increase the number of staff applying for accreditation at highly accomplished and lead levels.
- Employ Aboriginal Education coordinator to embed high quality leadership opportunities.
Strategic Direction 2

Consistent High Standard Educational Standards.

Purpose

To ensure learning for students across our school is based on quality educational delivery and consistent, high standard shared professional practices.

Overall summary of progress

Process 1 - The “Pedagogy Project” involved the development of a common writing platform. The leadership team analysed internal and external data sources and through in-depth research designed a scaffolded approach to writing that could be implemented throughout the school. The common writing platform was trialed in four classes across three different faculties and in Semester 2, four additional faculties were added to the trial.

Process 2 - “Striving for Success” involved the expansion of staff analyses of Stage 6 student examination results. In 2015 analysis of Stage 6 examination data led to a deeper exploration of teaching and learning strategies that could be utilised to support improved HSC performance. A Stage 6 gifted and talented student program “ELEVATE” was implemented and evaluated with all students indicating that they valued the program. A review of current student assessment feedback samples from each KLA was completed.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10% increase in the number of students in Year 7 and 9 who are at proficient level in in writing.</td>
<td>The Pedagogy Project was implemented in four Stage 4 classes. Baseline data of trial groups was collated by the team and compared to data collated at the completion of the trial period resulting in an average of 19% improvement.</td>
<td>$45000 Socioeconomic background funding</td>
</tr>
<tr>
<td>50% of HSC course results are above State average in the HSC.</td>
<td>Teachers completed RAP, Trial HSC and Preliminary HSC examination analyses and developed improvement strategies for Stage 6 courses. Implementation of the strategies has resulted in fifteen courses (44%) achieving above State average. A survey regarding the EHS assessment feedback template was completed by staff. Data indicated inconsistent use of this document across the school. Sample feedback documentation was reviewed. Gifted and Talented students indicated that the Elevate workshops were valuable and recommended continuation.</td>
<td>$4500</td>
</tr>
</tbody>
</table>

Next steps

Future directions include:

- Production of a video to support additional professional learning for the Pedagogy Project.
- Development of a consistent EHS assessment task feedback system to inform student reflection and improvement to maximise student learning outcomes.
- Further professional learning and an expansion of resources to adapt the platform for Stage 5.
**Strategic Direction 3**

Active, collaborative partnerships ensuring student engagement.

**Purpose**

To develop an approach which builds community support so that learning is personalised and engaging for each student.

**Overall summary of progress**

Process 1 involved three major areas namely school communication, Stage 5 transition and a Stage 5 curriculum evaluation. A school wide communication policy was implemented and the Skoolbag App was trialed. Education plans were developed for identified Stage 5 students and MWLP (Macarthur Work Place Learning) were contracted to support career transition planning and Stage 6 subject selection. Stage 4 and 5 students completed a student engagement survey and data revealed that elective courses rated highest for engagement. After consultation with parents three electives were recommended for Year 9 2016.

Process 2 involved investigating a 3+3 curriculum model. Staff, students and parents were involved in an extensive consultation process. The recommendation was to further investigate and delay the introduction of the model. The BYOD policy was implemented with students now having clear procedures for using their own devices for educational purposes. Professional learning was provided for staff and an information session held for parents.

**Progress towards achieving improvement measures**

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved student engagement through the development and implementation of programs and strategies that support individual and collective wellbeing.</td>
<td>Over 33% of the school community has downloaded the Skoolbag App leading to enhanced communication. The BYOD policy was implemented across the school. Life Skills Scope and Sequences were developed. The consultation for the 3+3 curriculum was undertaken and recommendations presented. Analysis of Stage 4&amp;5 Survey data indicated highest engagement correlated to elective courses. Recommendation to increase the number of Stage 5 elective courses undertaken by students in 2016.</td>
<td>$1000</td>
</tr>
<tr>
<td>All students on education plans have successfully transitioned between school stages and beyond school.</td>
<td>15% of Year 10 students successfully transitioned into TAFE, apprenticeships and the workforce. 50% increase in the number of students gaining entry in 2016 TVET courses.</td>
<td>$4000</td>
</tr>
</tbody>
</table>

**Next steps**

Future directions include:

- Research Stage 5 curriculum options and propose recommendations for 2017 courses.
- Introduction of additional communication platforms to support community engagement.
- Evaluation of BYOD implementation and current ICT practices in programming and assessments.
- Design and introduction of flexible learning spaces following the provision of professional learning for enhanced 21st Century learning.
<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal background funding</td>
<td>All Aboriginal students have an individual learning plan (ILP) and have been supported in their learning through the assistance of learning support officers.</td>
<td>$15446 - RAM Aboriginal Background</td>
</tr>
<tr>
<td></td>
<td>Aboriginal student leaders have become integral members of the EHS Aboriginal Education team, participating in decision making. Students attended a cultural excursion with all who attended reporting positive feedback. Two students received an Aboriginal Student Achievement Award for their culture, courage and commitment to their education.</td>
<td>$9584 – Norta Norta Learning Assistance</td>
</tr>
<tr>
<td></td>
<td>Provision of a tutor two days per week.</td>
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<tr>
<td></td>
<td>2015 NAPLAN results indicated that the following percentage of Year 9 Aboriginal students were greater than or equal to expected growth – 80% in reading, 60% in writing and 60% in numeracy.</td>
<td></td>
</tr>
<tr>
<td>Socio-economic funding</td>
<td>Phase 1 of the pedagogy project was implemented across four Stage 4 classes through the employment of a 0.5 teacher. Data has indicated a 19% improvement in writing for all students who participated in the 2015 pilot.</td>
<td>$59329</td>
</tr>
<tr>
<td></td>
<td>Teachers involved in the project have improved their skills in teaching students how to write across a number of Key Learning Areas using the writing platform model.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>50% increase in the number of students gaining entry in 2016 TVET courses and 15% of Year 10 students successfully transitioned into TAFE, apprenticeships and the workforce.</td>
<td></td>
</tr>
<tr>
<td>Low level adjustment for disability funding</td>
<td>Employment of 1.4 learning and support officers and additional learning and support teachers.</td>
<td>$60608</td>
</tr>
<tr>
<td></td>
<td>All students requiring adjustments and learning support are catered for within class programs and other whole school strategies. One hundred and eighty-four students from Years 7-10 were provided with learning support.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A further twenty students were referred for learning support in 2015.</td>
<td></td>
</tr>
</tbody>
</table>
**Support for beginning teachers**

In 2015 four beginning teachers commenced at various times throughout the year. Each teacher was provided with release time from face-to-face teaching for two periods each week. They were also provided with a teacher mentor who was released from face-to-face teaching one period per week. In most cases the teacher mentor was the head teacher.

All beginning teachers participated in a range of activities to support the development of their skills. These activities included mentoring and coaching sessions with teacher mentors, lesson observation, professional learning on classroom management and student engagement. Support was also provided for the teachers to gather and annotate appropriate evidence to contribute to their accreditation.

The teachers have also actively participated in programming and reporting. Feedback from all beginning teachers indicated that they were supported in the development of their skills and understandings of quality teaching practice.

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<table>
<thead>
<tr>
<th>Internal school self-evaluation.</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
</table>
| The Science faculty participated in a review of teaching practice, attitudes, and assessment and reporting. Parents, students and staff participated in the review. | Members of the school evaluation team and interested staff implemented observations of student engagement during the internal school self-evaluation of the Science faculty. The review identified the following recommendations for implementation:  
  - team teaching to improve lesson delivery and practical application,  
  - modification of junior assessment tasks to incorporate research,  
  - use of feedback and progressive assessment,  
  - increase connections to content and relevance to the real world, and  
  - upgrade and repair practical equipment for hands on experiments. | $2000 |

$52510– Beginning Teacher and Teacher mentor release from class.  
NB funds allocated are for a two year period.
Mandatory and optional reporting requirements

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

In 2015 the school started with an enrolment consistent with 2014. The proportion of boys and girls was approximately forty-four and fifty-six per cent respectively.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>436</td>
<td>450</td>
<td>453</td>
<td>436</td>
<td>432</td>
<td>402</td>
<td>420</td>
</tr>
<tr>
<td>Female</td>
<td>503</td>
<td>530</td>
<td>536</td>
<td>517</td>
<td>531</td>
<td>546</td>
<td>528</td>
</tr>
</tbody>
</table>

Student attendance profile

The following attendance pattern (Years 7 - 12) is observable for the past seven years.

Management of non-attendance

Elderslie High School is committed to maximising student attendance and has implemented a number of strategies. Strategies include proactive and successful teaching and learning, extra-curricular programs, student interviews, parent bulletin articles and support programs.

Student non-attendance is managed using a number of different strategies including the sending of SMS messages to parents, setting attendance targets, printing attendance records below targets every fortnight for distribution to head teacher welfare (HT Welfare), deputy principals and year advisers and marking of class rolls each teaching period.

A whole school approach has been streamlined for class attendance with the most significant cases being followed up by a staff member responsible for this duty. Attendance of Year 7-12 students is also monitored by the Home School Liaison Officer (HSLO). Interviews are conducted, parents are informed with a print-out of attendance, and discussions centered on the long term effects of non-attendance. In 2015 the school has refined practices utilising the electronic attendance program. The program assisted in early intervention strategies and provided up-to-date information.

Structure of classes

The strength and reputation of Elderslie High School’s Gifted and Talented program continues to grow. This is emphasised by the increased number of students who apply for enrolment at our school. In 2015 the school had two top stream enrichment classes in Years 7 to 10 that followed the same pattern of study as the remaining year group but have a differentiated curriculum to incorporate enriched work.

Retention Year 10 to Year 12
Post-school destinations

<table>
<thead>
<tr>
<th>Proportion of students moving into post-school education, training or employment</th>
<th>Year 10 %</th>
<th>Year 11 %</th>
<th>Year 12 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>1%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>employment</td>
<td>7%</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>2%</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>university entry</td>
<td></td>
<td></td>
<td>58%</td>
</tr>
<tr>
<td>other</td>
<td>8%</td>
<td>10%</td>
<td>6%</td>
</tr>
<tr>
<td>unknown</td>
<td>10%</td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>

Our school is responding to the needs of students in Years 10, 11 and 12 with a range of individual learning pathways, including HSC, TAFE, apprenticeships, traineeships and university options.

The majority of students graduating from Years 10-12 in 2015 were successful in finding full time employment or in entering full or part-time education.

Year 12 students undertaking vocational or trade training

In 2015, forty-two per cent of Year 12 students undertook one or more vocational education or trade training course.

Year 12 students attaining HSC or equivalent vocational educational qualification

In 2015, ninety-eight per cent of year 12 students attained an HSC or equivalent vocational educational qualification. In total there were fifty vocational educational qualifications obtained from the forty-two per cent of students enrolled in vocational education or trade training courses.

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

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 Teacher(s)</td>
<td>10</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>39.5</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>12.4</td>
</tr>
<tr>
<td>Total</td>
<td>68.2</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. The Indigenous composition of staff at Elderslie High School is 3 per cent.

Workforce retention

Whilst there were some staff changes during 2015, the retention rate in real terms was 93 per cent. The following teacher changes occurred in 2015:

- three teachers accepted an appointment on merit,
- four staff members retired, and
- one staff member accepted a transfer.

There were four new permanent teacher position appointments – English, History, Careers and Head Teacher Welfare.

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>Undergraduate degree or diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>16%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Professional learning funds were expended in the areas of leadership development, career development, welfare and equity, beginning teachers, leadership and collective efficacy, consistent high standard educational practices as well as enhancing engagement and community participation. In 2015, the bulk of the funds supported two areas, leadership development and the development of consistent high standard
educational practice. Access to these funds allowed staff to attend professional development that centered on school strategic directions, and improved pedagogical practices.

Professional learning was provided both within the school and through courses delivered by the DoE and external providers. Professional learning opportunities were accessed by each key learning area and strategies and information gained from these opportunities were shared on a whole school and faculty level.

Areas targeted at a whole-school level were Gifted and Talented education – NAPLAN, RAP and Stage 6 examination data analysis; effective school planning; individual support for the development of performance development plans for staff; development and implementation of individual education plans for students; improved report writing practices in the Stage 4 curriculum; differentiation within pedagogy; providing quality feedback; lesson observations utilising the quality teaching framework; preparing for the introduction of the Wellbeing Framework and design thinking.

The partnership with our Community of Schools involving all our partner primary schools continues to be strong. The partnership provides invaluable, ongoing opportunities for staff to build networks, share and develop resources, mentor and be mentored by peers and hold professional dialogue on best practice in the classroom.

In 2016 professional learning will focus on the improvements in school communication platforms, integration of ICT into classroom practice, increased knowledge and understanding of autism spectrum disorders, individualised support for the development of performance development plans, leadership development utilising the growth coaching model, 21st pedagogy learning spaces and the provision of quality feedback.

Teacher Accreditation

In 2015, Elderslie High School continued to implement a framework for ongoing support of beginning teachers at the school. An internal school network was formed and fortnightly meetings were held in which key workshop themes were explored. Topic areas included effective classroom management, assessment practices and organisation of excursions and variations to routine as well as DoE structure and organisation. Additionally, there was a continuation of the regular support and supervision of each beginning teacher utilising each head teacher as a mentor. In 2015, one teacher attained accreditation at proficient.

Financial information

Financial summary

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

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>826544.30</td>
</tr>
<tr>
<td>Global funds</td>
<td>575952.58</td>
</tr>
<tr>
<td>Tied funds</td>
<td>399511.21</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>502301.23</td>
</tr>
<tr>
<td>Interest</td>
<td>22906.36</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>2386662.58</td>
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<tr>
<td><strong>Expenditure</strong></td>
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<tr>
<td>Teaching &amp; learning</td>
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<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Total expenditure</td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>964515.50</td>
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</table>

The balance carried forward includes tied grants and trust funds, and unpaid invoices and salaries. The balance of school funds were held in reserve for the purchase of major items such as interactive classroom technology, 21st century learning spaces, upgrade to outdoor playground area, computerised sewing machine, tablet devices to replace superseded laptops, and enhancements to office and staffroom areas.

A full copy of the school’s 2015 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance

NAPLAN

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

NAPLAN - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Literacy – Year 7

One hundred and seventy-seven Year 7 students completed NAPLAN literacy assessment. Overall the average scores of our Year 7 students were slightly below State average in reading and at or above State average in writing, spelling, grammar and punctuation.

The percentage of students in the two top bands for reading increased from 10 per cent to 15 per cent compared to the 2014 cohort. In the lower bands, the school performed extremely well with below State average percentages for reading, writing, spelling and grammar and punctuation. Growth data indicated that 44.4 per cent of Year 7 students achieved greater than or equal to expected growth rates in reading, 59.5 per cent in writing, 48.8 per cent in spelling and 57.7 per cent in grammar and punctuation respectively.

Literacy – NAPLAN Year 9

One hundred and seventy-four Year 9 students completed the NAPLAN literacy assessment. The school average for reading, spelling, punctuation and grammar were slightly below State average. The average score in writing was above State average.

In Year 9 we had lower than State average percentages in the lower bands in reading, spelling and grammar and punctuation. The growth data between Year 7 and Year 9 indicated that 57.7 per cent of students achieved the expected minimum growth in reading, 61.6 per cent in writing, 42.1 per cent in grammar and punctuation and 60.2 per cent in spelling.

NAPLAN - Numeracy

Literacy – Year 7 Numeracy

One hundred and seventy-seven Year 7 students completed NAPLAN literacy assessment. Overall the average scores of our Year 7 students were slightly below State average in reading and at or above State average in writing, spelling, grammar and punctuation.

The percentage of students in the two top bands for reading increased from 10 per cent to 15 per cent compared to the 2014 cohort. In the lower bands, the school performed extremely well with below State average percentages for reading, writing, spelling and grammar and punctuation. Growth data indicated that 44.4 per cent of Year 7 students achieved greater than or equal to expected growth rates in reading, 59.5 per cent in writing, 48.8 per cent in spelling and 57.7 per cent in grammar and punctuation respectively.

Literacy – NAPLAN Year 9

One hundred and seventy-four Year 9 students completed the NAPLAN literacy assessment. The school average for reading, spelling, punctuation and grammar were slightly below State average. The average score in writing was above State average.

In Year 9 we had lower than State average percentages in the lower bands in reading, spelling and grammar and punctuation. The growth data between Year 7 and Year 9 indicated that 57.7 per cent of students achieved the expected minimum growth in reading, 61.6 per cent in writing, 42.1 per cent in grammar and punctuation and 60.2 per cent in spelling.

NAPLAN - Numeracy
Numeracy – NAPLAN Year 7

One hundred and seventy-seven Year 7 students completed NAPLAN numeracy assessment. Year 7 had lower than state average percentages in the top band and lower than state average percentages in the lower bands.

Growth data indicated that 56.5 per cent of Year 7 students were greater than or equal to the expected growth rates in numeracy, with 55.4 per cent of girls and 57.9 per cent of boys achieving greater than or equal to expected growth.

Numeracy – NAPLAN Year 9

One hundred and seventy Year 9 students completed NAPLAN numeracy assessment. In Year 9 we had lower than State average percentages in the top two bands.

Growth data indicated that 62.5 per cent of boys and 55.9 per cent of girls achieved greater than or equal to the expected minimum growth rate between Year 7 and Year 9.

Higher School Certificate (HSC)

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

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2015</th>
<th>School Average</th>
<th>State DoE 2015</th>
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</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>69.1</td>
<td>71.0</td>
<td>68.8</td>
</tr>
<tr>
<td>Biology</td>
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<td>68.8</td>
<td>69.5</td>
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<tr>
<td>Community and Family</td>
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<td>Design and Technology</td>
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<td>Drama</td>
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<td>75.2</td>
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<td>English (Standard)</td>
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<td>Food Technology</td>
<td>75.1</td>
<td>72.1</td>
<td>68.4</td>
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<td>Legal Studies</td>
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<td>73.7</td>
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<td>Mathematics General 1</td>
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<td>Personal Development</td>
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<td>Hospitality Examination</td>
<td>75.5</td>
<td>75.5</td>
<td>73.0</td>
</tr>
</tbody>
</table>

English

For the sixty-nine students who studied English Standard the average score was three points above the state average. Seven students gained a Band 5 result.

Thirty-nine students completed the English Advanced course with one candidate, Alexander O’Flynn achieving a Band 6 result. Ninety-one per cent of the students achieved a Band 4 or higher with the average falling three points below the State average.

A small cohort of students studied English Extension 1 and 2 making a valid statistical analysis difficult.

Mathematics

Fifteen students studied the Mathematics General 1 course, eighty-four students studied Mathematics General 2, sixteen students studied Mathematics, four students studied Mathematics Extension 1 and one student studied Mathematics Extension 2.

The average student examination result in General Mathematics was on the state average. A total of fifty per cent of students scored a result in the top three bands and this was an increase of seven per cent compared to the previous year. Twenty students scored a Band 5 result.

The average student examination result in Mathematics was slightly below the State average. Seventy-five per cent of students achieved a Band 4 result or higher, with five students achieving a Band 5 result.
A small cohort of students studied Mathematics Extension 1, thus making a valid statistical analysis difficult. All students achieved a Band E3 result or higher, with Sean Lewis achieving a Band E4.

Only one student, Sean Lewis studied Mathematics Extension 2, thus making a valid statistical analysis difficult. He achieved a Band E4, the highest band and his result was well above the State average.

**Human Society and Its Environment (HSIE)**

Ancient History had a large candidature of seventy-one students. The group performed well with seven students achieving a Band 6 result. They were Andrew Loomes, Lachlan Macdonald, Nicholas Trethewy, Brooke Murray, Ashleigh Olliffe, Erin Hofman and Stephanie Brown. The percentage of Band 6 students was above State average. Thirteen students achieved a Band 5 result.

Sixteen students studied Modern History in 2015 with two students Alexander O'Flynn and Lachlan Macdonald achieving a Band 6 result. A further four students achieved a Band 5 result. Overall the cohort performed over two marks above State average.

Thirteen students studied Society and Culture in 2015. Aaron Thomson achieved a Band 6 result, and two other students achieved a Band 5 result.

A small cohort of four students studied History Extension. Three students, Brooke Murray, Ashleigh Olliffe and Alexander O’Flynn achieved top band results (Band E4).

Twenty-six students studied Legal Studies with six students achieving a Band 6, Stephanie Brown, Emma Creasey, Erin Hofman, Andrew Loomes, Lachlan Macdonald and Alexander O’Flynn. A further three students achieved a Band 5 result. The school average was slightly below State average.

Twenty-four students studied Business Studies with three students achieving a Band 5. The school average was below State average.

**Science**

In 2015, forty-two students completed a Stage 6 Science course with small numbers of candidates in Agriculture, Chemistry and Physics, thus making a valid statistical analysis of these courses challenging.

Fifty per cent of the students who completed Agriculture achieved a Band 4 result or higher.

Almost fifty per cent of Chemistry candidates achieved a Band 4 or higher. Sean Lewis achieved a Band 6 result.

Fifty per cent of students in the Physics course achieved a Band 4 or higher. Sean Lewis achieved a Band 6 result.

Almost sixty per cent of students studying Biology achieved results of a Band 4 or higher, which placed the group slightly above State average. Andrew Loomes achieved a Band 6 result.

One student attained a Band 5 result in Agriculture. Due to the small number of students studying the course it makes a valid statistical analysis difficult.

**Personal Development, Health and Physical Education (PDHPE)**

Thirty-four students studied PDHPE with the average student result being above State average. Seventy-three per cent of candidates achieved a Band 4 result or higher. Of particular mention are ten students, Abbi Church, Emma Creasey, Erin Hofman, Sean Lewis, Jessica Liardo, Andrew Loomes, Lachlan Macdonald, Ryan Malcolm, Katherine Russell and Nicholas Trethewy achieved a Band 6 and six students achieved a Band 5. Andrew Loomes, achieved 1st in the State.

**Creative and Performing Arts (CAPA)**

A small cohort of students completed the HSC Dance, Drama, Visual Arts and Music 1 course thus making meaningful comparison with state results difficult. It is worth noting that Brooke Murray’s Core Composition, for HSC Dance was selected for the CALLBACK showcase. Over seventy-five per cent of the students who studied Dance, Drama, Music 1 and Visual Arts achieved a Band 4 or 5 result.

**Technological and Applied Studies (TAS)**

Textiles and Design again achieved outstanding results in 2015 with four students, Sophie Lindsay, Emily Burden, Rebecca Finlay and Kimberley Rouland achieving a Band 6. Sophie Lindsay was selected to exhibit her practical work for both the BOSTES SHAPE and the TEA Texstyle exhibition. The school average was significantly above State average.

Ten students elected to complete the Hospitality – Food & Beverage examination with three students achieving Band 5. The school average results were above State average.

Eleven students studied Design and Technology and achieved above the State average with four students, Yanik Armstrong, Rhys Cull, Pang Je Ho and Laura Killen achieving a Band 6 and two students achieving a Band 5.
Fourteen students studied Food Technology with three students, Abbi Church, Ryan Malcolm and Katherine Russell achieving a Band 6 and three students achieving a Band 5. The school average results were above the State average.

The student results were at State average for Community and Family Studies with one student Karly Weber achieving a Band 6 and five students achieving a Band 5.

Fourteen students studied Industrial Technology - Timber. The small number of students who studied this course makes statistical analysis difficult.

Eleven students studied Engineering Studies with two students achieving a Band 5. The small number of students who studied this course makes statistical analysis difficult.

Vocational Education and Training (VET)

Students studied a range of VET courses both at school and TAFE. Courses studied at school included Hospitality – Kitchen Operations and Cookery (delivered at Camden High School), Hospitality - Food and Beverage, Primary Industries (delivered at Elizbeth Macarthur High School), Retail Services, Entertainment Industry, Sports Fitness and Recreation, and Construction.

One student achieved a Band 5 result in Hospitality Hospitality – Kitchen Operations and Cookery and three students achieved a Band 5 result in Hospitality – Food and Beverage.

In Retail Services, ten students completed the VET qualification; three students completed the HSC examination. One student achieved a Band 5 result. Due to a small number of students studying the course it makes a valid statistical analysis difficult.

In Construction, six students completed the VET qualifications, however only five completed the HSC examination. Due to the small number of students studying the course it makes a valid statistical analysis difficult.

In Primary Industries one student achieved a Band 5. Due to the small number of students studying the course it makes a valid statistical analysis difficult.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2015 the Elderslie High School community participated in the Tell Them From Me (TTFM) state wide survey which helps capture the views of parents, students and teachers with regards to student learning and engagement.

A small number of parents completed the survey so this data is statistically unreliable. Parents answered questions with regard to the following domains; feeling welcome, inclusive and informed, supporting learning, safety and supporting positive behaviour. Parents indicated that they did feel welcome; written information from the school was clear; they are well informed about school events; they can communicate successfully with teachers; that the school supported learning with a focus on maintaining high expectations of student achievement; that teachers understand the learning needs of students; and that they regularly utilised the school website and parent bulletin to find out information about the school.

Forty-seven teaching staff completed the teacher survey which focused on eight drivers of student learning; leadership, collaboration, learning culture, data usage to inform practice, teaching strategies, technology, inclusive school, and parent involvement.

Teachers indicated that they regularly focus on strategies to improve student engagement by discussing learning problems and sharing ideas and resources with colleagues; monitor student progress, have high expectations and provide feedback on student performance; use data to identify difficulties for students which then informs curriculum planning; and incorporate a variety of teaching strategies to drive student learning and they link new concepts to previously mastered skills. Other areas identified in the teacher survey were that they used technology to help students analyse, organise and present subject matter; they established clear behaviour expectations; and they created opportunities for success for students who learned at a slower pace often working with parents to solve problems.

Seven hundred and twenty-four students from Years 7-12 completed the student survey in 2015. The survey focused on social-emotional and academic outcomes as well as the drivers of student learning.
outcomes which included some of the following; effective learning time, relevance, rigour, positive learning climate and expectations of success.

The majority of students indicated that class time was used efficiently and lesson content was relevant to their everyday lives; that classroom instruction was well organised, with a clear purpose and that teachers were responsive to their needs and encouraged independence; they understood that there were clear rules and an expectation of success; and the majority of students indicated that they expected to complete Year 12 with 63 per cent indicating that they plan to go to university.

Future directions will include the following;

- Increasing the number of parents who complete the TTFM survey.
- Presenting the survey data to staff, student leaders and parents.
- Continue using the TTFM data for evidence against the 2015-2017 school plan strategic directions and to inform improved pedagogical and welfare practices.

Policy requirements
Aboriginal education

Only three per cent of our total student enrolment identify as Aboriginal. In 2015 the Aboriginal Education Team in consultation with students and families continued to implement a strategy to develop and evaluate personalised learning plans for Aboriginal students. This strategy also involved developing the capacity of the Aboriginal Education Team to write education plans. Norta Norta funding was utilised to support junior students in the areas of literacy and numeracy. The school also obtained Norta Norta funding to support a small group of senior students.

Our school was invited to participate in the Partnership for Success Program organised by the Western Sydney University. Courtney Jones (Year 10) and Tahlia Simpson (Year 9) were selected to participate in this program which is aimed at building cultural connections and academic success.

To celebrate NAIDOC week a whole school assembly was held, the vocal ensemble group performed the National Anthem which included some Dharawal language. Aboriginal students comprised the assembly which included a short video about the Aboriginal Heritage of our students.

Two senior students Catherine Lambeth and Kimberley Rouland (Year 12) were successful recipients of a KARI Scholarship. Both girls successfully completed their HSC and have gone on to undertake further education at University.

Georgia Eggert (Year 10) and Tahlia Simpson (Year 9) received an Aboriginal Student Achievement Award at a ceremony that was held at WSU. Georgia and Tahlia received their awards for culture, courage and commitment to their education. The girls were extremely deserving of their awards and represented Elderslie High School with pride.

Our Aboriginal students attended a workshop at Australian Botanic Garden Mount Annan to learn about local plants used by Indigenous people. After the workshop they toured the gardens to identify these plants. All students enjoyed the excursion.

The Aboriginal Education Team invited senior leaders to attend regular meetings to ensure student involvement in school based decisions.

Aboriginal perspectives were included as content themes within each subject as per syllabus guidelines. Teaching staff engaged Aboriginal students and actively recognised their achievements.

Multicultural Education and Anti-racism

The school has twelve per cent of the student body from a language background other than English (LBOTE), representing 30 language groups, the main ones being Spanish, German, Arabic and Italian. In 2015 NAPLAN, the majority of Year 9 LBOTE students attending Elderslie High School achieved at or above the percentage expected growth rate in reading, spelling, writing and numeracy.

Elderslie High School has an (ARCO) Anti-Racism Contact Officer who is trained to manage complaints regarding racism. The ARCO communicates with all parties to ensure that all complaints are effectively resolved by following the appropriate DoE procedures.

In 2015 the school’s inaugural trip to Japan was held. A group of students and staff travelled to Japan in partnership with two other high schools from the Ultimo Education Group. This was an educational experience which provided students with the opportunity to increase their cultural knowledge and language skills.

The school continued to support students on individual exchange programs. The school hosted one exchange student from Japan. The exchange student program enhances our understanding of difference, shared common values and provided our students with an understanding and appreciation of diverse cultural groups.
Other school programs

Achievements

Elderslie High School students take pride in their achievements in the creative and performing arts, sport, public speaking and student leadership. Our standard of excellence and outstanding results continued in 2015. Congratulations must go to the students themselves but also the staff, parents and caregivers who support them.

The Arts

The CAPA staff facilitated another year of outstanding successes in the area of Creative and Performing Arts at Elderslie High School. Individual and collective achievements have been showcased at a variety of events, allowing for the development of our talented student body who continued to flourish as they immersed themselves in the joy of engaging in the Creative and Performing Arts. Amongst the highlights in 2015 was the annual school musical, South Pacific. The musical featured the talents of over 120 students as members of the cast, orchestra and backstage crew.

Drama

- The Year 11 Drama class competed in the Regional Final of the State Theatresports Challenge.
- The Year 11 Drama class auditioned for the Drama Festival Ultimo Public Schools and was successful in gaining selection for the evening performance.
- Mara Aplin from Year 11 was selected for the NSW Public Schools Senior Drama Ensemble.

Music

The Elderslie High School orchestra and vocal ensemble groups performed commendably in 2015.

- The vocal ensemble and music students performed in the community over the year including the Camden Show, Mawarra Public School Fete, Light Up Camden and School Spectacular.
- The Orchestra performed at the School Musical and Mawarra Public School Fete as well as performances at assemblies and school events.

Dance

- Elderslie High School Combined Dance Spectacular featured dance items from Elderslie High School, Elderslie Public, Mawarra Public and Cobbity Public Schools. This event is a chance for our community of schools to perform together on stage. It is a valuable opportunity for the talents of students from all four schools to be shared and showcased to the wider community.
- Ballroom dance ensemble, dance company and dance ensemble were selected and performed in the Dance Festival, NSW Public Schools.
- Isabelle Robinson and Grace West from Year 10 gained selection to the NSW Public Schools State Dance Ensemble.
- The dance ensemble and dance company competed in the prestigious Sydney Eisteddfod at the Science Theatre. The dance company received highly commended.
- Brooke Murray from Year 12 was selected for HSC Callback, 2015.

Visual Arts

- Isabelle Ford from Year 11 was selected to attend a day at the Dobell School of Art.
- The Year 7 and 8 Visual Arts students participated in the Design an Ad competition organised by the Advertiser. Lara Sultani and Alyssa Heyward from Year 8 had their advertisements appear in the newspaper.

Sport

2015 was once again a successful year for Elderslie High School students at zone, regional and state carnivals. The students worked wholeheartedly, with the support of their families, to achieve excellence in their chosen fields. The accolades and achievements of our school and students include:

- Retention of the Clutha Cup for the most outstanding school in the zone for carnival performance. Winning all three carnivals.
- Elderslie High School students were awarded 17 Macarthur Zone Blue Award’s presented in 2015 demonstrating the depth of our sports excellence.
• Awarded the Champion School in the Macarthur Zone and Sydney South West Region in Swimming, Cross Country and Athletics.

Several students also excelled at their chosen sport to reach NSW representation. It is with pleasure and pride that we salute all our athletes for all their efforts and achievements. They bring honour and prestige to the Elderslie High School community. We look forward to continued success in 2016.

Swimming

Numerous records were broken at school and zone swimming carnivals in 2015. Four students were zone swimming age champions and two students Dylan Thorpe and Brittany Stoker were the Under-15 and 17+ age champions at regional level. As a result of the outstanding performances of our students twenty-nine were selected to compete at the NSW Combined High Schools (CHS) Swimming Championships. Many of the group were successful in making the finals with medals awarded as follows:

- Gold medalists – Girls 17+ 200m individual medley relay team Aleksandra Ilic, Brittany Stoker, Karlee Franek and Taylah Nasko and Girls 17+ 4 x 50m freestyle relay team Jaime-Lee Pendergast, Brittany Stoker, Karlee Franek and Taylah Nasko.
- Silver medalists – Girls 15 years 4x50m freestyle relay team Caitlyn Williams, Anneliese Munro, Klarissa Van Der Saag and Natasha Burke.
- Bronze medalists – Vanya Kamenjas Under-13 100m backstroke; Brittany Stoker 17+ 100m freestyle; Aleksandria Ilic Under-14 400m freestyle, Under-14 200m freestyle and Under-14 400m individual medley.
- Seven students also represented Elderslie High School at the 2015 NSW All Schools Swimming Championships. Gold medals were gained by 17+ 200m relay team Aleksandria Ilic, Brittany Stoker, Karlee Franek, Vanya Kamenjas Under-13 50m Butterfly and Aleksandria Ilic Under-14 200m individual medley.

Athletics

• One student achieved a bronze medal at the Combined High Schools Athletics Carnival – Reese Bacon Under-15 girl’s high jump.
• Four students represented Elderslie High School at the 2015 NSW All Schools Athletics Championships. A bronze medal was gained by Troy Chauvin in 16 years 800m.

Cross Country

Fourteen students qualified for the NSW CHS Cross Country Championships. They were Ella Wooldridge, Jenna McGuire, Caitlin Williams, Natasha Burke, Cooper Tomlin, Ellie Baer-Tolminson, Hannah Wright, Ellyn Brown, Gillian Kowalick and Taylah Nasko.

A NSW CHS bronze medal was awarded to Ella Wooldridge for Under-14 girls.

NSW Representation

The following students were successful in gaining NSW selection in their chosen sport:

- Alley Hanagan open girls’ hockey.
- Gabrielle Plain open girls’ softball team (blues).
- Emily Fickel open girls’ softball team (reds).
- Ella Wooldridge Under-14 girls’ triathlon.
- Samuel Dukes open lawn bowls.
- Joshua Lord open lawn bowls.
- Brianna Smith open lawn bowls.
- Hannah Trethewy open girls cricket team.
- Yardley Polsen div 1 open girls cricket team.
- Jamie McMurdo 15 and under netball team.
- Alessandro De Nuntiis martial arts tae kwon do.
- Jaide Gayle-Weiling inline speed skating.
- Adele Mitchell and Mitchell Dawson gymnastics.

Australian Representation

The following students represented nationally in their chosen sports:

- Gabrielle Plain - Open Girls Softball Team.
- Hannah Trethewy - cricket Australia Under 18 squad.
- Abbi Church – Under-20 oz tag team.
**Other**

- Stella Kowalick and Alexander O’Flynn Year 12 were district and regional finalists in the Plain English Speaking Competition. Stella competed at the state semi-final.
- Merralisa Wintzloff, Year 9 and Deni Hoxha, Year 10 competed in the District Final of the Legacy Junior Public Speaking Award. Deni won the regional final and then became a state semi-finalist.
- Merralisa Wintzloff and Erica Sheather competed in Philip Garside Speaking Competition with Erica winning the event.
- Georgia Cunnion, Year 8 competed at the Ultimo Dance and Drama Festivals, Principal Network Awards Ceremony and Expanding Horizons at Sydney Opera House.
- Blake Penfold, Year 8 competed at the Ultimo Dance and Drama Festivals, Principal Network Awards Ceremony.
- Dylan Maclou and Anneliese Munro were hosts at the Department of Education RSL and Schools Remember ANZAC Commemoration.
- Hannah Bachner, Savannah Corcoran, Breanna Craig, Kimberley Deitz, Cassandra McMurdo and Ahlana Sklenar were the zone winners and inter-zone finalists in the Year 7 and 8 Premier’s Debating Challenge.
- Deni Hoxha, Ashleigh McMurdo, Lillian Ralston and Hannah Trethewy were the zone winners and regional finalists in the Year 9 and 10 Premier’s Debating Challenge.
- Mara Aplin, Tayler Buckley, Janaye Farrell and Mai O’Regan were state semi-finalists in the Year 11 Premier’s Debating Challenge.
- Stella Kowalick, Andrew Loomes, Brooke Murray and Alexander O’Flynn were state quarter-finalists in the Year 12 Premier’s Debating Challenge.
- Hannah Trethewy, Year 10 was selected in the regional debating team and competed at the State Junior Debating Championships.
- Mara Aplin, Emily Morgan and Mai O’Regan, Year 11 and Deni Hoxha, Gillian Kowalick, Lillian Martin, Ashleigh McMurdo and Lillian Ralston, Year 10 were ranked in the top 30 teams in NSW.
- In 2015 Alexander O’Flynn, Year 12 was the recipient of the Minister’s Award for Excellence in Student Achievement.
- Alley Hanagan and Mitchell Dawson were recipients of a NSW CHS Blues Award for Hockey and Gymnastics.
- Brooke Murray was nominated for Callback and was successful in selection for her 2 Unit Dance Core Composition titled MH 370.
- Sophie Lindsay was nominated for the TexStyle Exhibition and was successful in selection. Her major work has then chosen to be exhibited at the Power House Museum in a prestigious display of HSC major works, entitled SHAPE.
- Andrew Loomes attained first place in NSW for PDHPE and was therefore named as a Top Achiever.
- Sean Lewis the 2015 School Dux was named as an All Rounder and Distinguished Achiever for his Band 6 HSC results.
- Three Year 11 students Michael Stapleton, Mai O’Regan and Braedan Dunn were selected to shadow a director for a day as part of NSW Education Week Celebrations.
- Laura Killen, Year 12 received a Vocational Education Public Schools NSW, Ultimo award in hospitality.
- Three students, Christopher Mazurkiewicz, Mai O’Regan and Brittany Stoker in Year 11 were successful recipients of the Victor Chang Research Institute School Science Award.
- Alley Hanagan was the successful recipient of the Pierre de Coubertin Award.
- Mitchell Dawson was the recipient of an Australian Defence Force Academy Award.
- Hannah Jenkins, Year 9 was offered a place in the Curious Minds program by Australian Mathematics Trust & Australian Science Innovation.
- Australian Academic Competition High Distinctions were awarded to Hannah Jenkins Year 9 for Science and Sean Lewis Year 12 for Mathematics.
- Tiahn Bonaccorso and Hannah Trethewy, Year 10 were State Secondary Winners in the Siemens and Cadel Evans Power for the Future “Futuride” Competition.