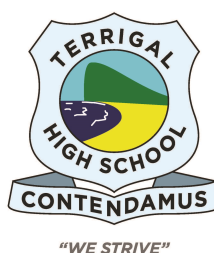
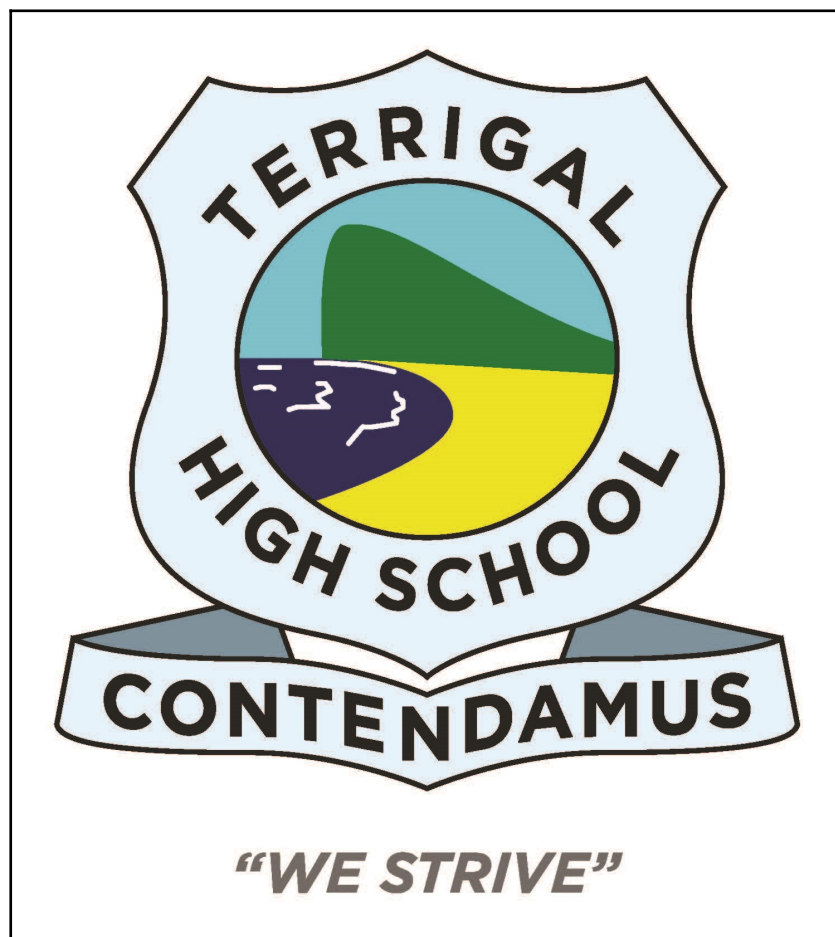


Terrigal High School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Terrigal 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.

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School background

School vision statement

Terrigal High School will evolve as a future focussed learning community, empowering students and staff as successful and engaged, lifelong learners.

School context

Terrigal High School is a large co-educational, comprehensive school on the Central Coast of NSW, with an enrolment of 1004 students, including 4% Aboriginal students.

The school has an established record of excellence in both academic and sporting pursuits as well as a reputation for high quality programs in the performing arts. It enjoys a positive community profile based on a broad curriculum, effective wellbeing programs and a wide ranging complementary curriculum.

Terrigal High School has a strong partnership with Terrigal Public School and Erina Heights Public School, the Terrigal Learning Alliance, to ensure continuity of learning for students from Kindergarten to Year 12.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Strategic Direction 1

Engage

Purpose

- Engage students and staff in developing a culture of successful, reflective, lifelong learning.
- Engage parents in the learning process to support their child's growth.

Improvement Measures

A 10% increase in the number of Year 9 students achieving in the top 3 bands in writing and numeracy, from 32% (in 2017) to 42% (in 2020) and from 52% (in 2017) to 62% (in 2020) respectively.

An increase in the percentage of Aboriginal students achieving greater than or equal to expected growth across all elements of NAPLAN from 54.2% to 65%.

An increase in the number of students achieving the "consistently" standard on the learning attributes of school reports increases from 66% in 2017, to 80% by 2020.

Progress towards achieving improvement measures

Process 1: Embed high quality teaching and learning strategies to improve literacy and numeracy skills.

Evaluation	Funds Expended (Resources)
Student work samples submitted for the WIN program shows the progress of students in addressing audience (whole school), spelling (Year 7), sentence structure (Year 8 & 10), and Vocabulary (Year 9).	3 days casual relief by data team to analyse NAPLAN writing for strengths and areas for improvement.
90% of Year 10 students meet the minimum standard for the HSC by the end of the year.	Stand alone Literacy and Numeracy lessons for Year 10.

Process 2: Implement and embed feedback and formative assessment strategies to inform individual student learning goals.

Evaluation	Funds Expended (Resources)
The Learning Intentions and Success criteria for each lesson is clearly communicated and understood by students as indicated in focus group discussions.	Teacher professional learning on formative assessment delivered within school and supported by Tuggerah office staff.
Regular feedback on student engagement reports, "We Strive" for parents designed for implementation in 2020.	2 casual relief days to develop and refine "We Strive" reporting.

Process 3: Implement an explicit, individualised teaching and learning program to meet the needs of Aboriginal students.

Evaluation	Funds Expended (Resources)
The connection of Aboriginal students to the school is improved as indicated through Tell Them From Me and school attendance data.	Employment of Aboriginal SLSO to introduce cultural knowledge to students and teachers (\$67,000) Teacher release (3 periods per fortnight) to support students with unpacking assessment tasks (\$7,500).

Strategic Direction 2

Empower

Purpose

- Empower students in developing as successful and engaged learners.
- Empower teachers as collaborative educational leaders.

Improvement Measures

An increase from 60% to 90% of students who can identify a staff member with whom they can confidently turn to for advice and assistance. This is measured through the Tell Them From Me students survey.

The percentage of students with high levels of academic self-concept, as measured on the Tell Them From Me survey, increases from 64% to 70%.

The number of Terrigal High school teachers sharing practice at school professional learning sessions increases from 20% to 90% across the 3 years, as recorded in the school's professional learning register.

Progress towards achieving improvement measures

Process 1: Implement evidence based wellbeing programs for students at each stage of their schooling.

Evaluation	Funds Expended (Resources)
Targeted Wellbeing support from Tuggerah office informs adjustments to the actions of the Learning and Support team in supporting student learning progress and social development.	Tuggerah office support.
Anti-bullying data from the online survey identifies areas for improvement and teacher professional learning.	Peer Mediation coordinators – 2 days training + 2 days leading student training + 2 periods per fortnight allocation (\$9,000).
Reduction of low level incident notifications for students participating in peer mediations.	Development of a contextual online survey to inform Anti-bullying strategy.
	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$9000.00)

Process 2: Implement processes to develop teaching and learning programs are adjusted to support a high performance culture for all students

Evaluation	Funds Expended (Resources)
Teachers can demonstrate how high impact teaching strategies have been embedded into programs and the impact on student learning.	Faculty meetings and planning days to design and evaluate strategies. (\$10,000)
Teaching programs identify accommodations and adjustments for individual students.	
Teachers share their learning from the personalised learning project.	

Process 3: Strengthen teacher professional learning to support a culture of collaboration and explicit teaching of skills.

Evaluation	Funds Expended (Resources)
Teachers collaboratively consider individual student data in order to develop and implement strategies to improve learning outcomes for the individual and across the class. learning is shared through PL meetings.	Professional learning on needs of students with identified disabilities. 30 teachers engage with online Autism

Progress towards achieving improvement measures

Teachers collaboratively consider individual student data in order to develop and implement strategies to improve learning outcomes for the individual and across the class. learning is shared through PL meetings.

course and trauma informed classrooms.

Strategic Direction 3

Evolve

Purpose

- Evolve as an innovative, future focused learning community.

Improvement Measures

The school self–assessment, in the domain of pedagogy, as measured against the middle years transition matrix, improves from level 2 to level 4.

Student's are engaged in the curriculum offering and as a result student attendance rates increase from 88% in 2017 to 92% in 2020.

Progress towards achieving improvement measures

Process 1: Project based learning and STEM units are planned and embedded in teaching and learning programs.

Evaluation	Funds Expended (Resources)
Development of Year 8 passion projects for 2020 based on the principles of project based learning. Feedback from Year 10 students identifies the relevance of the Illuminate challenge for school to work planning. Planning and professional learning leads to the development of 4 STEM days for Year 7 student in 2020.	Illuminate challenge fro Year 10 students (\$10,000).

Process 2: Develop learning partnerships where teachers collaborate with staff from other schools to share and embed good practice.

Evaluation	Funds Expended (Resources)
Learning from TLA staff development day is embedded in faculty programs.,	

Process 3: Further enhance curriculum and learning partnerships with other organisations.

Evaluation	Funds Expended (Resources)
Student evaluation indicate the benefits of the student wellbeing officer in supporting students with seasons of growth, rock and water and individualised support. Student engagement with rock and water builds resilience as indicated in pre and post surveys. Identified students engage in "Top Blokes" program in partnership with Central Coast Council.	Employment of SLSO to support student wellbeing. Co-funded by Terrigal Uniting Church (\$10,000). Rock and Water training of 3 staff (\$1500).

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$31 423.00) 	<p>There has been an increase in the number of students engaging in cultural activities including the dance and didg program and performing for community groups. The junior AECG has a voice in school programs to improve learning for students.</p> <p>The Aboriginal SLSO has been actively engaged by HSIE, Science and CAPA teachers to enhance learning on cultural perspectives within their curriculum.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> • English language proficiency (\$13 826.00) 	<p>The employment of a teacher one day per fortnight has supported students in understanding the meta language of the courses they are studying, the requirements of assessment tasks and socialisation within the school.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$75 340.00) 	<p>In 2018 we employed three School Learning Support Officers (SLSOs) to assist students to develop personal and social skills, prepare resources and support teachers in implementing individual education plans.</p>
Socio-economic background	<p>Resources for whole school literacy and numeracy projects (\$5,000)</p> <p>Textbooks for new syllabuses (\$20,000)</p> <p>Additional staffing (\$2,914)</p> Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$72 914.00) 	<p>Terrigal High School engages in many programs, within the school and the community, that develop and sustain a positive and inclusive school culture and enhances the student access to a wider range of curriculum experiences.</p>
Support for beginning teachers		<p>Beginning teachers value the regular meetings with their faculty based mentor has supported them in implementing the curriculum whilst meetings with the Head Teacher, Teaching and Learning has supported their understanding of the teaching standards and the accreditation process.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	502	492	483	469
Girls	542	538	520	489

Student attendance profile

School				
Year	2016	2017	2018	2019
7	91.5	92.9	91.3	92.6
8	90.5	90.8	88.5	88.3
9	89.2	88.8	87.2	85.2
10	87.6	88.5	85.8	85.8
11	87.7	89	87.5	85.2
12	91.2	91.5	88.3	85.9
All Years	89.4	90.1	88	87.2
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	3
Employment	1	12	36
TAFE entry	1	6	14
University Entry	0	0	45
Other	1	0	3
Unknown	0	0	17

The Other category includes: other training institutions and traineeships for Year 10 and Year 11 leavers and students taking a gap year after Year 12.

Year 12 students undertaking vocational or trade training

25.56% of Year 12 students at Terrigal High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

96.8% of all Year 12 students at Terrigal High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	49.2
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	14.37
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	865,707
Revenue	10,859,903
Appropriation	10,370,374
Sale of Goods and Services	53,335
Grants and contributions	423,991
Investment income	9,703
Other revenue	2,500
Expenses	-10,868,467
Employee related	-9,497,015
Operating expenses	-1,371,453
Surplus / deficit for the year	-8,564

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	474,703
Equity Total	307,156
Equity - Aboriginal	34,216
Equity - Socio-economic	73,268
Equity - Language	15,377
Equity - Disability	184,294
Base Total	8,766,089
Base - Per Capita	235,342
Base - Location	0
Base - Other	8,530,747
Other Total	446,773
Grand Total	9,994,721

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

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

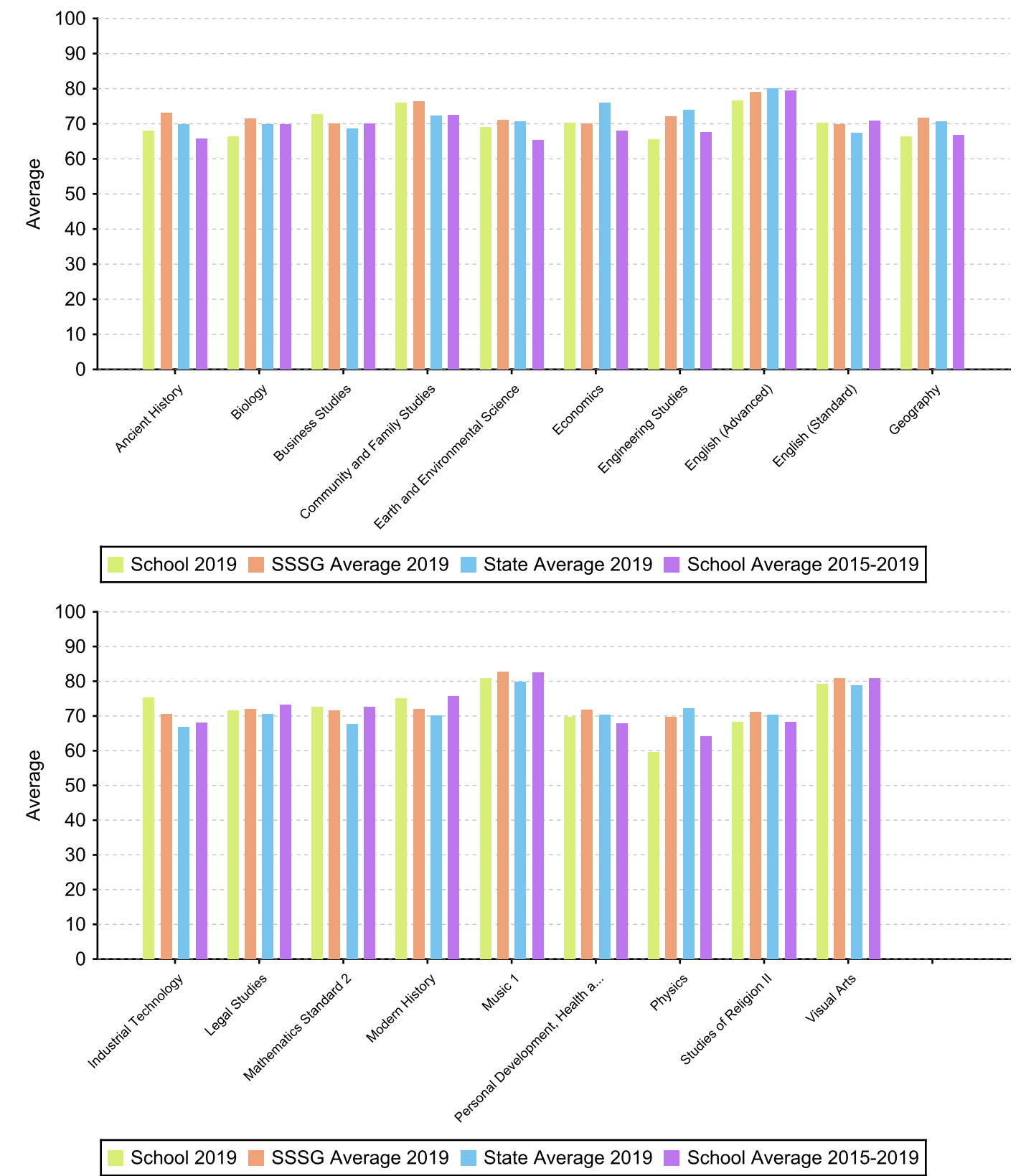
NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

School performance - HSC

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

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



Subject	School 2019	SSSG	State	School Average 2015-2019
Ancient History	67.9	73.2	69.9	65.7
Biology	66.4	71.4	69.9	69.8
Business Studies	72.7	70.1	68.6	70.0
Community and Family Studies	75.9	76.4	72.2	72.4
Earth and Environmental Science	69.0	71.1	70.6	65.3
Economics	70.2	70.1	75.9	68.0
Engineering Studies	65.6	72.1	73.9	67.7
English (Advanced)	76.5	79.1	80.0	79.4
English (Standard)	70.3	69.7	67.3	70.8
Geography	66.3	71.8	70.6	66.7
Industrial Technology	75.4	70.5	66.8	68.0
Legal Studies	71.7	72.1	70.6	73.3
Mathematics Standard 2	72.7	71.5	67.7	72.7
Modern History	75.1	71.9	70.2	75.7
Music 1	81.0	82.8	79.9	82.5
Personal Development, Health and Physical Education	69.7	71.9	70.5	67.8
Physics	59.6	69.8	72.1	64.1
Studies of Religion II	68.3	71.3	70.4	68.3
Visual Arts	79.2	81.0	78.8	81.0

Parent/caregiver, student, teacher satisfaction

Data from a range of sources including student assessments, work samples surveys, evaluations of professional learning and school events inform school decision making. In 2019 the school community completed the Tell Them From Me surveys. The data shows:

Students have friends at school they can trust and who encourage them to make positive choices: school mean 83%, state mean 79%

Students indicated important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives: school mean of 6.5, state mean 6.3.

Parents were satisfied with the general communication from the school: 90%.

85% of parents indicated their child was expected to complete Year 12 whilst 75% of students indicated they plan to complete Year 12.

51% plan for their child to go to university whilst 59% of students have the same aspiration.

Teachers indicated they have high expectations for student learning and establish clear expectations for classroom behaviour.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.