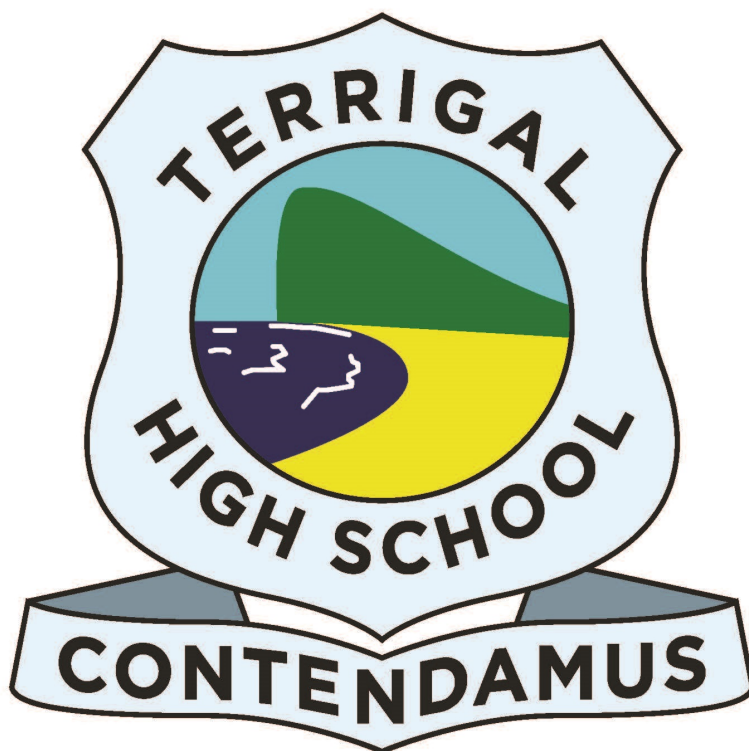


# 2020 Annual Report

## Terrigal High School



***"WE STRIVE"***

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## Introduction

The Annual Report for 2020 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.

### School contact details

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Terrigal High School  
Charles Kay Drive  
Terrigal, 2260  
[www.terrigan-h.schools.nsw.edu.au](http://www.terrigan-h.schools.nsw.edu.au)  
[terrigan-h.school@det.nsw.edu.au](mailto:terrigan-h.school@det.nsw.edu.au)  
4384 4677

## School vision

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### 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.

#### Overall summary of progress

The cancellation of NAPLAN testing due to COVID prompted the school's decision to have Year 9 students complete the check in assessment. The numeracy check in assessment showed progress has been made in numeracy results with 57.4% of questions being correct as compared to 53.1% of the state.

#### 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).  90% of Year 10 students meet the minimum standard for the HSC by the end of the year.	WIN project: 3 x casual relief days = \$1700  Minimum standards: Year 10 pattern of study includes 1 period per fortnight for explicit teaching of literacy and numeracy skills.

**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.  Regular feedback on student engagement reports, "We Strive" for parents designed for implementation in 2020.	Teacher professional learning \$20,000  We Strive student awards and wellbeing = \$10,000

**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.	Aboriginal SLSO 0.4FTE = \$30,103  Aboriginal room \$6,000

## Next Steps

The school has undertaken an extensive situational analysis and consultation process to evaluate the current context and plan for the 2021 - 2024 school plan.

## 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.

#### Overall summary of progress

Despite the interruptions to school programs due to COVID, the 2020 Tell Them From Me survey indicated an increase in the percentage of students indicating advocacy at school (44% or +7%) and expectations for success (76% or +12%).

#### 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.  Anti-bullying data from the online survey identifies areas for improvement and teacher professional learning.  Reduction of low level incident notifications for students participating in peer mediations.	Teacher release for planning and wellbeing days = \$20,000

**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 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 with other teachers.	8 teacher professional learning afternoons.

**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.	Teacher professional learning = \$50,000

#### Next Steps

The school has undertaken an extensive situational analysis and consultation process to evaluate the current context and plan for the 2021 - 2024 school plan.



## 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.

#### Overall summary of progress

The adjustment of the structure of the Passion Projects to enable students to complete 3 projects over the year has provided the opportunity for a greater number of students to participate in a range of extra-curricula programs.

Parent feedback from the school's transition program indicates a high degree of satisfaction with the communication and confidence in their students to start high school. COVID interruptions delayed the ability for teachers from partner schools to collaborate effectively.

#### 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)
Year 8 passion projects based on the principles of project based learning improves student engagement.  Feedback from Year 10 students identifies the relevance of the Illuminate challenge for school to work planning.  Year 7 STEM activities engages students in authentic tasks and creative problem solving..	Passion projects = \$20,000.  STEM program = \$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)
Teacher collaborative activities across the TLA follows a continuum of leaning across stages 3 and 4.	Teacher professional learning = \$10,000.

**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	Student reward days \$5,000  Rock and Water program embedded into Year 8 pattern of study.

### Progress towards achieving improvement measures

Central Coast Council.	
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### Next Steps

The school has undertaken an extensive situational analysis and consultation process to evaluate the current context and plan for the 2021 - 2024 school plan.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal SLSO 0.4FTE = \$30,103</p> <p>Resources for Dance and Didge program = \$1500</p>	<p>There has been an increase in the number of students engaging in cultural activities including the Dance and Didge 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>
<b>English language proficiency</b>	<p>Teacher salary 0.2 FTE = \$16,265</p>	<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>
<b>Low level adjustment for disability</b>	<p>LAST = \$109,384</p> <p>SLSO wages = \$186,487</p>	<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>
<b>Socio-economic background</b>	<p>Passion Projects = \$20,000</p> <p>Teaching resources and textbooks = \$44,099</p> <p>Teacher 0.4 FTE = \$40,000</p>	<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>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	492	483	469	473
Girls	538	520	489	497

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.9	91.3	92.6	93.1
8	90.8	88.5	88.3	92.5
9	88.8	87.2	85.2	90.9
10	88.5	85.8	85.8	90.8
11	89	87.5	85.2	92.5
12	91.5	88.3	85.9	91.4
All Years	90.1	88	87.2	91.9
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### Management of non-attendance

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

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

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	0.5
Employment	2	17	36
TAFE entry	1	9	8
University Entry	0	0	29
Other	0	0	2
Unknown	0	0	3

## Year 12

The students who are attending University are at 9 institutions. 55% are at Newcastle University and 28% at Macquarie University. The 4% of students in the other category have joined the Defence Forces or are taking a gap year.

## Year 12 students undertaking vocational or trade training

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39.85% of Year 12 students at Terrigal High School undertook vocational education and training in 2020.

## Year 12 students attaining HSC or equivalent vocational education qualification

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96.8% of all Year 12 students at Terrigal High School expected to complete Year 12 in 2020 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)	50.5
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.37
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	857,143
<b>Revenue</b>	11,256,331
Appropriation	10,882,931
Sale of Goods and Services	23,611
Grants and contributions	346,686
Investment income	3,105
<b>Expenses</b>	-10,843,377
Employee related	-9,915,436
Operating expenses	-927,941
<b>Surplus / deficit for the year</b>	412,954
<b>Closing Balance</b>	1,270,097

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	107,240
<b>Equity Total</b>	321,908
Equity - Aboriginal	36,331
Equity - Socio-economic	84,099
Equity - Language	14,990
Equity - Disability	186,487
<b>Base Total</b>	9,680,107
Base - Per Capita	231,971
Base - Location	0
Base - Other	9,448,136
<b>Other Total</b>	420,916
<b>Grand Total</b>	10,530,170

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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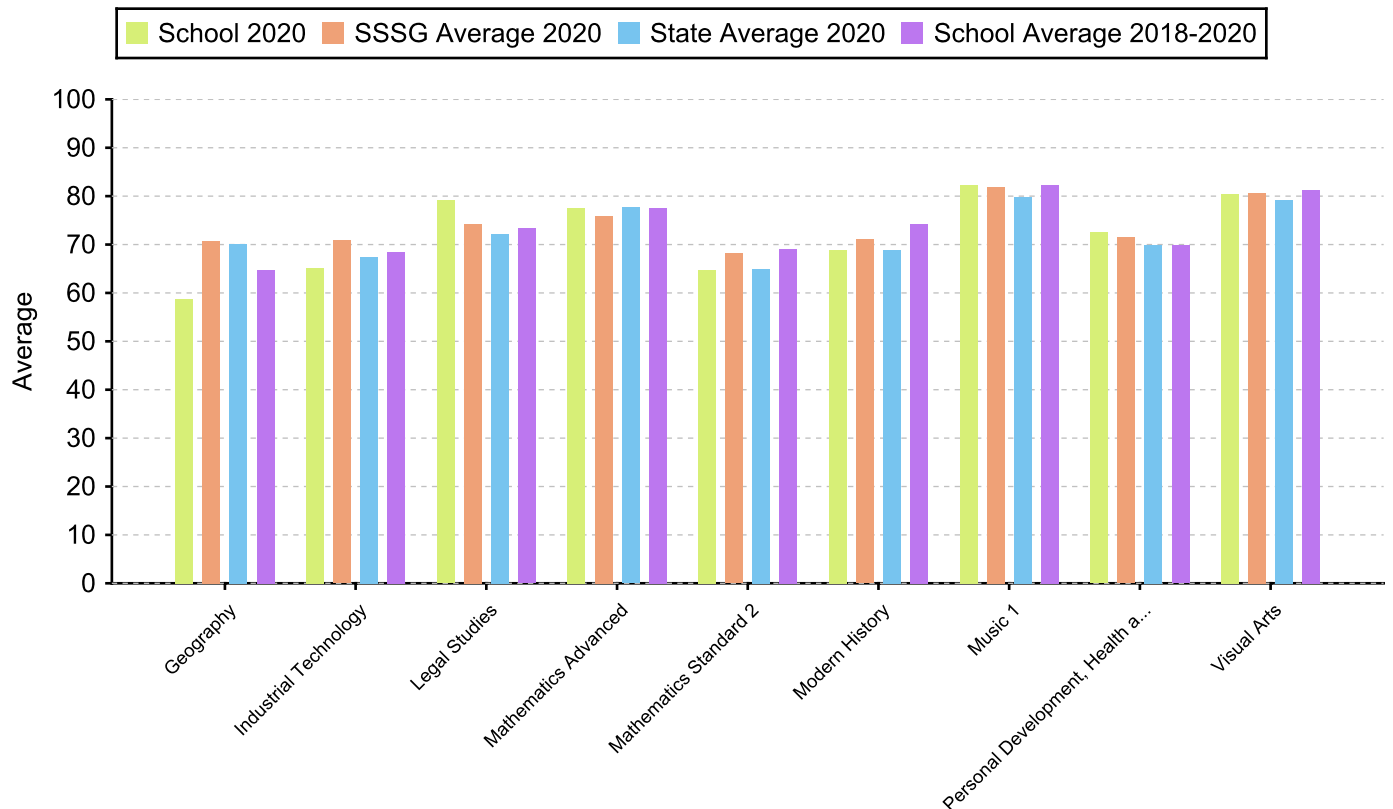
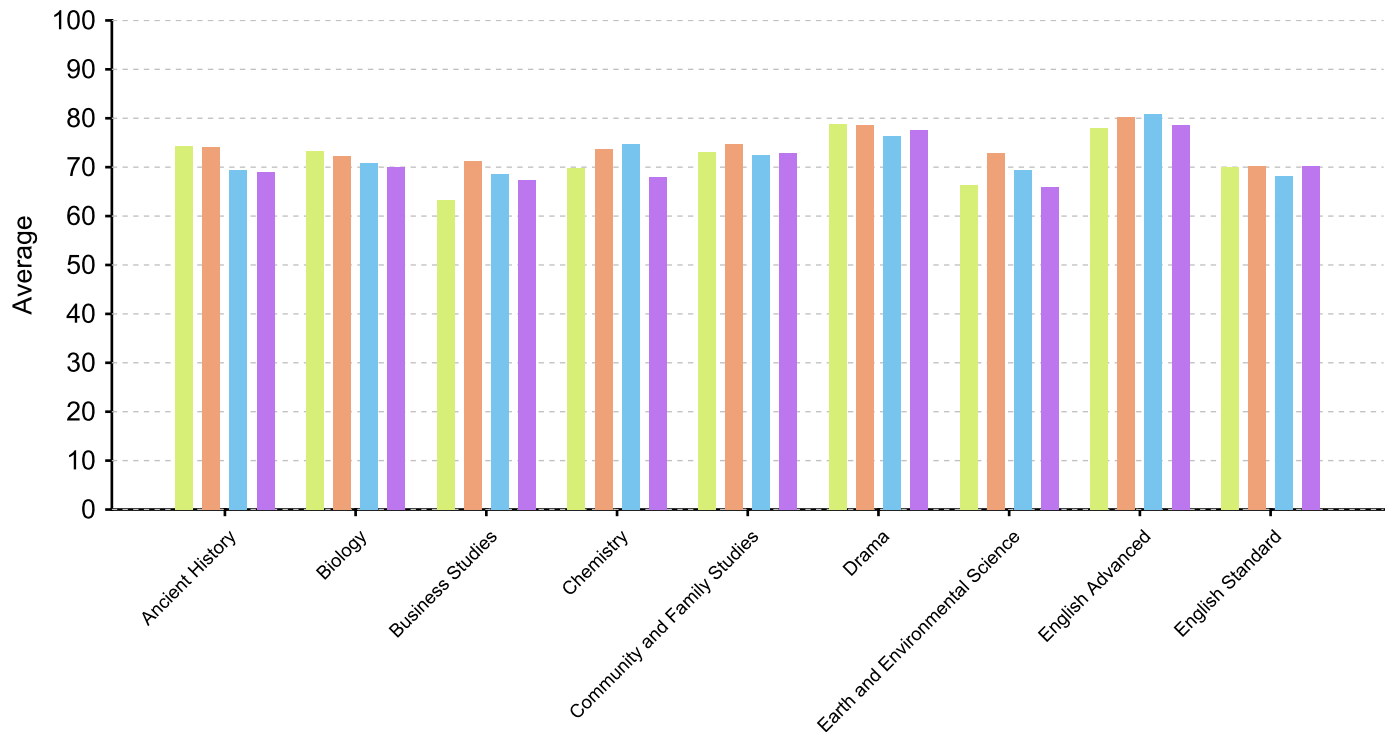
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Ancient History	74.4	74.1	69.4	69.1
Biology	73.3	72.2	70.8	70.1
Business Studies	63.3	71.2	68.6	67.3
Chemistry	69.9	73.8	74.8	68.0
Community and Family Studies	73.2	74.7	72.4	72.8
Drama	78.9	78.7	76.4	77.6
Earth and Environmental Science	66.4	72.9	69.5	65.9
English Advanced	78.1	80.2	80.8	78.7
English Standard	70.0	70.3	68.1	70.3
Geography	58.8	70.8	70.1	64.8
Industrial Technology	65.1	70.8	67.5	68.5
Legal Studies	79.1	74.2	72.1	73.3
Mathematics Advanced	77.6	75.9	77.7	77.6
Mathematics Standard 2	64.7	68.2	64.9	69.0
Modern History	68.9	71.0	68.9	74.2
Music 1	82.3	81.9	79.8	82.3
Personal Development, Health and Physical Education	72.5	71.4	69.9	69.8
Visual Arts	80.5	80.7	79.2	81.2

## Parent/caregiver, student, teacher satisfaction

The school surveyed Year 7 parents to gauge satisfaction with the school's transition from Year 6 to Year 7 program. The survey indicated:

- 97% of the parents indicated the school has met the expectations of the family over the first 5 weeks of 2020.
- 100% indicated the transition activities met the needs of their child in their transition from primary to high school.
- A suggestion for improvement was to ensure the communication on the transition plan is distributed to all primary schools, not just our local schools

The school also gathered parent/caregiver, student and teacher reflections as part of a self-appraisal process for HSIE and CAPA faculties.

- Parents indicated the classroom environment is optimal for learning (93%)
- Parents also agreed with the statement that teachers are approachable and helpful if I have needed to consult with them regarding my child's learning and progress (90%).
- Students indicated that teachers explain things well, give extra help when needed and they are treated fairly in the classroom.
- Students like having the learning intentions are written on the board every lesson and indicated the discussion on the learning intentions are a productive way to start the lesson.
- Teachers spoke about the collegiality within the staff room and spoke of the high quality teaching of their colleagues.

On the people matter survey, Terrigal High School staff indicated increased satisfaction in the areas of wellbeing, health and safety (+7%), teamwork and collaboration (+6%) and inclusion and diversity (+5%).

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.