

2021 Annual Report

Toormina High School



8527

Introduction

The Annual Report for 2021 is provided to the community of Toormina 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 Strategic Improvement 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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The students and staff from our Special Education unit at the 2021 School Athletics Carnival

School vision

We will work in partnership with our community achieving continual improvement developing every student to demonstrate our values of being a safe, responsible, learner. Using research-based strategies and qualitative and quantitative data, every teacher will engage students in achieving high levels of growth. Students will achieve high attendance rates and will be actively engaged in their learning.

We will provide pathways for all students through the provision of high-quality literacy and numeracy programs leading to academic excellence in NAPLAN and the HSC. All students will be supported through strong wellbeing programs, ensuring every student is known, valued and cared for and to prepare students to become global citizens of the world beyond school.

School context

Toormina High School is a comprehensive co-educational secondary school. Over the past 3 years, we have seen a 15% increase in enrolments. Currently, our enrolment of 814 students comprises 767 mainstream students and 47 students catered for in 6 special education classes. 17% of students identify as Aboriginal and Torres Strait Islander (ATSI) with 96% of all enrolments born in Australia. 21 various other nations of birth are represented providing 4% EAL/D students. Toormina High School is located approximately 9km south of Coffs Harbour and is part of the Bongil Bongil Community of Schools (BBCoS). The school's staffing entitlement for 2021 was 62.5 teachers and 18 non-teaching staff. The school employs an additional Deputy Principal and Head Teacher HSIE and Technical Support Officer from school funds.

In 2020 we conducted our external validation. A comprehensive situational analysis was also conducted in 2020 which involved extensive consultation with staff, students and parents. Through our situational analysis, we have identified a need to use the majority of our school's equity funding to support a range of initiatives. We have developed strong partnerships with our Aboriginal and Torres Strait Islander community, through provision of language (Gumbaynggirr) within Mandatory Stage 4 LOTE and elective Certificate 1 Community Language, dance, SistaSpeak, BroSpeak and the establishment of a Junior Aboriginal Education Consultative Group (AECG).

Improving our HSC and NAPLAN results was identified as a key focus for improvement. Research will be conducted into various high impact programs with demonstrated success in improving student HSC results, literacy and numeracy performance and student attendance. This will require improvements in the accurate monitoring of student achievement and the provision of quality feedback that is explicit to tasks. Developing high expectations for and of all students, staff and parents, and strengthening the differentiation of work to meet identified needs of all students, while developing acceleration programs for our high potential and gifted students was also identified. A renewed focus on school uniform and teaching expected behaviours will be a major element as we continue to develop strong student leadership. A central focus will be ensuring that all students are genuinely known, valued and cared for through a comprehensive wellbeing program.

Teachers will be provided with high quality professional teaching strategies, enhancing teacher capabilities, improving teaching practice through the establishment of a robust instructional leadership and peer observation program. Staff will engage in a variety of professional learning in data analysis, classroom management strategies and developing individualised and differentiated learning opportunities for all students. An examination of staff needs, targeting improved morale and further develop our future school leaders will also be undertaken.

Structures and strategies will be put in place to identify and support students not showing improvement and our learning and support teachers will deliver intensive and targeted learning programs to students. Targeted support that assists our special education students access appropriate school courses and electives with SLSO support and community programs or work experience will also be enhanced to ensure that these conversations and plans are identified, developed and implemented early.



Students singing during our highly successful
Karaoke Friday program

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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: Student growth and attainment

Purpose

Our purpose is to ensure that every student is highly engaged and challenged in their learning, demonstrating consistent positive growth. Students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through the use of student assessment data to inform teaching practice utilising quality, targeted professional learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly effective teaching practices that result in high impact teaching and improved outcomes for students

Resources allocated to this strategic direction

Socio-economic background: \$17,000.00

Professional learning: \$18,312.50

Summary of progress

In 2021, there was a significant focus on professional learning for teachers in the areas of literacy and numeracy. The literacy focus was on improving students reading of texts across the various KLAS and improving student comprehension and understanding of what they read. Staff explored the National Literacy and Learning Progressions. We saw a 0.2% improvement in the top 2 bands compared to 2019 results in NAPLAN Reading for year 7. We saw a 2.6% decline in the top 2 bands compared to 2019 results in NAPLAN Reading for year 9. There was a significant improvement of 5.55% in the top 3 bands in NAPLAN reading for our Aboriginal students in 2021 compared to 2019 results.

The numeracy focus included working with teachers to include fractions and proportional reasoning into their teaching programs, lesson plans and scope and sequences. We also commenced a trial using the Maths Pathways program in year 7 and 8. This program assisted teachers to identify the gaps in learning for students coming to high school and then assisted students to rectify these areas requiring attention. We saw a 2.2% improvement in the top 2 bands compared to 2019 results in NAPLAN Numeracy for year 7. This was our best result since 2010. We saw a 1.3% decline in the top 2 bands compared to 2019 results in NAPLAN Numeracy for year 9. The Maths Pathways program has been trialed in 2022 with a select group of 60 students in year 9 to give comparative data on student performance with the program and without access to the program. Year 7 and 8 students continue to be engaged as whole of stage in the program. There was a slight improvement of 0.43% in the top 3 bands in NAPLAN reading for our Aboriginal students in 2021 compared to 2019 results.

A significant focus of professional learning time was on improving our HSC results in 2021. These initiatives saw our Head Teacher PDHPE appointed to the role of HSC Strategies Advisor for 2022. Despite the delay in the start date of the HSC, students continued to engage right up to the day before the first exam with approximately 45% of the cohort attending on a daily basis. We achieved 9 band 6 results and 4 E4/E3 results in 2021 our best overall result since 2007.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Increase the percentage of student HSC results in the top two bands by 2.59% from baseline data.	HSC results in 2021 saw an increase of 3.09% of students achieving the top two bands which placed us 0.8% above the lower bound target for 2021.
• Increase the percentage of student HSC results in the top three bands by 2.92% from baseline data.	The 2021 HSC resulted in a 0.09% increase in students achieving the top three bands. This was 2.16% below the 2021 lower bound target.
• Increase the percentage of students achieving in the top 2 NAPLAN Bands for Reading by 2.46% from baseline	The percentage of students achieving in the top 2 bands in reading in 2021 NAPLAN saw a decline of 2.62% from 2019 NAPLAN, resulting in 4.37% from the 2021 lower bound target.

data.	
<ul style="list-style-type: none"> • Increase the percentage of students achieving in the top 2 NAPLAN Bands for Numeracy by 5.2.69% from baseline data. 	The percentage of students achieving in the top two bands in numeracy in 2021 NAPLAN saw a decline of 1.33% from 2019 NAPLAN resulting in 5.14% from the 2021 lower bound target.
<ul style="list-style-type: none"> • Increase the percentage of Aboriginal students achieving in the top three NAPLAN Bands for Reading by 2.99% from baseline data. 	The percentage of students achieving in the top three bands in reading in the 2021 NAPLAN saw an increase of 5.55% from 2019 NAPLAN. This resulted in a decrease of 3.79% to the lower bound target for 2021.
<ul style="list-style-type: none"> • Increase the percentage of Aboriginal students achieving in the top three NAPLAN Bands for Numeracy by 2.67% from baseline data. 	The percentage of students achieving in the top three bands in Numeracy in the 2021 NAPLAN saw an increase of 5.55% from 2019 NAPLAN. This resulted in a decrease of 3.79% to the lower bound target for 2021.
<ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN Reading by 0.21% from baseline data. 	The percentage of students achieving expected growth in reading in 2021 NAPLAN saw a decline of 2.96% from 2019 NAPLAN increasing the gap to the 2021 lower bound target to 9.25%.
<ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN Numeracy by 4.01% from baseline data. 	The percentage of students achieving expected growth in numeracy in 2021 NAPLAN saw a decline of 1.33% from 2019 NAPLAN resulting in 5.14% from the 2021 lower bound target.



Students receiving academic awards at the 2021 Formal Assembly

Strategic Direction 2: Communication, collaboration and feedback

Purpose

Enhancing the partnerships between teachers, parents and students through effective communication, collaboration and high-quality feedback. A renewed focus will provide high quality professional learning for staff around APST Standard 5: Assess, Provide Feedback and Report on Student Learning and APST Standard 6: Engage Professionally with Colleagues, Parents and the Community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Improving student attendance
- Improving relationships through better communication and collaboration
- Providing high-quality feedback

Resources allocated to this strategic direction

Socio-economic background: \$39,673.60

Professional learning: \$750.00

Summary of progress

Due to the challenges of COVID in 2020 and again in 2021, feedback from parents indicated a lack of communication with parents about their children's academic performance and progress. This feedback led to the establishment of parent/teacher interviews being conducted via planned phone interviews four times (once per term) throughout 2021. This resulted in increased opportunities to improve teacher - parent communication and provide the necessary feedback to parents. Staff and parents strongly appreciated these interactions and data indicated an increase in parents engaging with teachers compared to previous parent/teacher evenings where the meetings were held face to face. It is planned that these meetings will also take place in 2022 with a rotation being undertaken between face-to-face and phone interviews being conducted.

A review of assessment processes and the support given to students through rubrics was undertaken. The assessment tasks for year 10, 11 and 12 are now required to be reviewed by a member of the senior executive team to ensure consistency of expected performance is clearly articulated to students. Additionally, several teachers of year 11 and 12 classes reported increased levels of drafts being submitted for review prior to the assessment due date, allowing students to be provided with targeted feedback that could be incorporated into the task, thus improving the student outcome.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Increase the proportion of students attending >90% of the time by 2.34% from baseline data.	In 2021, student attendance across the school sat at 46.88% of students attending 90% or more of the time. This is 17.72% below the 2022 lower bound target. This was a significant decline from 2019 data where 78.06% of students attended 90% or more of the time.
• Improving the relationships between the school and parents through better communication, collaboration and feedback.	Taking on board parent feedback on surveys from 2019 and 2020 saw a slight increase in positive feedback in communication with parents of 1.7% from 2020 data. This was mainly due to the increase from 2 parent/ teacher evenings to 4 phone home parent/teacher conferences. There was positive feedback on the introduction of the Sentral parent portal.
• Improving the relationships between teachers and students through better communication, collaboration and feedback.	Using Sentral as one measure of the relationships between students and teachers, positive incident reports indicated a 34.86% increase from 2020 to 2021 data documented. Sentral negative entry data indicated an increase in negative entries from 2020 to 2021 data by 14.1%. This increase was mainly due to an 18.58% increase in truancy and lateness to class.

- Improving the relationships between staff and staff through better communication, collaboration and feedback.

Despite the challenges associated with the pandemic in 2021, there were no formal complaints received by the principal. The school underwent the Safeguarding Kids program (SKT) and as a result a formal staff wellbeing team was established. This saw a number of whole school staff activities offered as well as a series of staff bbqs.



Year 12 students performing a HSC music piece at the HSC Graduation Assembly

Strategic Direction 3: Positive school culture - ownership, belonging and pride

Purpose

Identify the need for a greater sense of ownership, belonging and pride for students and a need for improved sense of worth and value for staff. Developing a positive school that supports positive mental health, wellbeing, and a love of learning within a context of trauma informed practice with high expectations will be a central focus for professional learning for all staff. Providing structures to improve teacher performance with a focus on APST Standard 4: Create and Maintain Supportive and Safe Learning Environments will be a pivotal aspect of improving student and staff sense of ownership, belonging and pride.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Creating positive cultural links that challenge and engage Aboriginal students
- Developing a positive school culture that improves student and staff wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$176,928.00

Professional learning: \$27,770.20

Socio-economic background: \$3,600.00

Flexible Funding for Wellbeing Services: \$5,000.00

School support allocation (principal support): \$40,852.97

Summary of progress

The Safeguarding Kids (SKT) project identified effective whole school procedures for improving student attendance, however there was a reluctance from many families to send their children to school due to the potential risk of COVID infection in 2021. Our Aboriginal and Torres Strait islander programs were enhanced with cultural activities in art, dance, didgeridoo construction, SistaSpeak, BroSpeak and yarn-ups. This saw the largest dance group engage in our cultural activities to celebrate NAIDOC week. 2021 saw the introduction of stage 5 VET Certificate 1 course in Aboriginal Languages to a small but highly motivated year 9 class. This course was supported by NSW TAFE. An evaluation of the curriculum structure with this course at its centre saw a change to our delivery of mandatory languages in stage 4, resulting in language delivery being moved from year 7 to year 8 in 2022. This will provide a stronger lead in for future success of the stage 5 language program. A decision was made to run an Aboriginal Studies and cultural course in 2022 as an elective open to year 9 and 10 students. Unfortunately, many of the programs lapsed in November due to staff reluctance to be vaccinated.

A rewards excursion for students with zero negative Sentral entries and equal to or greater than 90% attendance was held at the end of 2021. This saw over 150 (approximately 20%) high performing students attend this excursion.

The challenges of engaging staff in large group professional learning in 2021 continued due to the COVID restrictions imposed on school. We engaged all staff in regular zoom meetings to focus professional learning. This ensured that the major areas of the School Improvement Plan were addressed and provided staff the opportunity to engage as a whole staff in the learning. As part of the Safeguarding Kids (SKT) project, we evaluated staff wellbeing programs, many of which had lapsed due to COVID, and engaged staff in improving morale and engagement. Some activities undertaken included a golf day and staff BBQs.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system-negotiated lower bound target.	In 2021, 75% of Aboriginal students who commenced year 11 in 2020 achieved their HSC in 2021. This was an 11.4% improvement over the 2020 HSC cohort data.

<ul style="list-style-type: none"> • Increase the proportion of students reporting positive expectations for success, advocacy, and sense of belonging at school by 2.9% from Tell Them from Me Survey Baseline Data. 	<p>There was a 4% decline in TTFM data for advocacy at school from 2020 to 2021. The expectations for success and sense of belonging remained steady from 2020 to 2021.</p>
<ul style="list-style-type: none"> • Increase the percentage of staff reporting high levels of morale, and sense of wellbeing by 5.5% as measured using 2020 People Matters Survey and the 2020 Staff Survey as baseline data. 	<p>There was a 7.7% increase in staff reporting high levels of morale, and sense of wellbeing compared to the 2020 People Matters Survey data.</p>



NAIDOC Day 2021 Boy's Dance Group performing

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$431,301.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Toormina High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments • consultation with external providers for the implementation of targeted individualised programs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLaSP) <p>The allocation of this funding has resulted in:</p> <p>improved partnerships with students, families and caregivers resulting in effective implementation of Personalised Learning and Support Plans (PLaSPs) that enable students to better engage in learning. Additional engagement of teaching and non-teaching staff to support identified student health, behaviour and learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>rigorously analyse internal school data, such as Sentral Student Wellbeing Profiles and external data, NAPLAN, Check-in Assessment and Best Start Year 7 to inform decision making and school planning. Additional support for Aboriginal and Torres Strait Islander students through redevelopment of Personalised Learning Pathways plans. The learning and support team will evaluate personalised learning plans in consultation with the students and their families. In 2022, students will be further supported through the establishment of an Alternative Curriculum Education (ACE) class with a 10-week individualised support program strategically targeting students at point of need.</p>
<p>Socio-economic background</p> <p>\$594,575.18</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Toormina High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices that result in high impact teaching and improved outcomes for students • Developing a positive school culture that improves student and staff wellbeing • Improving student attendance • Improving relationships through better communication and collaboration • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • equitable access to specialist resources

<p>Socio-economic background</p> <p>\$594,575.18</p>	<ul style="list-style-type: none"> • professional development of staff through Maths Pathways, Primary Links Program and Positive Pathways Program to support student learning • employment of additional staff to support Maths Pathways and Primary Links Program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • establishment of a breakfast club • increased availability of scholarships to year 7 and year 11 students • increased access to technological equipment in classrooms • additional staffing to implement and support identified students with additional needs • providing students without economic support for educational materials, uniform, equipment and other items • supplementation of extra-curricular activities • engage with external providers to support student engagement and retention • professional development of staff to strengthen their understanding of explicit teaching of reading and numeracy across all faculties to further support student learning • staff release to increase community engagement <p>The allocation of this funding has resulted in: allocation of additional learning resources across all faculties to address the individualised learning needs of all students. A 25-seat bus was purchased to provide future access for all students to sporting and extra-curricular opportunities that they may have been previously locked out of due to family financial constraints. Additional teachers, administrative staff and learning support staff were employed to engaged students and support teachers. This included an additional Deputy Principal, Head Teacher HSIE, clerical support, 4 Student Learning and Support Officers (SLSO) in the main stream and 2 in the Special Education faculty.</p> <p>After evaluation, the next steps to support our students with this funding will be: to improve our coordinated efforts to engage the school community to better reflect on student progress and achievement and to develop plans and strategies for student achievement and growth.</p>
<p>Aboriginal background</p> <p>\$224,198.20</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Toormina High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Creating positive cultural links that challenge and engage Aboriginal students • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process

<p>Aboriginal background</p> <p>\$224,198.20</p>	<ul style="list-style-type: none"> • additional cultural programs for girls and boys <p>The allocation of this funding has resulted in: the employment of additional school and community personnel engaged to support Aboriginal students strengthening academic, wellbeing and cultural connections resulting a greater alignment with the 2021 Partnership Agreement focused on sustaining cultural identity, belonging and retention.</p> <p>After evaluation, the next steps to support our students with this funding will be: a reboot of Gumbaynggirr language in stage 4 mandatory language to further support and enhance the development of stage 5 VET Certificate 1 course in Aboriginal Languages, the establishment of Certificate I in Tourism (Australian Indigenous Culture) and Aboriginal Studies in stage 5 and 6. Due to the impact of COVID vaccination requirements, a refocus on whole school Indigenous programs will be needed.</p>
<p>Low level adjustment for disability</p> <p>\$256,745.31</p>	<p>Low level adjustment for disability equity loading provides support for students at Toormina High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • support for students in Life Skills, the development of Personalised Learning and Support Plans (PLaSPs) and applications for HSC Special Provisions • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: identified students received additional support in the classroom and via withdrawal to support student learning, providing access to the curriculum and to meet the requirements for the HSC Minimum Standards. Improved data measures were developed and implemented to inform evidenced-based teaching and learning strategies providing student progress analysis is closely and systematically monitored.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to develop and improve whole school monitoring of student learning through intensive analysis of assessment data to identify learning progress of individual students and cohorts.</p>
<p>Location</p> <p>\$3,614.86</p>	<p>The location funding allocation is provided to Toormina High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p>

<p>Location</p> <p>\$3,614.86</p>	<ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions • technology resources to increase student engagement • technology resources to increase student engagement • subsidising student uniforms to enable all students to feel connected and valued • subsidising student elective costs to enable all students to access curriculum • access to Aurora College, Single Subject Distance Education and Southern Cross Distance Education to ensure equitable access for all students beyond the available curriculum at Toormina High School • provision of buses and pool entry for the year 7 swimming program <p>The allocation of this funding has resulted in: student equity issues in learning and extra-curricular areas being addressed, ensuring students greater access to opportunities to take part in all school activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: review of available equity funds including location funding sources to ensure that the needs of our student population are equitably met and that all aspects of the provision of a quality education at Toormina High School are considered.</p>
<p>Professional learning</p> <p>\$78,309.82</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Toormina High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices that result in high impact teaching and improved outcomes for students • Improving relationships through better communication and collaboration • Creating positive cultural links that challenge and engage Aboriginal students • Developing a positive school culture that improves student and staff wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging all teachers to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing utilising the documents: National Literacy Learning Progressions; Improving Reading Comprehension Years 3 to 8; Guide for selecting vocabulary for explicit instruction; Maintaining a focus on literacy and numeracy (primary) - Monitoring and supporting learning with PLAN2 and utilising the resources from the Vocabulary Universal Resources on the reading and numeracy hub • engaging all teachers to review and unpack evidence-based approaches to teaching numeracy and explore modelled, interactive, guided and independent numeracy skills utilising the documents: Effective Practices in Literacy and Numeracy; 3 - 8 Numeracy Guide; Understanding Units of Measurement Webpage; Mathematics Curriculum page for Stage 4 to Stage 5 with a focus on: comparing rates; calculating percentages; Express one quantity as a percentage of another; fraction talks; comparing mobile phone plans; determining 'best buy'; solving problems involving ratios; equivalent fractions and percentages • engaging all teachers in professional learning utilising: practical strategies for embedding high expectations in teaching and learning; What works best: 2020 update; What works best in Practice; improving high school engagement, classroom practices and achievement; supporting high academic expectations: every student is known, valued and cared for in our schools. • assisting staff to develop common assessment tasks across faculties for all linked classes/courses year 7 - 10 with details provided to students at the

<p>Professional learning</p> <p>\$78,309.82</p>	<p>commencement of the school year in an assessment schedule</p> <ul style="list-style-type: none"> • providing professional learning for teachers targeting improvements in stage 6 outcomes especially the HSC <p>The allocation of this funding has resulted in: professional learning that emphasised the importance of developing effective instructional leadership around stage 6 and HSC courses. Improvements in staff understanding, utilisation and commitment to CESE and other DoE resources focused on improving Literacy and Numeracy skills within their KLAs.</p> <p>After evaluation, the next steps to support our students with this funding will be: to develop a focused approach on distributed instructional leadership to build and sustain a culture of effective, evidence-based teaching practices and continuous improvement. A continued focus on improving effective teaching practice of Literacy and Numeracy relevant to each KLA with a focus on improving student wellbeing, engagement and behaviour.</p>
<p>Beginning teacher support</p> <p>\$14,845.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Toormina High School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional support and mentoring of beginning teachers at Toormina High School • additional planned teacher release for beginning teachers to engage in professional learning activities • planned mentor teacher release to support beginning teachers • release time for beginning teachers to complete proficient accreditation requirements <p>The allocation of this funding has resulted in: beginning teachers being supported to engage in reflective practice of their teaching through access to a mentor teacher who was able to regularly observe, meet, provide feedback and discuss teaching practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: review the possibility of timetable concessions for all beginning teachers to access a mentor teacher and support regardless of whether they are funded or not.</p>
<p>School support allocation (principal support)</p> <p>\$40,852.97</p>	<p>School support allocation funding is provided to support the principal at Toormina High School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Developing a positive school culture that improves student and staff wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional administration support to assist the principal <p>The allocation of this funding has resulted in: employment of additional administration support (0.6) to assist the principal</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>School support allocation (principal support)</p> <p>\$40,852.97</p>	<p>consideration of employing additional administration support to support the deputy principal(s) and consideration for expanding the support to the principal and school administration manager with targeted areas of school management with the employment of a business manager.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$5,000.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Toormina High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Developing a positive school culture that improves student and staff wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release for case conferences and developing intervention strategies • the development and implementation of trauma informed resources • staffing release to provide individual transition preparation support to identified students • delivery of the Student Services model - support services are centrally located. Curriculum/assessment differentiation, workshops based on student need. Adults who care program. Working with outside agencies to deliver wellbeing programs. Breakfast club. Wellbeing supports - counselling • employment of Student Support Officer to support vulnerable students • employment of Student Support Officer to support the Learning Support Team in the implementation of engagement programs and the evaluation of school-based data • supporting students need via the wellbeing hub • targeted wellbeing programs in conjunction with an external providers aimed at students thought to be at risk of not completing school <p>The allocation of this funding has resulted in:</p> <p>a planned approach to wellbeing where students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The provision of high quality and highly effective wellbeing support for students.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>a renewed focus on anti-bullying and racism through the establishment of student, staff and parent working parties. We will continue to collect and analyse data to implement evidence-based change to whole school practices resulting in measurable improvements in wellbeing and engagement to support learning.</p>
<p>COVID ILSP</p> <p>\$445,940.79</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy and numeracy across all KLAs • releasing staff to coordinate the program • development of resources and planning of small group tuition • releasing staff to participate in professional learning • employment of additional staff to support the monitoring of COVID ILSP

<p>COVID ILSP</p> <p>\$445,940.79</p>	<p>funding</p> <p>The allocation of this funding has resulted in: a positive impact demonstrated by the volume of students receiving Literacy and Numeracy support. The additional support and resources provided greater opportunities to identified students. Students participated in HSC Minimum Standard support, targeted Literacy and Numeracy programs, assessment task completion support and subject specific support with a Literacy and/or Numeracy focus.</p> <p>After evaluation, the next steps to support our students with this funding will be: we will analyse and establish base-line data from NAPLAN, Best Start and class performance data to inform interventions for targeted students. Our strategic support will include partnerships with parents to support and set clear learning goals while growing and developing student potential, focusing on continual improvement.</p>
<p>English language proficiency</p> <p>\$32,484.83</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Toormina High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing to implement Personalised Learning and Support Plans (PLaSPs) for EAL/D students • additional teacher time to provide targeted support for EAL/D students and for development of programs • individual withdrawal lessons for students identified as requiring developing and emerging support <p>The allocation of this funding has resulted in: a high level of support for EAL/D students resulting in all identified students receiving appropriate support providing full and appropriate access to curriculum and learning opportunities.</p> <p>After evaluation, the next steps to support our students with this funding will be: there has been a significant decline in students identified as requiring additional support with English language proficiency, however targeted support will continue through provision of EAL/D teacher time for in-class support, identifying and tracking students with additional learning needs, supporting staff to differentiate the curriculum and ensuring appropriate programs are implemented.</p>



NAIDOC Day 2021 Girls Dance Group members

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	380	382	376	379
Girls	356	396	406	397

Student attendance profile

School				
Year	2018	2019	2020	2021
7	92.8	94.1	90.9	86.7
8	88.5	93.9	87	82
9	84.8	92.4	86.1	80.3
10	83.2	92.2	84.9	78.5
11	81.1	90.6	78.1	75.1
12	86	92.9	81.4	84.3
All Years	86.6	92.9	85.6	81.5
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	3	7
Employment	5	17	34
TAFE entry	3	10	24
University Entry	0	0	28
Other	0	0	0
Unknown	2	8	7

Year 12 students undertaking vocational or trade training

32.18% of Year 12 students at Toormina High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

94.7% of all Year 12 students at Toormina High School expected to complete Year 12 in 2021 received a Higher School Certificate or equivalent vocational education and training qualification.



Student Leaders at the Year 9 Formal Assembly

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	45.9
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	18.08
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.



Staff and a student at the Year 12 Formal

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	326,064
Revenue	12,143,867
Appropriation	11,996,696
Sale of Goods and Services	3,185
Grants and contributions	137,564
Investment income	551
Other revenue	5,872
Expenses	-11,809,158
Employee related	-10,778,037
Operating expenses	-1,031,121
Surplus / deficit for the year	334,709
Closing Balance	660,773

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.



The Year 12 Formal

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	297,949
Equity Total	1,152,650
Equity - Aboriginal	176,598
Equity - Socio-economic	641,643
Equity - Language	32,485
Equity - Disability	301,924
Base Total	9,027,713
Base - Per Capita	203,327
Base - Location	3,615
Base - Other	8,820,771
Other Total	511,690
Grand Total	10,990,002

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.



Staff and students enjoying the Athletics Carnival

School performance - NAPLAN

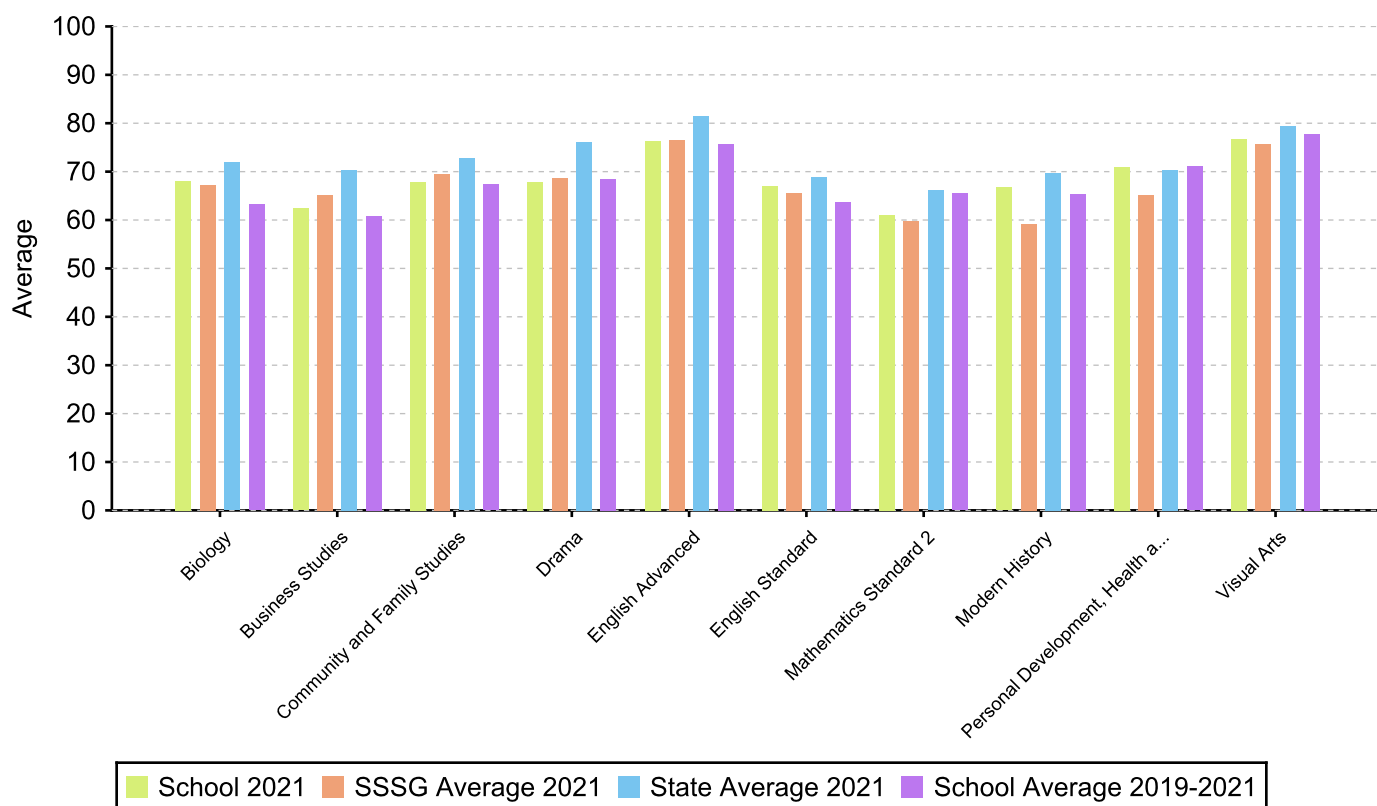
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

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 2021	SSSG	State	School Average 2019-2021
Biology	68.0	67.3	71.9	63.2
Business Studies	62.4	65.2	70.4	60.8
Community and Family Studies	67.9	69.6	72.7	67.3
Drama	67.8	68.6	76.1	68.4
English Advanced	76.3	76.6	81.4	75.7
English Standard	67.0	65.6	68.8	63.7
Mathematics Standard 2	61.1	59.8	66.1	65.5
Modern History	66.7	59.1	69.7	65.4
Personal Development, Health and Physical Education	71.0	65.2	70.3	71.0
Visual Arts	76.8	75.8	79.4	77.8

Toormina High School achieved excellent results in the 2021 Higher School Certificate with over 80% of our 2021 cohort receiving Band 3 and above results. Our school was the highest achieving comprehensive state school in the Coffs Harbour region. Our students receiving Band 6 results were: Mariah Anderson (4 band 6 results), Cooper Bake-Smith (1 band 6 result), Sharnte Cannon (4 band 6 results), Ellena Cheers-Flavell (2 band 6 results), Myah Harrison (1 band 6 result) and Amy Newcombe (1 band 6 result), congratulations to these students. We would also like to congratulate the

teachers of this high achieving cohort for providing excellent instruction, support and encouragement. We would like to recognise the teachers who assisted the students listed above the achieve to achieve their band 6 results: Lisa Mullan, Anita Milne, Adam Berrada, Richard Raward, Matt Francis and Paula Stanton.



The 2021 graduating class

Parent/caregiver, student, teacher satisfaction

In 2021, Toormina High School engaged in the Safeguarding Kids Together (SKT) program that strategically focused on mitigating and managing risk by delivering activities that build good practice across identified focus areas. The following focus areas were identified based on multiple data sources, including: ebs4/Synergy, SCOUT, third-party software, the school's Strategic Improvement Plan, Annual Report, Principal Survey, Staff Survey and a Good Practice Assessment Tool.

The focus areas identified:

- Student wellbeing
- Attendance and supervision
- Behaviour management
- Staff wellbeing
- Community engagement

Community:

In the SKT Teams final report, it was reported that the establishment of a community engagement team was required.

Established team consisting of: Principal, Head Teacher Special Education, Deputy Principal(s), School Learning Support Officer(s) Parents representative(s), Classroom Teacher(s), Aboriginal Education Officer, Student Support Officer and Community Liaison Officer

- Developed a community engagement purpose statement which aligns with the school's SIP.
- Provided with contact details of local specialist staff: - Network Specialist Facilitator - Aboriginal Education and Wellbeing Advisor and Officer - Multicultural Education and Community Relation Advisor - School Link Coordinator
- Provided with a comprehensive list of DoE and external professional learning opportunities on the topic of community engagement.
- Provided with Microsoft Teams channel for collaboration and accessibility of community engagement resources.
- Conducted a situational analysis of community engagement practices and activities within the school.
- Identified a number of strengths in community engagement including: a Community Liaison Officer and Aboriginal Education Officer to coordinate community engagement practices and communication; and strength-based language used in regards to the school community. - Strong parent representation on selection panels, school planning events and termly Yarn Ups.

Recognised opportunities to strengthen community engagement including:

- Enhancing staff capacity for authentic communication with parents.
- Increasing staff cultural awareness.
- Additional 'soft-entry' events such as BBQs and open days to build relationships with families.
- Developed the Toormina HS Community Engagement Action Plan (CEAP), utilising CEAP template provided by the Specialist Support Team.
- Developed contextual initiatives within the CEAP, linked to the school's SIP and the School Excellence Framework (SEF).

In the SKT final report, it was recommended that the following should be undertaken by the Community Engagement Team:

- Meet twice per term in weeks 3 and 8, with meetings scheduled in the school calendar.
- Communicate the community engagement purpose statement to all staff by start of term 2, 2022.
- Utilise local specialist staff as identified by the Specialist Support Team, including DoE Student Support and Specialist Programs Team.
- Engage in ongoing professional learning opportunities, where available, to build capacity to plan, implement and evaluate community engagement initiatives.
- Continue to utilise Microsoft Teams channel for collaboration, sharing and storing of documents and resources relevant to community engagement.

Principal to:

- Update School Planning and Reporting Online (SPaRO) to reflect the CEAP by start of term 2, 2022.

Community engagement team to:

- Implement the CEAP with a specific focus on identified strategies to enhance communication with families, commencing in term 2, 2022.
- Communicate the CEAP to all school staff in term 2, 2022 and provide progress updates each term.
- Facilitate annual whole staff professional learning on communicating with parents, utilising guided scripts, as modelled by the Specialist Support Team.
- Gather ongoing feedback from students, staff, and families on the effectiveness of community engagement initiatives.
- Review the CEAP annually, as modelled by the Specialist Support Team.

Students:

In the SKT Teams final report, it was reported that the Head teacher wellbeing:

Collated and mapped all student wellbeing programs currently offered at Toormina High School, utilising the School Wellbeing Mapping Tool provided by the Specialist Support Team.

Provided with Toormina HS Wellbeing Mapping Feedback presentation which highlighted:

- Strengths in the delivery of social and emotional wellbeing programs.
- Strengths in the use of whole school universal strategies. - Strengths in implementing a wide range of program evaluation methods.
- Opportunities for additional spiritual wellbeing programs, specifically relating to student voice and leadership across years 7 to 10.
- Opportunities for intensive support programs, specifically for year 9 and 10 cohort.
- Provided with the Specialist Support Team's Data Evaluation for Wellbeing Programs Tool.

In the SKT final report, it was recommended that the following should be undertaken:

Head teacher wellbeing to:

- Utilise the Department's Student Voice, Participation and Leadership resources, as modelled by the Specialist Support Team, to actively engage students in decision making for the classroom, school and community.
- Expand current weekly School Support Officer Group workshops to cater for year 9 and 10 students at risk of disengagement.
- Offer targeted and intensive programs such as PCYC Fit For Life to students at risk of poor choices and antisocial behaviour.
- Utilise the Department's evidenced-based resources Tailoring health and wellbeing approaches at your school, including the Checklists and Guidelines when planning and reviewing student wellbeing programs and initiatives.
- Lead the annual evaluation of schoolwide student wellbeing programs utilising the Data Evaluation for Wellbeing Programs Tool, as modelled by the Specialist Support Team.

Additionally, 537 (67%) students completed the annual Tell Them From Me (TTFM) survey in 2021. Positive Student survey data for 2020 included:

- High percentage of students feel they have positive relationships (76%)
- The percentage of students who participate in school sports (47%) was just below State average (48%)
- The areas of Writing (62%), Reading (70%), Maths (60%) and Science (44%) were seen by students as important or very important for future jobs or career paths
- The areas of communicating with others (83%), working as part of a team (80%), thinking logically (76%) and thinking creatively (74%) were seen by students as important or very important for future jobs or career paths
- Students reported that the important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives 62% which was just slightly below State at 63%.
- Students reported that they feel responsive to their needs and encourage independence with a democratic approach slightly below State (57%) at 55%
- Student reported that they had strong advocacy outside of school (53%) which was well above State (45%)
- 61% of Aboriginal students reported that they feel good about their culture when at school.

Staff:

In the SKT Teams final report, it was reported that a formal Staff Wellbeing team was required. A large number of Staff Wellbeing initiatives had been part of our standard operating procedures prior to 2020, but had either ceased or had been significantly impacted by the challenges of meeting COVID requirements.

In particular with regards to the feedback provided by the SKT program team, it was reported that:

The Staff Wellbeing Team was:

- Established with broad faculty representation.
- Participated in Establishing a Staff Wellbeing Team workshop to gain increased understanding of the role and function of a staff wellbeing team.
- Provided with Toormina HS Staff Wellbeing Team Action Plan, outlining sequential steps towards developing a sustainable staff wellbeing team.
- Provided with Staff Wellbeing Team Mission Statement Sample which articulates; purpose, guiding principles, operations and key contacts.
- Provided with sample models of workplace wellbeing (e.g., Five Ways to Wellbeing).

In the SKT final report, it was recommended that the:

Staff Wellbeing Team:

- Commence implementation of the Toormina HS Staff Wellbeing Team Action Plan by the start of term 2, 2022.
- Develop Staff Wellbeing Team Mission Statement by start of term 2, 2022, to include the following key

components: - Identified team coordinator - Regular time to convene as a team to action goals - Agreed model of wellbeing that encapsulates initiatives

- Communicate the Staff Wellbeing Team Mission Statement to all staff by end of term 2, 2022.
- Implement no more than two identified wellbeing practices as outlined in the Staff Wellbeing Summary by the end of term 2, 2022.

Principal and executive to:

- Provide staff wellbeing team with appropriate time and resources to carry out their duties effectively

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Other School Programs (optional)

Marine Studies

Our science teachers continued our highly successful Marine Studies transition program for our 2021 year 7 cohort students despite COVID19. Operations ceased due to COVID19, however as soon as we were able to continue this program it was recommenced. Students in year 6 are provided with a variety of practical based activities with a scientific basis to gain understanding of the unique environment that we live in. From rock platform walks to water quality and specimen analysis, students undertake these learning tasks with assistance from high school science teachers as part of their transition to high school program. This program has resulted in a sustained increase in student enrolments into year 7 and a renewed focus on our extension class model as part of the High Performance and Gifted Education policy. All students in year 6 are provided with this learning opportunity and are supported with in-class activities with their Primary School teachers so that the learning is seen as being cross stage and school.



Students performing at the 2021 MADD concert