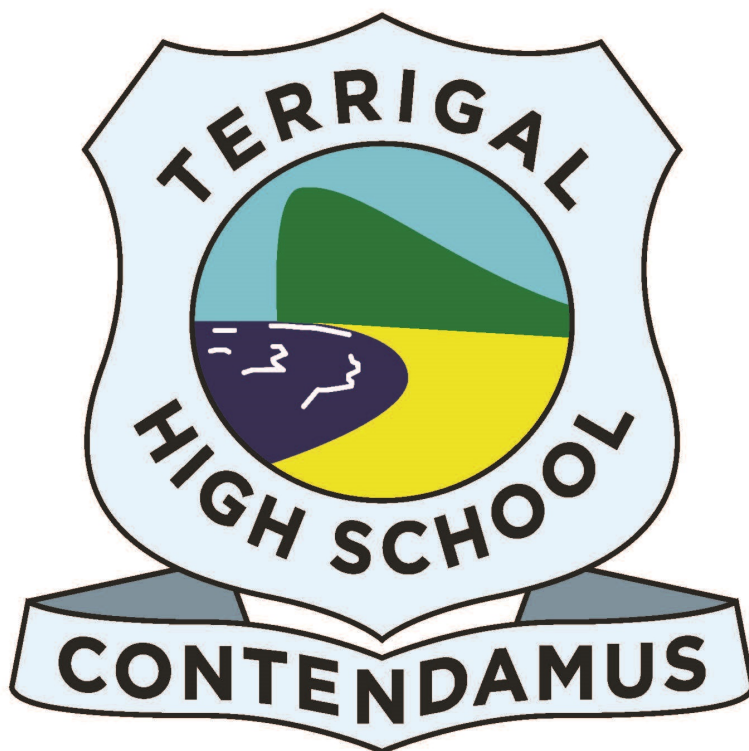


# 2021 Annual Report

## Terrigal High School



***"WE STRIVE"***

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## Introduction

The Annual Report for 2021 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 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.

### School contact details

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## School vision

Terrigal High School will be the leading comprehensive secondary school on the Central Coast, engaging and inspiring our school community to be curious and active learners, striving for excellence in all aspects of life.

## School context

Terrigal High School is a leading comprehensive, co-educational secondary school on the Central Coast. The school has a student population of 977, including a Support Unit with four multi-categorical classes. The school reflects the diversity of the local community with a full range of socio-economic and educational backgrounds. The school's enrolment numbers are increasing across all year groups. EALD support is provided to 2% of the total student enrolment. The 2021 staffing entitlement was 70 teachers and 20 non-teaching staff. The school is located on Darkinjung land with 5% of the total student population identifying Aboriginal heritage. The school has a close partnership with the local Kuriwa AECG to enhance Aboriginal cultural programs for all students and staff to address the needs of Aboriginal students.

Terrigal High School has placed student centred, evidence-based practice at the core of all teaching and learning programs. We are focused on increasing student growth across stages 4 and 5 in Literacy and Numeracy, with the promotion of high quality HSC attainment for all students undertaking ATAR and vocational courses. This is achieved through a whole school commitment to implement effective, evidence-based learning incorporating social and emotional frameworks, to support a shift to a 'high growth/high proficiency' school (Hattie: 2016).

High impact professional learning and self-evaluation processes are the key to building the capacity of staff as leaders to optimise student learning which is embedded into school structures. Staff professionally collaborate to embed consistent pedagogical practice in all classrooms.

At Terrigal High School we believe in excellence in all aspects of our school life. The school is committed to supporting student wellbeing through a diverse range of programs and the establishment of a wellbeing hub. Students are involved in a range of leadership and social awareness programs as well as student voice opportunities to influence current and future initiatives.

Terrigal High School has a strong sporting achievement including winning the Sydney North Champion school on four occasions in the past ten years. The targeted sport program is an integral part of our high potential and gifted strategy enhancing opportunities for talented athletes. The school has been recognised for its exceptional creative arts program with regular participation in community events and exhibitions, as well as Central Coast and HSC showcases.

We have forged respectful and collaborative relationships with wider school community through regular parent and student forums and surveys and consultation with the Aboriginal community. Terrigal High School has a strong partnership with Terrigal Public School and Erina Heights Public School, which together form the Terrigal Learning Alliance, to ensure continuity of learning from kindergarten to Year 12. Significant work will take place to further strengthen the relationship with our wider school community and build an authentic partnership based on trust and a shared vision for all students.

## 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Evidence-informed practice will support high expectations and the provision of differentiated teaching strategies, which challenge every student to improve their literacy and numeracy skills as well as performance in the HSC.

### 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.

- Data Informed Practice

### Resources allocated to this strategic direction

**Per capita:** \$78,000.00

**Integration funding support:** \$0.00

**Socio-economic background:** \$12,650.59

**Professional learning:** \$42,199.75

**Aboriginal background:** \$8,000.00

### Summary of progress

**Numeracy improvement:** Terrigal High School teachers observed mathematics lessons delivered by teachers from our partner primary schools. Post observation discussions highlighted the benefits of pre-testing as a differentiation tool and two teachers trialled the use of the Essential Assessment software as a tool to identify skills gaps for improvement and areas for extension, which informed differentiated learning experiences with their Stage 4 classes. Improvements in post-test results indicate the success of modifications in programs and practice meeting the individual learning needs of the students. As well as the use of pre-tests, the Mathematics Faculty triangulated data from Check In Assessment and NAPLAN to identify focus areas for weekly, stand alone numeracy lessons. The numeracy lessons focused on 'working mathematically' skills across all content areas. As a result of these lessons, students were exposed to different questioning styles and student self-reflection indicated increased confidence in attempting these style of questions. Assessment tasks now incorporate more 'working mathematically' questions and results for top performing students improved, on average, by 15%.

**HSC Excellence:** In-depth analysis of the 2020 HSC packages, by class teachers and the senior executive team, identified trends and areas for improvement. This data informed adjustments to teaching and learning programs with faculties explicitly teaching skills to improve extended responses and targeting feedback to support learning improvements. The introduction of ALARM in HSIE and structured peer feedback in PDHPE gave students a better understanding of the structure required when writing a response, in unpacking marking criteria and increasing the use of examples in student writing. The analysis of 2020 HSC results deepened teacher data literacy skills, and the collaborative design and implementation of targeted strategies to address areas of weakness, provided structure for the transition to evidence informed practice. Both faculties analysed formative assessment tasks with explicit criteria to identify improvement in the quality of extended responses.

The employment of a mentor teacher for Personalised Senior School Tutoring (PSST) supported students with study skills, goal setting, organisation, choice management, explicit teaching in how to decipher assessment task requirements and how to structure responses. In 2021, 672 students benefited from small group and individual sessions with student feedback indicating improvements in self-motivation, the ability to plan and prepare for assessments, as well as improving achievement in research assessments.

**Curriculum Writing Specialist:** In 2021, Terrigal High School was selected to participate in a pilot Writing in Secondary intervention program aimed at improving text construction and grammar usage. Over a four-week period, 74 Year 7 and Year 10 students in Art and Geography were pre-tested in writing an argumentative text. Following a two-week intensive, team-teaching program, students completed a follow-up writing sample, incorporating the intervention strategies. This resulted in an overall grade increase, based on National Literacy Progressions, for all students. In the domain of creating a text, with a 4-10 scale, students averaged 9.82 from a baseline of 7.75; positive increase in grammar, with a 0-6 scale, students averaged 5.91 from a baseline of 4.46. Male students, who had low and medium grades prior to engaging with the intervention, saw the largest increase with a 3.33 increase in writing and 2.0 increase in grammar. In the first of a two-year initiative, targeted, staff professional learning across four KLAs: Art, Geography, PDHPE and Science, will target Year 9 students across a learning and assessment cycle.

### 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
<p><b>NAPLAN Expected Growth</b></p> <p>An increase from 66.5% to 68.8% in the number of students achieving expected growth in numeracy.</p> <p>An increase from 67.4% to 69.4% in the number of students achieving expected growth in reading.</p>	<p>This year we focused on the numeracy target.</p> <p>The percentage of students achieving expected growth in reading increased to 46.41% indicating progress toward the lower bound target.</p> <p>The percentage of students achieving expected growth in numeracy increased to 51.37% indicating progress toward the lower bound target.</p>
<p><b>NAPLAN Top 2 Bands</b></p> <p>An increase from 19.9% to 21.6% in the number of students achieving in the top 2 bands in numeracy.</p> <p>An increase from 19.2% to 21.7% in the number of students achieving in the top 2 bands in reading.</p>	<p>Data indicates that 15.43% of students achieved top 2 bands in reading and 18.64% of students achieved the top 2 bands for numeracy showing a decline from baseline data.</p>
<p><b>HSC performance</b></p> <p>An increase from 27.6% to 30.4% in the number of students achieving in the top 2 bands in the HSC.</p> <p>An increase from 59.7% to 63.7% in the number of students achieving in the top 3 bands in the HSC.</p>	<p>22.75% of students attained results in the top two HSC bands demonstrating progress toward the lower bound target.</p> <p>70.4% of students attained results in the top three HSC bands which exceeds the lower target bound of 66.7% and is working towards the upper bound of 71.7%.</p>
<p><b>Aboriginal Student Achievement</b></p> <p>The percentage of ATSI students achieving in the top three bands increases by 10%.</p>	<p>The percentage of ATSI students achieving in the top three NAPLAN bands has remained consistent.</p>

## Strategic Direction 2: Engage and Inspire

### Purpose

To inspire students to become self-directed learners who are aware of their own progress and feel confident in collaborating with teachers to direct future learning. Active engagement in a variety of school opportunities prepares students for excellence in all aspects of life.

### 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.

- Self-Directed Learning
- Feedback for Teaching
- School Opportunities

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$189,221.00

**Integration funding support:** \$85,000.00

**English language proficiency:** \$24,324.58

**Professional learning:** \$21,678.00

**Socio-economic background:** \$10,000.00

### Summary of progress

**Attendance:** The school attendance team has consulted the Safeguarding Kids Together Team to review and update school procedures, ensuring alignment with DoE policy and incorporating successful strategies. THS procedures have been described as 'best practice' by the Safeguarding Kids Team. Prior to the COVID Lockdown in 2021, where we saw an increase to 55% in the number of students attending more than 90% of the time.

**Visible Learning and SOLO Taxonomy:** In 2021 the school developed a phased plan to embed learning intentions, success criteria and SOLO taxonomy into classroom practice. The aim is to make clear for students what they are learning, how they know they are on track and what the next steps are in the learning process. Ongoing professional learning has focused on deepening teacher understanding improving confidence in developing clear and purposeful success criteria increasing from 58% to 90%.

**School clubs:** A number of student interest clubs were planned for lunch time and after school, but due to COVID the after school Art Club was the only group who met on a regular basis. On average ten stage 4 students attended the Club on a fortnightly basis.

### 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
<b>Attendance</b>  An increase from 52.7% to 53.0% in the number of students attending greater than 90% of the time.	The number of students attending greater than 90% of the time or more has decreased by 10.19%.
<b>Engagement</b>  The score for effective collaboration through peer observation, as evidenced on the What Works Best survey increases, from 3.33 to 3.33 out of 5.	The extensive Learning from Home period during 2021 shifted the focus for teacher professional learning from cross-faculty observation to faculty based co-design of online learning resources.  The score for effective collaboration, as evidenced on the What Works Best survey, remains 3.33 out of 5.

## Strategic Direction 3: Connections to Learning

### Purpose

Parents and the broader community support and enable the aspirations of every student. Genuine and respectful partnerships build individual and collective wellbeing through a culture of care and positivity.

### 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.

- Cultural Identity
- Wellbeing
- Community Engagement

### Resources allocated to this strategic direction

**Aboriginal background:** \$32,201.59

**Socio-economic background:** \$63,500.00

**School support allocation (principal support):** \$1,999.81

**Professional learning:** \$15,000.00

### Summary of progress

**Cultural Identity:** Developing and sustaining cultural connections for our Aboriginal and Torres Strait Islander students is vital to wellbeing and educational success. Over the past two years, Aboriginal students have rated their sense of belonging to be higher than state and statistically similar school groups. This is a testament to the opportunities and engagement in meaningful programs and events, such as weekly Dance and Didge group sessions, student leadership and advocacy through the Junior Aboriginal Education Consultative Group, Yarn Up sessions with partner primary schools and targeted visual art programs. This is underpinned by a culture of high expectations that ensures all students have Personalised Learning Pathway plans, updated annually, and designed collaboratively with parents, allowing each student to identify a staff mentor to assist them in achieving their cultural, learning and wellbeing goals.

**Student Wellbeing:** In conjunction with the Safeguarding Kids Together initiative, Terrigal High has been working within the NSW Wellbeing Framework to identify and strengthen specific programs and initiatives. Analysis of behaviour and wellbeing across Years 7-12 indicates that we have a planned approach to whole school wellbeing and moving to excelling in this sphere, with the majority of programs addressing the social and emotional needs of students. Areas of need include focusing on minimising suspension rates for aggressive behaviour, continued disobedience and physical violence; targeting bullying in Year 9 specifically; and reviewing how students transition to senior years. This will be reflected in a review of programs to support anti-bullying, enhanced processes for Year 10 into Year 11 and consideration of a more consistent outline of whole school wellbeing programs.

**Community Engagement:** Terrigal High is recognised as being highly responsive to our community through the incorporation of best practice to embed a culture of high expectations, while excelling when effectively catering for students within specific equity groups. This includes forging strong, collaborative partnerships with parents and creating opportunities for students disengaged from learning. Quality mentoring programs, such as Top Blokes, run twice a year. Year 8 and 9 male students participate in a 16-week program, developing increased self-efficacy, critical thinking and positive adult connections; one student showing a 54% reduction in negative behaviour entries over a two year period. Through proactive and timely communication, Terrigal Talks is issued weekly, providing a summary of events for the week and a calendar of the upcoming week. Families receive positive behaviour feedback through We Strive reports, twice per term. Our whole school newsletter, sent out twice per term, showcases student learning, participation and achievements.

### 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
A 2% uplift in the number of Aboriginal students attending school greater than 90% of the time.	The percentage of Aboriginal students attending school greater than 90% of the time is 17.3% which is a decrease from the 2020 rate.



<p>An increase in the percentage of students achieving a "We Strive" score greater than 4.</p>	<p>The percentage of students achieving a score greater than 4 has increased to 38%.</p> <p>The average "We Strive" score has increased to 3.8 from 3.33.</p>
<p>School assessment on the School Excellence Framework element on 'Community Engagement' is validated at 'Delivering'.</p>	<p>The external validation panel validated the school's self assessment against the School Excellence framework as sustaining and growing.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$313,084.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Terrigal High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> <li>• Self-Directed Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Identified students being supported in the classroom to ensure access to the curriculum and with appropriate adjustments during assessment tasks. Students with physical disabilities were sensitively supported to participate in all school activities.</p> <p>School records indicate SLSO and teacher supports resulted in increasing students' social, behavioural and academic outcomes through increased staff support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Review individual student needs for 2022 and adjust education plans. Improved professional learning opportunities for SLSOs working with students with autism.</p>
<p>Socio-economic background</p> <p>\$86,150.59</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Terrigal High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> <li>• Community Engagement</li> <li>• Cultural Identity</li> <li>• School Opportunities</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Supplementation of extra-curricular activities and resources including Art Club, Year 12 Graduation, HPaGE Year 7 Sport Program Rewards and Academic presentation night</li> <li>• Supplementation of wellbeing programs including RAGE, Top Blokes, Seasons of Growth and SEEDS for social/emotional development.</li> <li>• Resourcing to increase equitability of resources and services</li> <li>• Rewards activities associated with the We Strive student reports.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>• Students who achieved a "We Strive" average score of 4 out of 5 were recognised through reward activities lasting from 1 period to the full day. 92% of students participated in at least one reward activity.</li> <li>• On average ten stage 4 students participated in the after-school Art Club each week creating individual projects in a supportive environment that allowed them to flourish. Over \$1,000 was allocated to the Art Club to</li> </ul>

<p>Socio-economic background</p> <p>\$86,150.59</p>	<p>purchase materials including clay, canvases and paint.</p> <ul style="list-style-type: none"> <li>• 90 students participated in the 14 SEEDs workshops on building friendships.</li> <li>• 33 students participated in Seasons for growth workshops run by the youth worker supporting students through grief.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Review student voice information to identify an expanded range of clubs and needs for 2022.</p>
<p>Aboriginal background</p> <p>\$40,202.59</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Terrigal 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> <li>• Cultural Identity</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>• All Personalised Learning Pathway plans being have been updated, implemented and monitored in conjunction with the Bara Barang community organisation.</li> <li>• The positive impact of student involvement in weekly culturally specific activities, eg. dance and didg and the cultural hub are evidenced by a 3% increase, to 65% on the Tell Them From Me survey, in the number of students indicating a positive sense of belonging to the school as compared to 51% for similar schools.</li> <li>• The Aboriginal SLSO provided targeted support for students, ensured open connections and communication with families during the lockdown period and supported teachers in developing culturally sensitive learning activities.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To employ a teacher focused on literacy and numeracy improvement for stage 4 and 5 Aboriginal students in 2022.</p>
<p>English language proficiency</p> <p>\$24,324.58</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Terrigal High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Self-Directed Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The employment of an additional teacher for 0.2 FTE has provided one-on-</p>

<p>English language proficiency</p> <p>\$24,324.58</p>	<p>one support for the 17 EAL/D students. The focus of the sessions has built connections and mentored students (6 sessions), and supported their learning through de-construction of assessment tasks (44 sessions), expanded vocabulary (7 sessions) and subject selection terminology (28 sessions), NAPLAN preparation (8 sessions) explicit teaching of grammar (1 session). Students highly value the sessions with the teacher and seek her out during lunchtime for extra support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To continue to support English as a Second Language of Dialect (EALD) with targeted individualised explicit teaching of language skills.</p>
<p>Low level adjustment for disability</p> <p>\$189,221.41</p>	<p>Low level adjustment for disability equity loading provides support for students at Terrigal High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Self-Directed Learning</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting, including senior mentor program</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Building teacher capacity to provide for varying needs of students in mainstream settings. This is done through employment of LaST and SLSOs, including a senior tutor, to develop IEPs, provided individual and group targeted learning assistance. The LaST also undertakes transition, literacy testing, HSC Special Provisions, liaising with external agencies and parents. The Tell Them From Me survey indicates an average score of 6.9 out of 10 for explicit teaching practices and feedback, as compared to 6.4 for the NSW government schools. All students participating in the Top Blokes program had a decrease in the number of negative incidents recorded in Sentral and 7 of the 13 students who participated in the 2021 Boys to Men group were offered apprenticeships in 2022.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuation of current strategies, reviewing processes, staffing needs and student evaluations.</p>
<p>Professional learning</p> <p>\$78,877.75</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 Terrigal High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> <li>• Feedback for Teaching</li> <li>• School Opportunities</li> <li>• Community Engagement</li> </ul>

<p>Professional learning</p> <p>\$78,877.75</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Developing aspirants as instructional leaders and supporting them to design, develop and implement SOLO learning taxonomy.</li> <li>• Year 12 teachers engage in the DoE high leverage HSC professional learning packages.</li> <li>• Engaging a specialist teacher to unpack evidence-based approaches to teaching writing and to explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>• Developing staff capacity in leadership skills, developing a sequenced learning plan for the implementation of SOLO at THS, including purchasing KLA-specific resources for faculty areas to utilise. Despite being halted by COVID-19 lockdown, staff engaged in three PL sessions, introducing the research of SOLO and training staff in embedding Learning Intentions in all programming and lesson delivery.</li> <li>• Prior to the SOLO taxonomy professional learning, in 2021, 91.6% of teachers indicated they had no or little understanding of the framework. At the commencement of 2022 9.6% of teachers indicated they had no or little understanding of the framework.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Staff evaluations indicated that greater PL and collaboration is necessary to increase staff understanding and confidence. Next phases of implementation in 2022 will facilitate PL in Success Criteria and Feedback cycles and consider the impact on student learning.</p>
<p>School support allocation (principal support)</p> <p>\$48,841.81</p>	<p>School support allocation funding is provided to support the principal at Terrigal High School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• management of assets and maintenance</li> <li>• monitoring of financial budgets and priority areas.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>• Maintenance issues being resolved in a timely manner and an assessment of asset and maintenance priorities has been approved by the senior executive.</li> <li>• Financial monitoring by the Principal Support teacher has identified areas for the improvement of school financial procedures.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To expand the role to a Business Manager position covering Work Health and Safety as well as greater financial delegation.</p>
<p>COVID ILSP</p> <p>\$77,437.35</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted</b></p>

<p>COVID ILSP</p> <p>\$77,437.35</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of teachers/educators to deliver small group tuition.</li> <li>• Releasing staff to analyse school and student data to identify and monitor the impact on students of the small group tuition.</li> <li>• Providing targeted, explicit instruction for student groups in additive strategies, number patterns and algebraic thinking, reading comprehension and understanding texts.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Additive strategies - Flexible strategies with two-digit numbers: There was improvement from 75% to 100% of students able to apply knowledge of 10 as a unit to add and subtract 2 two-digit numbers, manipulate tens and ones flexibly for addition and subtraction as well as use knowledge of numbers to 20 to calculate two-digit addition and subtraction.</p> <p>NPA7 Number patterns and algebraic thinking - Representing unknowns: 100% of students also showed their ability to use words or letters to express relationships involving unknown values and also create algebraic expressions from word problems involving one operation. 75% of students showed continued confidence to find the value of formulae or algebraic expressions by substituting. This was an improvement from 75% of students as not being observed and 25% sometimes observed.</p> <p>Reading comprehension - literal comprehension: Throughout the year the students all became more engaged in reading appropriate level novels. The students were engaged every session in reading and also reading aloud on an individual basis with the teacher as well as the small group. Students discussed the texts they were reading within their tuition group and became more confident in speaking in a public forum. There were quite a few very positive comments of 'Wow, I haven't read a book for so long and I really enjoyed the experience.' Overall, all the individuals were involved in reading throughout the term and of the 35 students in the literacy program, over 90% completed at least one book during this time and engaged in regular daily reading.</p> <p>Comprehension, processes, vocabulary: This unit targeted students who were 50% below cohort average. Some of these areas of focus included integrating automatically a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text to build meaning. Students started at under 20% in this area and all indicated increased confidence in using the strategies.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Tracking student progress in Stage 4 through Literacy and Numeracy Progressions, implementing Plan2 Tool and data. Increasing support to students in Stage 5. Professional learning in core areas of Literacy and Numeracy to further support staff in student learning. Use post-data review to explore additional staffing support. Observations and analysis of student work samples from the reading groups have informed the whole school reading strategy for 2022.</p>
<p>Per capita</p> <p>\$241,990.72</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Terrigal High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practice</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Targeted teaching Stage 6</li> <li>• Maths Online software</li> <li>• Connecting with Terrigal Learning Alliance</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>• School based funding to support extra time with the COVID ILSP program.</li> <li>• Ongoing review on each year HSC analysis, including using RAP</li> </ul>

<p>Per capita</p> <p>\$241,990.72</p>	<p>analysis to reflect on specific learning areas. Faculty teams, led by Executive, undertake a deeper analysis of the success of, or need for further development in, key target areas. Further professional learning developed around best-practice HSC teaching and learning strategies will look to support Stage 6 staff.</p> <ul style="list-style-type: none"> <li>• Targeted teaching of Stage 6 involved teacher release to plan for and implement evidence-based teaching strategies to improve an area of weakness, as identified in HSC analysis. This has enhanced teacher collaboration focused on student learning needs.</li> <li>• Maths Faculty released to visit partner primary schools in the Terrigal Learning Alliance to engage with numeracy learning continuum, specifically Stages 3 to 4. Staff collaborated with primary numeracy experts to investigate teaching and learning practices. The Maths Faculty is now engaging in a review of programming in order to develop a comprehensive Stage 4 transition program.</li> <li>• Purchase of updated resources including textbooks, visual stimuli and computer hardware.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>To use per capita funding to employ extra teachers to further support student learning needs.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	483	469	473	483
Girls	520	489	497	489

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	91.3	92.6	93.1	89.7
8	88.5	88.3	92.5	85.4
9	87.2	85.2	90.9	84.8
10	85.8	85.8	90.8	84.2
11	87.5	85.2	92.5	84.9
12	88.3	85.9	91.4	86.7
All Years	88	87.2	91.9	85.9
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

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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	0.9	9
Employment	6	22	20
TAFE entry	0.7	11	9
University Entry	0	0	42
Other	0	0	19
Unknown	0	4	11

### Year 12 students undertaking vocational or trade training

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21.05% of Year 12 students at Terrigal High School undertook vocational education and training in 2021.

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

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99.1% of all Year 12 students at Terrigal High School expected to complete Year 12 in 2021 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)	51.2
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,270,097
<b>Revenue</b>	11,960,204
Appropriation	11,556,318
Sale of Goods and Services	46,216
Grants and contributions	346,225
Investment income	1,345
Other revenue	10,100
<b>Expenses</b>	-11,910,869
Employee related	-10,786,700
Operating expenses	-1,124,169
<b>Surplus / deficit for the year</b>	49,335
<b>Closing Balance</b>	1,319,432

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	313,084
<b>Equity Total</b>	339,899
Equity - Aboriginal	40,203
Equity - Socio-economic	86,151
Equity - Language	24,325
Equity - Disability	189,221
<b>Base Total</b>	9,882,603
Base - Per Capita	241,991
Base - Location	0
Base - Other	9,640,612
<b>Other Total</b>	509,856
<b>Grand Total</b>	11,045,442

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

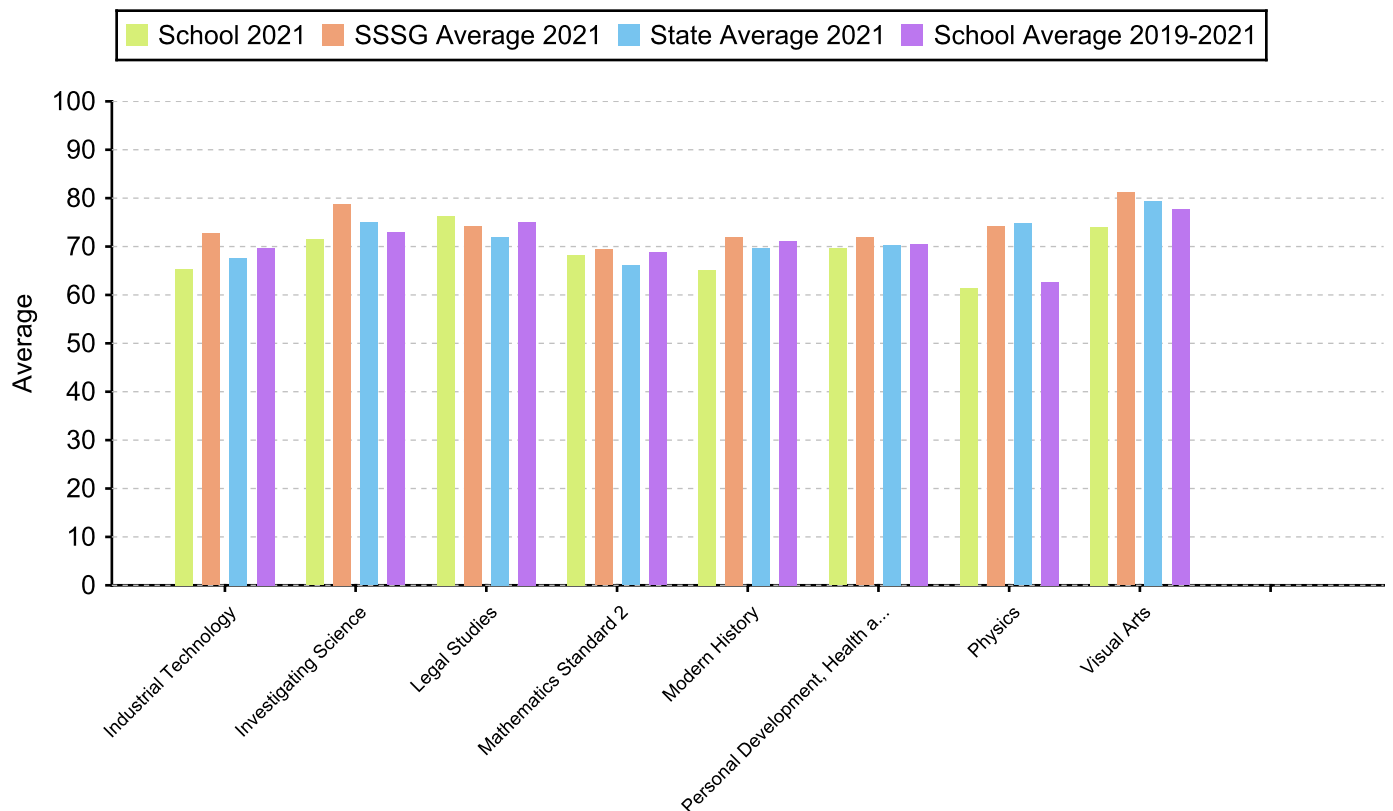
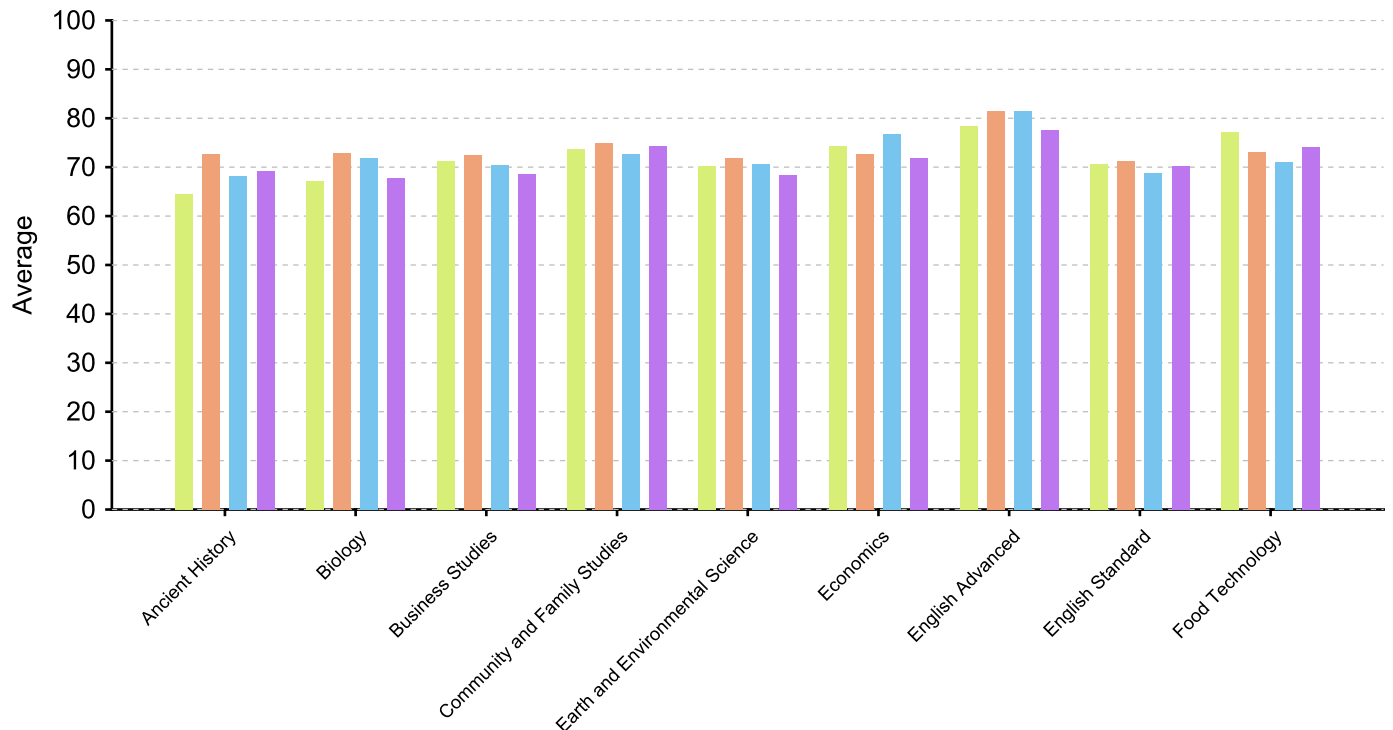
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

## 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 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Ancient History	64.6	72.6	68.1	69.1
Biology	67.1	72.9	71.9	67.9
Business Studies	71.2	72.6	70.4	68.6
Community and Family Studies	73.7	75.0	72.7	74.3
Earth and Environmental Science	70.2	71.8	70.6	68.4
Economics	74.4	72.7	76.7	72.0
English Advanced	78.4	81.4	81.4	77.5
English Standard	70.6	71.2	68.8	70.3
Food Technology	77.1	73.0	71.0	74.1
Industrial Technology	65.3	72.7	67.7	69.7
Investigating Science	71.5	78.8	74.9	72.9
Legal Studies	76.3	74.2	72.0	75.1
Mathematics Standard 2	68.2	69.4	66.1	68.7
Modern History	65.2	72.0	69.7	71.1
Personal Development, Health and Physical Education	69.6	71.9	70.3	70.5
Physics	61.4	74.2	74.8	62.7
Visual Arts	74.0	81.1	79.4	77.7

## Parent/caregiver, student, teacher satisfaction

A student voice forum was conducted by the safeguarding Kids team. They asked about the student's experience at school and what was important to the students.

When asked what they liked about school, the students responded:

- Sport - students felt like the variety of sports bring the school together. Different years in the same team and having competitions with teachers - good relationships and positive culture in the school.
- Music - some students really liked the music department and having access to the equipment available there.
- Careers Support and Study Skills - Most students were aware of the careers staff, with Yr 12 have a very high regard for the teacher who helps them with study skills.
- Good teachers - students expressed that they liked most of the teachers at the school. They said they teach well and the students are engaged in school, as well as noting there were some teachers they did feel comfortable talking to. Students really liked the teachers who they connected with.

The top suggestions to support them at school, were:

- Teacher consistency and fairness. Making sure all teachers are treating students equally, and applying school discipline in a fair manner.
- Students would appreciate positive feedback from the teachers going out to parents.
- All students wanted airconditioning/heating/temperature regulation.

During 2021 the school adjusted the school day for Year 11 and 12 students to reduce congestion at the start and finish of the day. This created more period 0 classes than usual and allowed the students to leave at the start of lunch. The school surveyed parents, students and teachers to consider if this practice would continue in 2022.

**Parent responses:** The school received 112 parent responses which is the largest return of online surveys over the past 10 years. Parents indicated the students were more productive in the afternoons and indicated they were less stressed about due dates. They also indicated there was a better work/life balance. Some families who lived outside the school drawing area found it difficult to access public transport to arrive for 8 am. Parents indicated a negative for them was the need to have two drop off times for different members of the family.

**Student responses:** Students overwhelmingly support the continuation of the changed school day structure. They indicated they used the time in the afternoon to study and approach teachers for extra help. Some students noted difficulties with catching public transport.

**Teacher responses:** Teachers noted that students were highly engaged in the morning and the time in lieu gave greater flexibility for personal appointments without needing to take leave. Many teachers indicated they did not take the time in lieu in order to complete their required tasks. They also indicated there were more students who arrived late to their period 0 class than previous years.



# 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 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

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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.