

2022 Annual Report

Taree High School



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Introduction

The Annual Report for 2022 is provided to the community of Taree 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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School vision

Taree High School is committed to providing a quality education where all students are challenged to grow and thrive every year. We encourage life-long learning through high expectations and community connections. Students are provided with opportunities and experiences which enable them to develop into successful learners who are confident, creative and active members of the community. Extensive curriculum and tailored programs prepare students for post school options of tertiary education, training or employment and cater to students' academic, social and behavioural development. The school believes that all members of the school deserve one year's growth every year. This is achieved through staff knowing their students and how they learn and tailoring learning accordingly. Our school vision draws on the Department of Education's priorities in focussing on Literacy, Numeracy, Attendance and Wellbeing. We embody the partnership agreement with the AECG Walking Together, Working Together where every Aboriginal student receives a high-quality education while respecting their cultural identity. We strive to work with our local community to ensure our school gives every student at Taree High School the opportunity to understand the histories, culture and language of the Biripi people.

The values of Cooperation, Participation and Respect are central to our focus: respecting the past, embracing the future.

School context

Taree High School is a comprehensive, inclusive, rural coeducational high school in the Manning Valley, which has an enrolment of 750 students from Year 7 - 12, including 22% Aboriginal and Torres Strait Islander students. The school's Family Occupation and Education index (FOEI) is 118. Taree High School acknowledges the Biripi people as the traditional owners of country on which we learn. We are proud of our connection to land, waters, and the sharing of Gathang language, histories and culture across the school community. The school is a valued part of the Connected Communities Strategy across NSW and provides innovative programs to improve educational outcomes for Aboriginal students and their families whilst ensuring all members of the school value local culture. The school has a history of achievement in academic, sporting and cultural pursuits which are recognised and celebrated throughout the year. Students have access to an extensive curriculum structure which enables them to follow their strengths and interests.

Taree High School is well resourced with a number of specialist facilities including Creative and Performing Arts, PDHPE, Technical and Applied Studies (TAS) including a Trade Training Centre. The school has Vocational Educational Training opportunities and a vibrant Support Unit, and has strong links with the business community, TAFE, universities and post school providers/agencies.

As a Positive Behaviours for Learning (PBL) school, Taree High School provides students with innovative opportunities to be lifelong learners, respectful and responsible citizens who have strong connections with their school and community. Our students are supported by a dedicated, dynamic and multifaceted Wellbeing Team which includes Counsellors, Youth Outreach Workers, Year Advisers, Head Teacher Wellbeing as well as connections to external agencies.

Taree High School has an established Transition Program based on strong partnerships with our Community of Schools and the Year 7 Learning Pods, strengthening a sense of belonging to our school.

The school had been part of the Premier's Literacy and Numeracy Strategy which provided us with an Instructional Leader to focus on the Literacy and Numeracy outcomes of middle band Aboriginal Students and to deliver current point of need professional learning to all staff. At the conclusion of this initiative the school considered this position as integral which led to the appointment of a Head Teacher Growth and Attainment in 2022. This role will continue to focus on building a high-performance culture with a clear focus on student progress, achievement and the explicit teaching of Literacy and Numeracy.

The Situational Analysis also highlighted the disengagement and low attendance rates of Stage 5 students and the need to investigate different models of curriculum delivery as they transition to Stage 6.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
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	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To ensure all students show strong growth for a years education. The focus on implementing high quality education underpinned by explicit, research informed teaching. Teachers will be supported to evaluate their teaching practice and adapt through high impact professional learning and the use of data. This will be supported through targeted intervention and school wide, consistent assessment processes and screening.

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.

- Implementation of Response to Tiered Intervention (RTI)
- HSC Minimum Standards
- School Improvement and Curriculum Monitoring (SICM) Process
- High Performance and Gifted Education

Resources allocated to this strategic direction

Summary of progress

Strategic Direction 1: Growth and Attainment has shown some progress towards all initiatives despite staffing shortages and ongoing COVID-19 disruptions. The Head Teacher Growth and Attainment coordinated the initiatives for the second year of implementation. Response to Tiered Intervention has seen 95 students receive support for literacy and numeracy after being identified as being below expected stage levels. There have also been 20 students receive writing support to enrich their skills to allow them to work to a higher level, this has led to measurable results in class grades. Extra curricular activities in robotics saw enrichment education continue with STEAM at Taree High School in the international robotics competition. New enrichment activities were implemented, including a Sports Stars program, Creative Textiles and Child Studies Cultural perspective immersion programs. The impact was heightened student engagement and deeper learning opportunities and links to career related opportunities. NAPLAN data was promising with most of our goals for students in achieving in the top three bands met. NAPLAN and PAT data growth was not where we would like it except for Year 7 and Aboriginal student growth which showed results above state average and growth over time. Further development for staff in the use of data to drive point of need teaching is a focus for professional learning in 2023 as staff had limited opportunity to engage in PL due to significant staff shortage challenges and lack of suitable cover that would allow for continuity in student learning. The HSC results saw improvement in the Top 3 Bands in subjects such as Modern History 50% increase; English Advanced 25% increase; Ancient History 32% increase; Society and Culture 49% increase and Aboriginal Studies 8% increase. In 2022 we had 29% of our Aboriginal cohort (Year 7, 2017) complete the HSC. The school has been able to track the majority of students who left Taree High School before Year 12. The vast majority of these students have gone on to complete further qualifications, the Defence Forces or secured employment. All teachers participated in School Curriculum Implementation Monitoring program (SICM) so that we can ensure every teacher has the support of professional learning to continue to develop as educators. 100% of Year 12 students achieved their Minimum Standards in 2022.

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
Response to Tiered Intervention (RTI) (ABORIGINAL STUDENTS / NAPLAN) • Improvement in the percentage to 18% of Aboriginal students achieving in the top three NAPLAN bands in Numeracy.	In Numeracy, 18% of Year 9 students achieved in the top 3 bands in Numeracy and 26% of Year 7 students, this was pleasing as it met and was well above our target of 18% and shows a pleasing trend of achievement. Additionally there are more Aboriginal students achieving bands 9 and 10 than any other year.
Response to Tiered Intervention (RTI) (ABORIGINAL STUDENTS / NAPLAN)	In Reading, 25% of Year 9 students and 30% of Year 7 students achieved in the top three NAPLAN bands which was close to our goal of 30% in Year 9 and hit the mark in Year 7. Although this year a smaller cohort was

<ul style="list-style-type: none"> Improvement in the percentage to 30% of Aboriginal students achieving in the top three NAPLAN bands in Reading. 	<p>assessed which may have some implications on the data.</p> <p>The positive outcomes continued in Writing with 21% of students achieving in the top three bands. Of particular note are our Aboriginal students attaining more success in the higher bands of 9 and 10 than any other year and students average growth being 30 points above state and statistically similar schools.</p>
<p>Response to Tiered Intervention (RTI) Improvement Measures (GROWTH)</p> <ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in NAPLAN in reading to 65%. 73% of students achieve growth in PAT testing. 	<p>NAPLAN growth score was not attainable as it was not reported upon due to NAPLAN not being held in 2020. Despite this in Year 7 we have seen continued improvement compared to the SSSG and continued improvement in all area other than numeracy. Year 9 had some poorer results but were mostly still higher than SSSGs.</p> <p>Our PAT testing goal of 73% of students achieving growth in Reading and Numeracy was not achieved in Year 8 and 9 and only just below the goal in Year 7 Mathematics (62.10%) and Reading (61.6%). The data follows a similar trend from 2020 and 2021 where there is strong growth in Year 7 and it drops in Year 8 and 9.</p> <p>Despite this there is strong evidence to suggest that students involved in RTI removal programs, saw significant improvements with 62% of RTI students showing some significant growth through PAT Data.</p>
<p>Response to Tiered Intervention (RTI) Improvement Measures (GROWTH)</p> <ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in NAPLAN in numeracy to 65%. 73% of students achieve growth in PAT testing. 	<p>NAPLAN growth score was not attainable as it was not reported upon due to NAPLAN not being held in 2020. Despite this in Year 7 we have seen continued improvement compared to the SSSG and continued improvement in all area other than numeracy. Year 9 had some poorer results but were mostly still higher than SSSGs.</p> <p>Our PAT testing goal of 73% of students achieving growth in Reading and Numeracy was not achieved in Year 8 and 9 and only just below the goal in Year 7 Mathematics (62.10%) and Reading (61.6%). The data follows a similar trend from 2020 and 2021 where there is strong growth in Year 7 and it drops in Year 8 and 9.</p> <p>Despite this the is strong evidence to suggest that students involved in RTI removal programs, saw significant improvements with 62% of RTI students showing some significant growth through PAT Data.</p>
<p>HSC Minimum Standards</p> <ul style="list-style-type: none"> Improvement in the percentage of students achieving in the top two bands of the HSC to 30%. 	<p>2022 HSC results reflect an improvement in number of students achieving the top two bands in the following subjects, Music 100%; Drama 44%; English Advanced 53%; Society and Culture 50%; Community and Family Studies 30%; Visual Arts 60%; English Standard 33% and Mathematics Standard 33%. This has been the result of staff analysing RAP data in 2021 and focusing on elements in their teaching and learning programs requiring improvement.</p>
<p>HSC Minimum Standards</p> <ul style="list-style-type: none"> Improvement in the percentage of students achieving in the top three bands of the HSC to 60%. 	<p>There is an upward trend in HSC results in the Top 3 Bands. This can be reflected in some significant shifts in particular subjects trending upwards such as Ancient History up 32% to 84%; English Advanced up from 58% to 83%; Modern History from 0% (2021) to 50%; Society & Culture from 46% to 75%; Music from 87% to 100% of students in Top 3 Bands. Teachers have reflected on their previous results through the analysis of RAP data to identify topic areas or syllabus elements which students may have struggled with in the final exams and adjusted teaching and learning programs accordingly.</p>
<p>HSC Minimum Standards - Aboriginal Students</p> <ul style="list-style-type: none"> Improvement in the proportion of Aboriginal students attaining the HSC 	<p>From the 45 Aboriginal students who began in Year 7, 60% have completed the HSC or equivalent qualification or gained employment.</p> <p>Aboriginal students elected to initiate the establishment of a Junior AECG</p>

<p>whilst maintaining their cultural identity to be 50% or above.</p>	<p>as well as having representation on the Student Representative Council. There was a large increase in the number of Aboriginal students electing to take on cultural roles through the Girls and Boys Dance Groups as well as participation in the Wakali (Rise Up) Leadership Program. Aboriginal students led various activities throughout the year delivering cultural content to their peers and staff as well as local Pre-Schools and primary schools.</p>
<p>Response to Tiered Intervention (RTI) Improvement Measures (SCHOOL MEASURES)</p> <ul style="list-style-type: none"> • 100% of staff are engaged in professional learning on analysis and use of data to inform learning, and 65% of staff describe themselves as confident users of data. • Move towards Self Assessment of Sustaining and Growing in the element of Data Skills and Use. 	<p>All teaching staff have engaged in professional learning in data use in the first half of the year and this will be a continued focus in 2023. The first SDD of Term 1 2022, was focused on using data and how it can inform teaching practice to promote student learning and was accompanied by the implementation of Writing Revolutions. Evidence was annotated of embedding specific strategies in Writing into teaching and learning programs. This practice will continue in 2023 with a renewed focus on using the data collected from PAT, Check in Assessments and NAPLAN testing results to inform individual student needs.</p>
<p>School Improvement and Curriculum Monitoring (SICM)</p> <ul style="list-style-type: none"> • All staff participate in the SICM process with their line manager. Head Teachers receive Deputy support throughout the process. Faculty plans incorporate the SICM process. • All Year 8 and 10 programs receive explicit feedback on compliance, catering for students needs and the use of evidence informed pedagogy. 	<p>All Head Teachers and teaching staff have participated in the SICM process throughout 2022. Faculties have had explicit feedback on teaching and learning programs and this has led to a focus on evidence informed pedagogy for 2023 professional learning. Head Teachers and their Line Managers (Deputy Principals) review the evidence supplied by teaching staff to ensure compliance with NESAs.</p>

Strategic Direction 2: Attendance and Retention

Purpose

To ensure that every student has a high level of attendance through a targeted /focused school approach, with the outcome of completing the HSC or equivalent qualification.

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.

- Attendance
- Attendance and Excellence in Aboriginal Education
- Curriculum
- Reconnect pathways

Resources allocated to this strategic direction

Socio-economic background: \$59,468.00

Aboriginal background: \$180,282.00

Summary of progress

The continuation of funding to support the Attendance Team including an Attendance Officer and SAO enabled a more robust, consistent and regular monitoring of attendance, policy implementation, compliance and reporting. Individualised monitoring and regular contact with parents/carers enabled the Attendance Officer to support disengaged students to return to school successfully; improve attendance rates post the ongoing effects of Lockdowns over 2020 and 2021, which saw concerning implications of student disengagement; and incentivise students with high attendance rates to push forward to achieve 90% attendance. Due to another disrupted year with many attempts to re-engage some students the progress measure of 65% of students attending school 90% of the time fell below expectation and was only 30% in Semester One. The Attendance Team staffing positions will continue to be funded in 2023 to drive attendance rates up.

Participation and attendance by parents and community members in Parent/Teacher meetings and the School Reference Group (SRG) was impacted by COVID restrictions on "in-school" meetings. Online meetings were held which had minimal attendance. Meetings held face to face in Semester 2 saw a slight increase in participation.

The achievements for Aboriginal students were pleasing with 32% of the cohort 43 Aboriginal students who began in Year 7 (2017), completing the HSC. Of the cohort 30% of Aboriginal students were successful in transitioning from school prior to the HSC to study an alternate qualification at TAFE, pursuing a Traineeship or Apprenticeship or gaining employment. There was a large increase in the number of Aboriginal students electing to take on cultural roles through the Girls and Boys Dance Groups, participation in the Wakali (Rise Up) Leadership Program and the establishment of a Junior AECG, led by Year 12 students.

Whilst the staff were initially enthusiastic and supportive of the concept of a Junior /Senior Curriculum structure, the model was abandoned after thorough examination of what it would achieve for our students. Staff were still willing to search for solutions to address the problem of disengaged Year 10 students, as identified in attendance rates (57% Semester 1) and task completion rates, and the impacts of this on their overall performance. The staff suggested further investigation in early 2023, into a Senior Preparation Program to run in Term 4 for Year 10 students.

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
Attendance <ul style="list-style-type: none">• 100% of targeted students' parents have worked with the Attendance Officer to develop Attendance Plans.• There is an 20% increase in parent attendance at school meetings	Parents of targeted students falling below optimal attendance rates were contacted regularly in an attempt to engage, unfortunately at times with no response. Those parents who did engage attended meetings to address attendance concerns, develop Attendance Plans and re-connect with school. This was successful with 40% of students improving their attendance.

<p>including Parent/Teacher evenings; School Reference Group and P&C meetings as well as completing school generated surveys increases over time.</p>	<p>Participation and attendance by parents and community members in Parent/Teacher meetings, P&C and the School Reference Group (SRG) was impacted by COVID restrictions on "in-school" meetings. Parent/Teacher online meetings were held which had minimal attendance. P&C and SRG meetings were successfully attended by staff, parents and community members. Meetings held face to face in Semester 2 saw a slight increase in participation.</p>
<p>• Attendance and Excellence in Aboriginal Education</p> <ul style="list-style-type: none"> • 50% of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system-negotiated lower bound target. • A 25% increase in the number of Aboriginal students who are in active leadership roles through SRC or cultural activities. • The attendance for Aboriginal students from an average of 72% to 78%. 	<p>From the 45 Aboriginal students who began in Year 7, 60% have completed the HSC or equivalent qualification or gained employment.</p> <p>Aboriginal students elected to initiate the establishment of a Junior AECG as well as having representation on the Student Representative Council. There was a large increase in the number of Aboriginal students electing to take on cultural roles through the Girls and Boys Dance Groups as well as participation in the Wakali (Rise Up) Leadership Program. Aboriginal students led various activities throughout the year delivering cultural content to their peers and staff as well as local Pre-Schools and primary schools.</p> <p>Annual attendance rates for Aboriginal students at 65% which was below expectation, and below non-Aboriginal students. Further development of strategies in 2023 is planned.</p>
<p>Curriculum</p> <ul style="list-style-type: none"> • The school has investigated alternate curriculum structures in consultation with staff, students and parents. 	<p>There was initial interest in examining what this would look like but after a series of meetings, there was not enough buy-in to continue. It was decided to look at re-imaging Term 4 to prepare Year 10 for Stage 6.</p>
<p>Attendance - 90% or above</p> <ul style="list-style-type: none"> • 75% of students attending school 90% of the time. 	<p>Data would show that 30% of all students are attending school >90% of the time. This is well below the target of 75%. The overall attendance rate for students is 77% and Aboriginal students 63% in Semester 2. Years 7 and Year 8 data shows 40%; Year 9 30%; Year 10 31%; Year 11 31% and Year 12 25%. of students above 90%. Strategies and activities including the Attendance Officer and more communication with parents and students regarding the impact on learning if students have irregular attendance will be implemented in 2023.</p>

Strategic Direction 3: Wellbeing

Purpose

As wellbeing and learning are inextricably linked, research shows that effective, evidence-based wellbeing initiatives and strategies, enhance student learning and increases the engagement and participation of parents and community within the school. Staff wellbeing also has strong links with student wellbeing and can impact staff engagement with professional learning and workplace culture. The school will implement Wellbeing strategies for all students and staff to ensure a proactive and positive environment in which to teach and learn.

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.

- Staff and Students
- Community

Resources allocated to this strategic direction

Socio-economic background: \$9,000.00

Summary of progress

Strategic Direction 3: Wellbeing made progress towards achieving all progress measures over the 2022 Strategic Improvement Plan cycle as we returned to full time face to face schooling following the impacts of COVID-19 on the school community. Students sense of belonging was highlighted through participation in fun days, wellbeing excursions, Spirit Day, surveys, and lunchtime activities. The 2022 Tell Them From Me data highlighted that throughout the year students' sense of belonging has been restored to pre-COVID levels. Staff reported positively on professional learning, and have highlighted emotional management strategies and self-care practices as a priority in 2023. Students are still reporting being aspirational in their future goals; however, with a significant swing towards trades and vocational pathways. The Wellbeing Team have prioritised genuine, face to face, community engagement for the 2022 year which saw Taree High School return as the school of choice for Year 7 in 2023. A new transition structure to engage with Stage 3, and Year 6, students and caregivers will be launched early in Term 1 2023.

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
Students - behaviour incidences <ul style="list-style-type: none">• 15% reduction in negative incidences on Millennium reflecting that classrooms are more focused on teaching and learning.	<p>The Positive Behaviour for Learning (PBL) Team have analysed our 2022 data and made a comparison to 2021. There was a parity in the awarding of Merits in 2022 with past years, with 7817 Merit Awards issued; 27% of these were issued in Term 4 celebrating a fantastic end to face-to-face learning in 2022. Negative reporting in Millennium decreased over the same period by 5.3% with significant reductions in peak academic periods of exams, Grade and Mark Collections - 1035 less reports in Term 2 in 2022, and 1214 less in Term 4 2022.</p> <p>The PBL Team spent time in 2022 providing learning to students in specific areas of the school, and our values.</p>
Community <ul style="list-style-type: none">• A 15% increase in participation of the school community, committed to the school's strategic direction of Wellbeing supporting the practices embedded into the school, as evidenced through completion of school generated surveys and feedback.	<p>Post COVID extra-curricular and community events resumed in 2022. Members of the school community were offered a range of activities and engagement in school events, including:</p> <ul style="list-style-type: none">• Wellbeing days and lunchtime activities with the Youth Outreach Workers• Sporting and Cultural Activities eg NAIDOC Day• Community Open Day (Year 6 into 7) - 78 families in attendance• Transition Days for Support Unit and Year 6 into 7• Community Hub Markets each month• P&C Webinars on Adolescent Mental Health issues• YAM (Youth Mental

<p>Staff</p> <ul style="list-style-type: none"> • 68% of staff report a positive sense of Wellbeing through Professional Learning and reflected in the Staff Matters survey. 	<p>100% of staff attending Staff Development Days and Extended Staff Meetings participated in mindfulness and team building activities with positive feedback.</p> <p>2022 data from the Staff Matters survey was unable to be provided due to a limited response rate. In 2022 however, 100% of Teaching Staff completed the Teacher Wellbeing Snapshot in Term 3 (www.teacher-wellbeing.com.au). Engagement with each other came out as a strength at Taree High School, and ensuring staff practice mindfulness at various times throughout the day was an area to develop. 98.2% of staff reported positively, and noted they use strategies to support their wellbeing.</p>
<p>Students - TTFM</p> <ul style="list-style-type: none"> • 75% of students reporting advocacy, belonging, and high expectations as measured in the Tell Them From Me survey. • 75% of students report a positive sense of wellbeing through TTFM. 	<p>In 2022 our students sense of belonging returned to pre-COVID levels and regained the 2% dip in 2021. Students sense of belonging has increased by 5.5% since 2019. The students also increased their view that Taree High School provides a positive learning climate, and students were aspirational to finish Year 12, with an added 7% growth in learners wishing to pursue a trade after year 12.</p> <p>Student wellbeing through the TTFM highlighted 76% of students knew where to go, and to who, if they needed help.</p> <ul style="list-style-type: none"> • Wellbeing days and lunchtime activities with the Youth Outreach Workers • Cultural Activities • Staff Shout-outs (159 recognition in 2022) • LoveBites, Police Talks, Education Roadshows • Book Club and lunchtime activities in the Library • ChillSpace

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,496.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Support was provided individually in classrooms for students to assist in their understanding of curriculum. • Support through provision of learning materials and uniforms for students new to the school. <p>The allocation of this funding has resulted in the following impact: Students were supported to ensure equity of access to the curriculum through individual monitoring of their understanding and completion of assessments .</p> <p>After evaluation, the next steps to support our students will be: This support will continue with students as they move into new classes in 2023.</p>
<p>Integration funding support</p> <p>\$394,335.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Taree 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 • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Specific and intensive support for individuals and small groups of students to receive extra tuition in literacy, numeracy, social skills and behaviour regulation. SLSOs ran programs such as Behavioural Reading, QuickSmart, QuickLit, and Student Support Officers (SSOs) facilitating Managing the Bull workshops. Outcomes for students included growth in PAT data, and engagement in class with fewer negative behavioural referrals.</p> <p>After evaluation, the next steps to support our students will be: To ensure ongoing support, early identification of students through the Learning and Support Team, who need extra assistance through differentiation of curriculum will be communicated to staff. This will ensure stability in SLSO staffing to ensure strong connections are formed between students and SLSOs.</p>
<p>Socio-economic background</p> <p>\$624,903.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Taree 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"> • Attendance • Staff and Students • Community

<p>Socio-economic background</p> <p>\$624,903.00</p>	<ul style="list-style-type: none"> • Curriculum • 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 Attendance program implementation. <p>The allocation of this funding has resulted in the following impact: The Attendance Officer working with Deputy Principals, HSLO/ASLO, parents and students have been successful in improving attendance rates for 30% of targeted students. The partnership with MidCoast College enabled the school to implement the Perfect Presence Program to three different groups of students whose attendance had fallen over time. The re-engagement of these students was pleasing with attendance improving.</p> <p>After evaluation, the next steps to support our students will be: The dedicated Attendance Officer will continue to liaise with parents and students to improve attendance in 2023 as will the Perfect Presence Program.</p>
<p>Aboriginal background</p> <p>\$267,669.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Taree 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"> • Attendance and Excellence in Aboriginal Education • 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 deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Tailored, student focused monitoring of student progress, attendance and preparation for post school options through the PLP process. Stage 6 Aboriginal students on SBATS were closely monitored to ensure coursework was completed and not impacted by work commitments. Year 7-10 students completed PLPs with support from Aboriginal workers and parents/carers. This enabled them to conduct a self-reflection identifying strengths/improvements or areas to work on to see improvement.</p> <p>After evaluation, the next steps to support our students will be: The PLP process and structure was not as effective in 2022 due to time constraints and teaching staff use. The next step for 2023 is to use the electronic platform GoalHub as it is a more user friendly and "in time" process, with staff, students and parents having greater access to student performance.</p>
<p>English language proficiency</p> <p>\$29,683.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Taree 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"> • provision of additional EAL/D support in the classroom and as part of

<p>English language proficiency</p> <p>\$29,683.00</p>	<p>differentiation initiatives</p> <ul style="list-style-type: none"> • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: Students requiring additional support were allocated a teacher mentor to develop an Individual Learning Plan(ILP). This assistance was given in both classroom and individual settings where students could identify their needs to complete set work and assessments. the teacher/mentor liaised with teaching staff to discuss the ILP.</p> <p>After evaluation, the next steps to support our students will be: Students identified in 2022 have relocated to another state but future funding will see support for those students identified.</p>
<p>Low level adjustment for disability</p> <p>\$380,939.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Taree 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 a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention Disability Provisions to increase learning outcomes • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: 19 students are supported with ILPs and PLaSPs which are created with the assistance of Out of Home Care caseworkers, the itinerant Out of Home Care Teacher and the Learning Support Teacher. 11 mainstream students received personalised Life Skills pathways in 2022. A further 17 students in Year 7-9 also received modified learning pathways. 22 students were supported with Medical Special Provisions across 7-12, with an additional 9 students in 10 and 11 and 4 students in the HSC formally receiving modifications to tasks and special provisions (medication breaks, reader/writer, rest breaks, stretch/stand, varied seating and small group supervision). 76 students received profiles across Year 7, 8 and 9 to allow successful differentiation of assessment tasks by classroom teachers. 19 students were supported with Learning Provisions including Life Skills courses.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to identify students who need additional support across all stages such as OOH, Special Provisions. Life Skills students will have an ILP which is shared with classroom teachers as well as support for teachers to accommodate their learning needs within mainstream classrooms. Evidence will be collected and submitted for Stage 6 students to apply for Special Provisions for their HSC courses, as required.</p>
<p>Location</p> <p>\$3,469.00</p>	<p>The location funding allocation is provided to Taree 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> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate

<p>Location</p> <p>\$3,469.00</p>	<ul style="list-style-type: none"> • incursion expenses <p>The allocation of this funding has resulted in the following impact: Families and students were able to apply for assistance to enable equitable access to excursions, and activities related to curriculum. It also enabled students to access additional educational needs such as resources for electives, Major Works (HSC) and access to technology.</p> <p>After evaluation, the next steps to support our students will be: To continue to have funds available on application, for families to alleviate financial pressure and to give equity of access to excursions/incursions and technology where required.</p>
<p>Professional learning</p> <p>\$83,802.00</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 Taree 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 initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • engaging casual members of staff to cover teachers so that they can participate in training and the SICM process. • faculty specific PL to unpack and review new syllabus sessions <p>The allocation of this funding has resulted in the following impact: Head Teachers and staff reflected on faculty programs to ensure NESAs compliance and evidence-based pedagogy was apparent. Most faculties are competent in identifying areas where evidence is required and updating this as required. SICM action plans will be revised each year to ensure compliance. Faculties with inexperienced Head Teachers or those in relieving positions requiring further support, were led by the Line Managers (DPs) to ensure compliance. This was done at a Head Teacher level each term and at a Faculty Level each semester in Faculty Meetings. Staff engaged in a variety of Professional Learning activities to increase their knowledge and skills to deliver the curriculum. Whole school PL was delivered to staff in Writing Strategies eg Writing Chunks and Aboriginal Education. Staff requiring updates in First Aid delivery were also supported.</p> <p>After evaluation, the next steps to support our students will be: As staff prepare for new syllabus implementation, Professional Learning funds will be allocated in addition to release time to ensure staff are supported to undertake programming units of work. Professional Learning funds will also be provisioned to continue the work in teaching literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$310,755.00</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 2022.</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 • providing targeted, explicit instruction for student groups in literacy/numeracy - writing chunks was the focus for 2022

<p>COVID ILSP</p> <p>\$310,755.00</p>	<ul style="list-style-type: none"> • employing/releasing staff to coordinate the program • leading/providing professional learning for COVID educators • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: The COVID-ILSP funding included higher duties being allocated to a classroom teacher to oversee the program. Four intervention staff were employed to work with identified students for literacy or numeracy intervention. Both individual and small group sessions were run throughout the year for a sustained period of time to ensure impact. Check In Assessments, PAT data (beginning and end of 2022) and NAPLAN data were triangulated to ascertain the success of the intervention strategies. The results were pleasing with over eighty students involved from Years 7-10. Small group sessions were also conducted with Stage 5 students in preparation for major assessments to assist in the deconstruction and scaffolding of the task. Students experienced greater success with this support. The majority of students saw growth in their skills but unfortunately some students disengaged and did not attend many sessions, which resulted in nil growth.</p> <p>After evaluation, the next steps to support our students will be: 2023 will see Small Group Instruction as COVID-ISLP funds will no longer be available. The limited funds will be supplemented by school funds to ensure students with identified literacy/numeracy needs, will be supported.</p>
<p>Per capita</p> <p>\$208,223.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Taree 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 operational funding include:</p> <ul style="list-style-type: none"> • Faculties allocated a budget to purchase materials and resources to compliment teaching and learning. This includes subscriptions to professional organisations; specialist equipment required for particular courses, for example Physics <p>The allocation of this funding has resulted in the following impact: Faculties were given an annual budget to enable them to purchase resources and educational equipment to complement their teaching and learning programs. Examples included textbooks, sporting equipment, STEAM supplies, musical instruments.</p> <p>After evaluation, the next steps to support our students will be: Faculties will continue to receive a budget to support the implementation of the curriculum.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Taree 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 Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Individual case management of students experiencing difficulty at school • Planning Mental Health Awareness Days eg RUOK; Do it For Dolly Day • Establishing links with external agencies and working parties, to support students and their families <p>The allocation of this funding has resulted in the following impact: The SSO has established a team approach to managing complex students with mental health concerns with the employment of a second SSO and</p>

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>alongside Year Advisers, they work to provide a regular "check in" for students through the Brekky Club, operating 3 days per week. The SSOs are part of the Learning Support Team which meet once per week. Students may be referred through this team for follow up either within the school or through an external agency. As a school with limited Counsellor Services, the SSOs are an invaluable resource for students. The impact for students through the employment of a second SSO, has resulted in an increase in support for students experiencing mental health and social issues, which has reduced the number of students reaching a crisis point which would require increased levels of interventions through external agencies or service providers. This initiative increases students' sense of belonging and advocacy as they charter their mental health journey and enables them to engage in learning with support.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to fund a second SSO to support students and their families, as it is pivotal to students being able to manage their mental health whilst engaging in their classes in a positive manner.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	426	408	386	362
Girls	452	423	412	350

Student attendance profile

School				
Year	2019	2020	2021	2022
7	89.6	87.9	85.9	83.1
8	86.5	85.7	79.5	78.2
9	82.8	83.4	77.3	72.1
10	78.0	81.9	72.9	68.5
11	80.9	79.2	73.4	65.6
12	82.1	77.5	74.6	71.7
All Years	83.3	82.9	77.5	73.1
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	10	10
Employment	5	10	5
TAFE entry	5	5	10
University Entry	0	0	25
Other	10	0	40
Unknown	5	5	10

Year 12 students undertaking vocational or trade training

36.45% of Year 12 students at Taree High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

86.7% of all Year 12 students at Taree High School expected to complete Year 12 in 2022 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)	10
Classroom Teacher(s)	39.7
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.68
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	1,012,604
Revenue	12,678,253
Appropriation	12,480,943
Sale of Goods and Services	11,896
Grants and contributions	181,946
Investment income	3,828
Other revenue	-360
Expenses	-11,492,721
Employee related	-10,604,678
Operating expenses	-888,042
Surplus / deficit for the year	1,185,532
Closing Balance	2,198,136

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	410,108
Equity Total	1,300,640
Equity - Aboriginal	267,669
Equity - Socio-economic	617,772
Equity - Language	29,683
Equity - Disability	385,517
Base Total	8,228,743
Base - Per Capita	208,223
Base - Location	3,469
Base - Other	8,017,051
Other Total	1,214,672
Grand Total	11,154,162

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

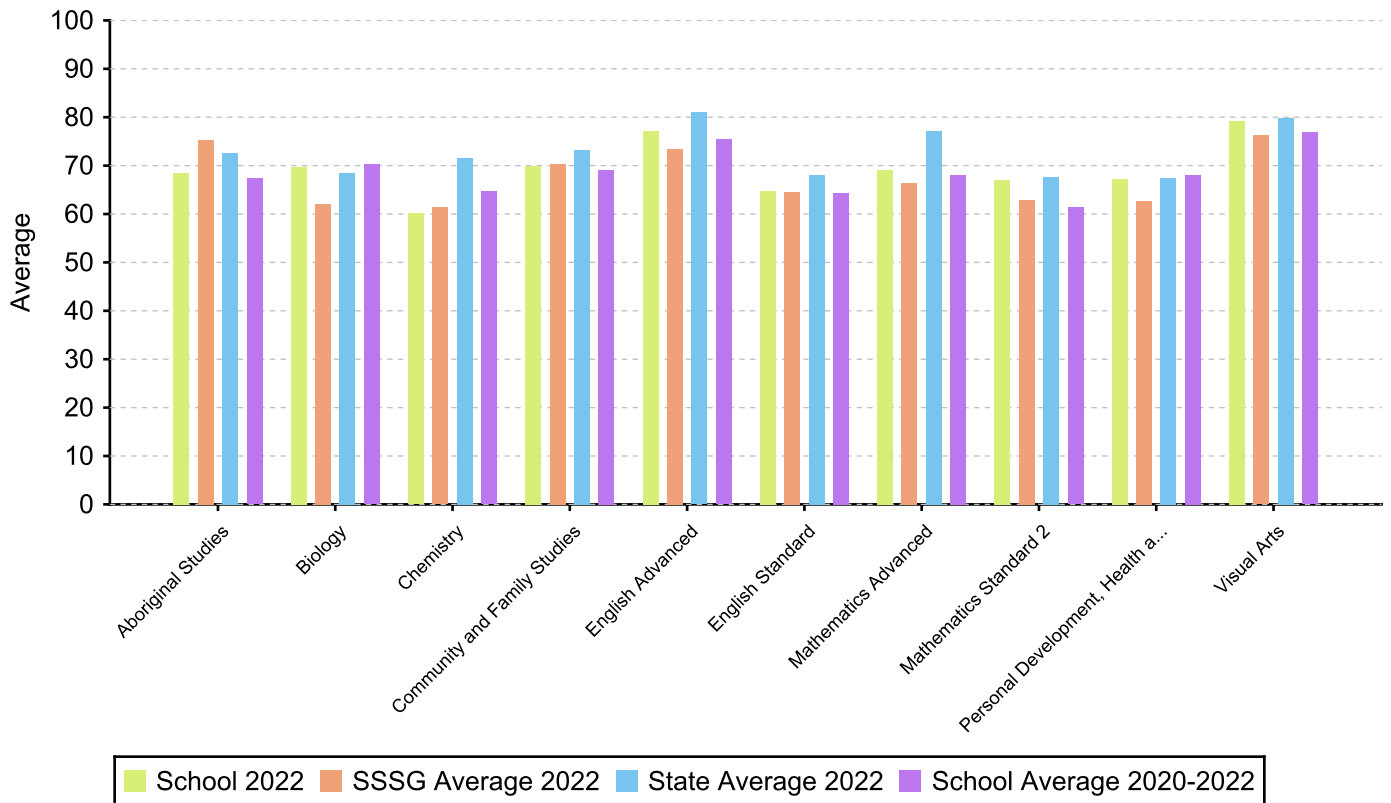
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au 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 2022	SSSG	State	School Average 2020-2022
Aboriginal Studies	68.4	75.2	72.6	67.3
Biology	69.7	62.1	68.5	70.3
Chemistry	60.1	61.4	71.7	64.7
Community and Family Studies	69.9	70.3	73.2	69.1
English Advanced	77.2	73.4	81.0	75.4
English Standard	64.8	64.6	68.1	64.4
Mathematics Advanced	69.1	66.4	77.1	68.1
Mathematics Standard 2	67.0	62.9	67.6	61.4
Personal Development, Health and Physical Education	67.2	62.7	67.5	68.1
Visual Arts	79.2	76.2	79.8	76.8

Parent/caregiver, student, teacher satisfaction

2022 saw a survey to gather information from parents, students and staff in relation to The Tell Them From Me (TTFM) survey was only conducted in Semester 1 with a majority of students reporting that they felt the school had an Expectation for Success for students. Throughout this time parents reached out through emails, Facebook and phone calls with overwhelmingly positive feedback on how we supported students and families. To support our teachers during this time we provided training and support as they moved to online delivery.

Our policy on the use of mobile devices was again reviewed and received overwhelming support from parents/carers for the continuance of the policy, restricting use in classrooms unless directed by staff to complement the teaching and learning programs, for example Chemistry, Physics, Photography, Visual Arts, Drama and Music.

P&C meetings and SRG meetings moved back to face-to-face meetings improving communication and discussion. We had an increase in engagement through our online platforms as a flow on from COVID restrictions which was pleasing. An example of this was booking parent/teacher interviews through the Millennium parent portal. Parent/teacher evenings returned to face to face in Semester Two. The feedback received was positive and any connectivity issues were dealt with efficiently by staff.

The Year 7 (for 2023) Orientation Evening was overwhelmingly well attended. This included a tour of the school and introduction to support staff and teaching staff. Feedback from parents was positive overall. We introduced the attendees to "slido", making the evening interactive. Many great questions never get asked because of a lack of courage however, this year parents and students could submit questions anonymously. The questions were also collated and used in social media posts to ensure all families were informed.

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.

Aboriginal Education - School statement

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group and other 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.

As part of the Connected Communities Strategy, Taree High School is committed to the key deliverables of the Connected Communities Strategy

Aboriginal children are increasingly developmentally ready to benefit from schooling in their physical health, social competence, emotional maturity, language and cognitive skills and communication.

- Year 7 Learning Pods continued in 2022 to enable a sense of belong and connectedness; with the addition of an Aboriginal Education Worker present in most classes to develop supportive and positive relationships with students and being a conduit between the classroom teacher and families.
- Enhanced Transition (school visits) for Aboriginal students at Transition Point Year 6-7 from Community of Schools (CoS);
- Wakali Leadership Program for Aboriginal students led by Head Teacher Aboriginal Culture and Language Teacher, members of the Aboriginal Education Team and Elder in Residence ;
- Gathang Language and Culture Program for all Year 7 students (LOTE) continued and rated in the top four subjects studied by Year 7.
- Local Aboriginal people employed in the school to support students in the classroom for example the Senior Leader Community Engagement, Elder in Residence, Aboriginal Education Officer (AEO) and three Aboriginal Education Workers
- Homework Centre for students once per week and Stage 6 Mentoring/Tutoring Program
- Links with Biripi AMS (Dental and Hearing Programs, Adolescent Mental Health) and mainstream Health including Hunter New England Health and Adolescent Mental Health (CAMHS)

Aboriginal parents and carers report that service delivery from the school site is flexible and responsive to their needs.

* Feedback from parents from the PLP process and through School Reference Group and local AECG would attest to the support and success of Aboriginal students at the school.

Feedback from parents is positive and supportive of programs and support structures for students to improve their attendance/retention and post school options.

- Head Teacher Growth & Attainment continues to focus on lifting Aboriginal students in Middle Bands of NAPLAN as well as interventions for students. Regular communication with parents/carers - improvement has been positive with more students and parents willing to be involved.
- 6 School Based Traineeships/Apprenticeships for Stage 6 students to improve post school options including Park Ranger, Allied Health and Banking
- Attendance rates improving through extra support for students - external agencies providing support such as PCYC; YMCA; Juvenile Justice; various NGOs including Burren Dalai, Taree Indigenous Employment Program

(TIDE)

- School Reference Group (SRG), including Aboriginal parents and Elders, met monthly to discuss school direction through face to face meetings
- Links maintained with UON Medical Science Faculty (Taree Campus) and the Taree University Campus to encourage students to explore University options and Allied Health opportunities post school
- **Literacy and Numeracy**
- Literacy and Numeracy Check in 2021 our Aboriginal students outperformed our non-Aboriginal students by 3.0% and 3.2% in Numeracy.
- Focus students from 2017-20 Premiers Literacy and Numeracy Strategy resulted in 45% of students receiving one or two Top bands in NAPLAN.
- Check In Assessments and PAT Data analysed to monitor progress
- **Aboriginal students and communities report that the school values their identity, culture, goals and aspirations.**

Recent TTFM data would indicate that students and families feel their culture is valued and have a heightened sense of belonging. This is evidenced through:

- Gathang Language Program in Year 7 (LOTE)
- Wakali Leadership Program
- Boys and Girls Dance Groups
- Acknowledgement of Country evident across the school and at assemblies and formal occasions
- Elder in Residence, Head Teacher Aboriginal Language and Culture Teacher and Senior Leader Community Engagement (SLCE) co-delivers curriculum across the school
- SBATs, Vocational stream of curriculum offerings alongside academic stream
- Leadership opportunities with SRC as well as the establishment of the junior AECG led by Year 12 students
- **Staff report that professional learning opportunities build their cultural understandings and connections with the community.**
- Aboriginal Education Team deliver professional learning and cultural programs to staff including Cultural Competence; Turning Policy into Action and Aboriginal Histories and Cultures
- Elder in Residence/ Senior Leader Community Engagement have a consultative role in curriculum and the development of teaching and learning programs
- Professional Learning in Turning Policy Into Action - faculties reflect on practice, teaching and learning programs to ensure Policy compliance
- **Attendance rates for Aboriginal students are equal to the state average**
- Attendance rates have improved since CC Strategy introduced, but still below state average especially in Stage 5
- **Retention of Stage 6 Aboriginal students**
- Year 12 2022 12 students completed HSC
- SBATs in Stage 6 Six in Year 12 ; Eight in Year 11 - Areas Allied Health; Butchery; Business Services; Indigenous Ranger Program; Retail Services; Banking
- **Aboriginal families and community members are actively engaged in the school.**
- Year 7 Orientation evening - attendance by parents and carers increased in 2022 by 20%
- Parent Teacher afternoons/Presentation Assemblies and Evening - increased participation over time
- Input through Tell Them From Me Survey
- Millennium Parent Portal - used for communication; booking Parent Teacher Interviews indicated a greater use of this platform.
- SRG Meetings continued monthly during 2022 - parent representation in decision making in school
- Head Teacher Growth & Attainment Support/Communication - Response To Intervention (RTI) and COVID-ISLP with parental support saw an increase in students engaging in these small group participation in literacy and numeracy.
- Increased employment of local Aboriginal people in the school as SLSOs
- Links with external agencies to support students and families by SLCE
- Partnerships with Purfleet-Taree Land Council; MidCoast Council; Headspace Taree
- Parent and AECG representation on all merit Selection Panels

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.

Anti-Racism - School statement

Anti-racism education continued early in 2022 reminding students through explicit teaching materials taught in Pastoral Care. The school has one trained Anti Racism Contact Officer, Student Support Officers and the Elder in Residence, who are called upon when issues arise, to mediate and educate students of the harmful effects of racism. Anti-racism procedures are embedded into the Wellbeing Policy. Fortunately, because the school has very clear expectations regarding racism, the incidents are minimal, but are dealt with expediently and respectfully.

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.

Multicultural and anti-racism education - School Statement

The school was again involved in many events to promote harmony and the celebration of diversity in our community. Harmony Day was celebrated both within the school as well as students being involved in community activities. Messages were given to students through notices and also the opportunity to speak with authors and refugees from diverse backgrounds, who told of their experiences coming to settle in Australia. The partnership with the Taree Neighbourhood Centre and Migrant Settlement Unit saw the return after COVID restrictions in 2020-01, of the Inter School visit with refugee students from a number of Newcastle high schools. This also included local Biripi cultural activities led by the Aboriginal Education Team and Elder in Residence.