

2022 Annual Report

Toormina High School



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Introduction

The Annual Report for 2022 is provided to the community of Toormina High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

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

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

School context

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

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

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

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

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

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	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: \$69,000.00

Low level adjustment for disability: \$11,000.00

Aboriginal background: \$19,000.00

Professional learning: \$58,000.00

Summary of progress

In 2022, we continued our focus on professional learning for teachers in the areas of literacy and numeracy. Teachers developed resources for classes, and these were reflected in their teaching programs. We saw a 1.1% improvement in the top 2 bands compared to 2021 results in NAPLAN Reading for year 9.

There was a significant improvement of 6.35% in the top 3 bands in NAPLAN reading for our Aboriginal students in 2022 compared to 2021 results. Our literacy results for the top 3 bands in NAPLAN reading for Aboriginal students at Toormina was also 1.36% above the lower bound target.

The numeracy focus included unpacking NAPLAN data and the skills required across the various KLAs and developing testing that examined common Numeracy terms. This provided school-based performance data that could be easily interpreted by each of the KLAs. We analysed the Maths Pathways data for students in 7, 8 and 9 and compared this to the NAPLAN data for Year 7 and 9. This demonstrated that there was significant growth in Stage 2 and Stage 3 outcomes for students, however there was not a reliable inflow of improved results into Stage 4 and 5. A decision by the team was made to cease using Maths Pathways.

We saw a 4.12% decline in the top 2 bands compared to 2021 results in NAPLAN Numeracy for year 9. In comparison, we saw a dramatic improvement of 30.13% in the top 3 bands in NAPLAN Numeracy for our Aboriginal students in 2022 compared to 2021 results with 41.67% of this group achieving in the top three bands. This result was a superb result and was 15.07% above the upper bound target for 2022.

We continued to support our HSC students with tutoring opportunities as part of the COVID Intensive tutoring program, After School Homework Centre and Holiday Intensive Study Programs. We achieved 4 band 6 results and 1 E4/E3 result in 2022. This was a percentage reduction on the previous year as the cohort was significantly smaller than the previous.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Increase the percentage of students achieving in the top 2 bands for HSC to between 21.45% and 26.45%	HSC results in 2022 saw an decrease of 9.76% of students achieving the top two bands which placed us 10% below the lower bound target for 2022 of 21.45%.
• Increase the percentage of students achieving in the top 3 bands for HSC to between 48.35% and 53.35%.	The 2022 HSC resulted in 41.22% of students achieving the top three bands. This was a decline of 3.8% from the 2021 result and was 7.13% below the lower bound target for 2022 of 48.35%.

<ul style="list-style-type: none"> • Increase the percentage of students in the top 2 bands for NAPLAN reading to between 17.34% and 22.34% 	<p>The percentage of students achieving in the top 2 bands in reading in 2022 NAPLAN saw an improvement of 1.1% from 2021 NAPLAN data, resulting in being 4.23% below the 2022 lower bound target of 17.34%.</p>
<ul style="list-style-type: none"> • Increase the percentage of students in the top 2 bands for NAPLAN numeracy to between 16.79% and 21.79% 	<p>The percentage of students achieving in the top two bands in numeracy in 2022 NAPLAN saw a decline of 4.12% from 2021 NAPLAN results to 6.54%. Our students decline resulted in a gap of 10.25% from the 2022 lower bound target 16.79%.</p>
<ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN reading to between 60.97% and 65.97% 	<p>The percentage of students achieving expected growth in reading in 2022 NAPLAN saw a decline of 2.54% compared to 2021 NAPLAN results increasing the gap to the 2022 lower bound target to 8.8%.</p>
<ul style="list-style-type: none"> • Increase the percentage of students in the top 3 bands for NAPLAN reading to between 27.21% and 32.21% 	<p>The percentage of students achieving in the top three bands in reading in the 2022 NAPLAN saw an increase of 6.35% compared to 2021 NAPLAN data. This result delivered a result that was 1.36% above the lower bound target for 2022 of 27.21.</p>
<ul style="list-style-type: none"> • Increase the percentage of students in the top 3 bands for NAPLAN numeracy to between 21.60% and 26.60% 	<p>The percentage of students achieving in the top three bands in Numeracy in the 2022 NAPLAN saw an increase of 30.13% from 2021 NAPLAN. This resulted in an increase of 20.07 above the lower bound target for and 15.61% above the upper bound target for 2021.</p>
<ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN numeracy to between 61.19% and 66.19% 	<p>The percentage of students achieving expected growth in numeracy in 2022 NAPLAN saw a decline of 6.46% from 2021 NAPLAN resulting in 19.59% from the 2021 lower bound target.</p>

Strategic Direction 2: Communication, collaboration and feedback

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: \$52,847.20

Professional learning: \$6,000.00

Per capita: \$10,000.00

Summary of progress

A key focus initiative that was offered to students to improve student attendance and behaviour in semester 1 was a rewards excursion to Dream World on the Gold Coast. Students were required to achieve greater than 90% attendance and zero negative Sentral entries to qualify with over 150 students making the journey north of the border for the day. Despite the positivity that surrounded this excursion, several parents complained that the criteria that was established at the commencement of the semester was too rigorous due to the impact of COVID-19 and influenza on student attendance. Despite this, student numbers attending this excursion remained roughly the same from a previous excursion to MovieWorld in 2019.

During 2022, overall student attendance declined through semester 1 into semester 2 with a resurgence occurring in semester 2 due to a continued focus on attendance by the attendance team. It was also discovered that the way that Sentral (our attendance monitoring system) was set up was also having a negative impact on attendance. Issues surrounding the Toormina Distance Education Program also impacted the accuracy of student attendance. These issues have been corrected and are now monitored regularly to ensure greater accuracy.

COVID-19 and staff shortages impacted Toormina High School immensely in 2022. After the first 5 weeks of Term 1, all teachers had utilised their additional extra periods in covering sick and absent colleagues. To ensure that all students had a supervising teacher every lesson, the Library was established as the Learning Hub. The Learning Hub was set up to cater for up to 7 classes with minimal teacher supervision. Sets of laptops were available and students completed set work under the supervision of casual teachers and teacher given extras in terms 2, 3 and 4. As a result, the library was closed to normal activities throughout most of 2022. Over 1500 individual classes were timetabled in the library in 2022. This equates to approximately 3 full-time teachers that Toormina High School was unable to employ.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Increase the percentage of students attending school 90% or more to between 66% and 71%.	In 2022, student attendance across the school sat at 38.55% of students attending 90% or more of the time. This is 26.05% below the 2022 lower bound target. This was a significant decline from 2019 data where 78.06% of students attended 90% or more of the time. It is clear that COVID-19 and the influenza issues in semester 1 had a significant impact on student attendance.
• Improving the relationships between the school and parents through better	There was positive feedback on the introduction of the Sentral parent portal. We were able to re-engage parents at face-to-face parent/teacher evenings.

communication, collaboration and feedback.	These evening saw a significant increase in parent attendance with over 95% of teachers available on the two evenings. We were also able to run our Year 7 Meet the Teachers night for new Year 7 parents as well as our highly anticipated Year 6 into 7 Orientation evening.
<ul style="list-style-type: none"> • Improving the relationships between teachers and students through better communication, collaboration and feedback. 	Using Sentral as one measure of the relationships between students and teachers, positive incident reports indicated a 31% increase from 2021 to 2022 data documented. Sentral negative entry data indicated a decrease in negative entries from 2021 to 2022 data by 10.9%.
<ul style="list-style-type: none"> • Improving the relationships between staff and staff through better communication, collaboration and feedback. 	One formal complaint was managed by the Principal in 2022. Regular staff lunchtime BBQs were established to improve morale. The weekly staff morning teas were also re-introduced.

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

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: \$5,000.00

Summary of progress

The school uniform team was established and involved a variety of student representatives across all year groups. The team enjoyed meeting with and trying on a variety of samples from two uniform suppliers. They compiled a survey that was sent out to students in Term 4.

A rewards excursion for students with zero negative Sentral entries and equal to or greater than 90% attendance was held at the end of Term 2. This saw over 170 (approximately 22%) high performing students attend this excursion.

The challenges of engaging staff in large group professional learning in 2022 continued due the challenges associated with a lack of available casual teachers in 2022. Staff were generally not able to access Professional Learning during the school day. The staff were offered and engaged in professional learning in the Berry Street Education model with over 80 teachers and SLSOs commencing the course.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system-negotiated lower bound target.	In 2022, 76% of Aboriginal students who commenced year 11 in 2021 achieved their HSC in 2022. This was an 1% improvement over the 2021 HSC cohort data.
• Increase the percentage of students reporting positive wellbeing on the Tell Them From Me Survey to between 63% and 68%	Due to staffing issues the 2022 Tell Them From Me survey was not completed.
• Increase the percentage of staff reporting high levels of morale, and sense of wellbeing by a further 5.5% as measured using 2020 People Matters Survey and the 2020 Staff Survey as baseline data.	Due to staffing issues the 2022 Tell Them From Me survey was not completed.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$387,258.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Toormina High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • consultation with external providers for the implementation of [strategy] • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: despite the challenges of 2022 with regards to teacher availability, we saw an increase in the effective implementation of Personalised Learning and Support Plans (PLaSPs). With a greater increase in the availability of these individual plans for teacher referral an improvement in student engagement in their learning resulted. This was evidenced by engagement in online lessons provided to cover absent staff. Additional SLSO staff were engaged across the school in targeted classes assisting teachers with classes where identified students who required greater levels of assistance were located. In 2022, an Alternative Curriculum Education (ACE) class was established which provided targeted support to students that were finding mainstream curriculum challenging. This proved highly successful, however, due to staffing shortages and limited room availability, the program was abandoned for the remainder of 2022.</p> <p>After evaluation, the next steps to support our students will be: to rigorously analyse internal school data, such as Sentral Student Wellbeing Profiles and external data, NAPLAN, Check-in Assessment and Best Start Year 7 to inform decision making and school planning. Additional support for Aboriginal and Torres Strait Islander students through redevelopment of Personalised Learning Pathways plans. The learning and support team will evaluate personalised learning plans in consultation with the students and their families. In 2022, students will be further supported through the establishment of an Alternative Curriculum Education (ACE) class with a 10-week individualised support program strategically targeting students at point of need.</p>
<p>Socio-economic background</p> <p>\$582,158.71</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Toormina High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices that result in high impact teaching and improved outcomes for students • Improving student attendance

<p>Socio-economic background</p> <p>\$582,158.71</p>	<ul style="list-style-type: none"> • Improving relationships through better communication and collaboration • Developing a positive school culture that improves student and staff wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Maths Pathways, Primary Links Program and Positive Pathways Program to support student learning • employment of additional staff to support Maths Pathways and Primary Links Program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • providing students without economic support for educational materials, uniform, equipment and other items • employment of external providers to support students with additional learning needs • resourcing to increase equitability of resources and services • staff release to increase community engagement <p>The allocation of this funding has resulted in the following impact: allocation of additional learning resources across all faculties to address the individualised learning needs of all students. Further investments were made in laptop technology due to increased daily need of students who were minimally supervised in the Library when staff were unable to be covered. A variety of programs were also developed including the Alternative Curriculum Education (ACE), Homework Centre and the Art/Mural program to improve student wellbeing and engagement.</p> <p>Additional teachers, administrative staff and learning support staff were employed to engaged students and support teachers. This included an additional Deputy Principal, Head Teacher HSIE, clerical support, 4 Student Learning and Support Officers (SLSO) in the main stream and 2 in the Special Education faculty.</p> <p>After evaluation, the next steps to support our students will be: due to the challenges experienced in 2022 and the previous two years due to COVID-19 we will continue to focus coordinated efforts to further enhance our engagement with the school community, to better reflect on student progress and achievement and to develop plans and strategies for student achievement and growth.</p>
<p>Aboriginal background</p> <p>\$166,719.64</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Toormina High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices that result in high impact teaching and improved outcomes for students • 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 • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved

<p>Aboriginal background</p> <p>\$166,719.64</p>	<p>community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • additional cultural programs for male and female students <p>The allocation of this funding has resulted in the following impact: with the employment of a new Aboriginal Education Officer, we saw improved student engagement in learning and attendance at school and class from Aboriginal students. We also saw significant improvements in NAPLAN Reading and Numeracy. There was a significant improvement of 6.35% in the top 3 bands in NAPLAN reading for our Aboriginal students in 2022 compared to 2021 results. Our literacy results for the top 3 bands in NAPLAN reading for Aboriginal students at Toormina was also 1.36% above the lower bound target. We saw a dramatic improvement of 30.13% in the top 3 bands in NAPLAN Numeracy for our Aboriginal students in 2022 compared to 2021 results with 41.67% of this group achieving in the top three bands. This result was a superb result and was 15.07% above the upper bound target for 2022.</p> <p>A significant focus of the Aboriginal Education Team was the development of Personalised Learning Pathways (PLPs) for our Aboriginal students. The team developed robust plans in consultation with parents, students and the AECG in preparation for roll-out in 2023.</p> <p>After evaluation, the next steps to support our students will be: 2023 will see the final phase of the a reboot of Gumbaynggirr language with stage 4 mandatory language moving from Year 7 to Year 8. This process was commenced in 2021 to further support and enhance the development of stage 5 VET Certificate 1 course in Aboriginal Languages, the establishment of Certificate I in Tourism (Australian Indigenous Culture) and Aboriginal Studies in stage 5 and 6.</p> <p>After COVID-19 caused significant challenges to our school in engaging suitable local Gumbaynggirr people in supporting programs at Toormina High School, the Aboriginal Education Team will focus on re-developing the variety of cultural programs that were previously on offer at the school.</p>
<p>English language proficiency</p> <p>\$22,544.26</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Toormina High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • additional staffing to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: due to the small number of student identified in the EAL/D survey, students were supported through increased availability of SLSO in-class support as well as withdrawal programs. This provided a high level of support for EAL/D students resulting in all identified students receiving appropriate support providing full and appropriate access to curriculum and learning</p>

<p>English language proficiency</p> <p>\$22,544.26</p>	<p>opportunities.</p> <p>After evaluation, the next steps to support our students will be: there continues to be a significant decline in students identified as requiring additional support with English language proficiency, however targeted support will continue through provision of EAL/D teacher time for in-class support, identifying and tracking students with additional learning needs, supporting staff to differentiate the curriculum and ensuring appropriate programs are implemented.</p>
<p>Low level adjustment for disability</p> <p>\$325,738.29</p>	<p>Low level adjustment for disability equity loading provides support for students at Toormina High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices that result in high impact teaching and improved outcomes for students • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • support for students in HSC Special Provisions • support for students in Life Skills • support for students in Individual Learning Plans • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: identified students received additional support in the classroom and via withdrawal to support student learning, providing access to the curriculum and to meet the requirements for the HSC Minimum Standards. Improved data measures were developed and implemented to inform evidenced-based teaching and learning strategies providing student progress analysis is closely and systematically monitored.</p> <p>After evaluation, the next steps to support our students will be: to continue to develop and improve whole school monitoring of student learning through intensive analysis of assessment data to identify learning progress of individual students and cohorts.</p>
<p>Location</p> <p>\$3,854.44</p>	<p>The location funding allocation is provided to Toormina High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions

<p>Location</p> <p>\$3,854.44</p>	<ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: student equity issues in learning and extra-curricular areas being addressed, ensuring students greater access to opportunities to take part in all school activities.</p> <p>After evaluation, the next steps to support our students will be: review of available equity funds including location funding sources to ensure that the needs of our student population are equitably met and that all aspects of the provision of a quality education at Toormina High School are considered.</p>
<p>Professional learning</p> <p>\$85,754.66</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Toormina High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices that result in high impact teaching and improved outcomes for students • Improving student attendance • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging all teachers to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing utilising the documents: National Literacy Learning Progressions; Improving Reading Comprehension Years 3 to 8; Guide for selecting vocabulary for explicit instruction; Maintaining a focus on literacy and numeracy (primary) - Monitoring and supporting learning with PLAN2 and utilising the resources from the Vocabulary Universal Resources on the reading and numeracy hub • engaging all teachers to review and unpack evidence-based approaches to teaching numeracy and explore modelled, interactive, guided and independent numeracy skills utilising the documents: Effective Practices in Literacy and Numeracy; 3 - 8 Numeracy Guide; Understanding Units of Measurement Webpage; Mathematics Curriculum page for Stage 4 to Stage 5 with a focus on: comparing rates; calculating percentages; Express one quantity as a percentage of another; fraction talks; comparing mobile phone plans; determining 'best buy'; solving problems involving ratios; equivalent fractions and percentages • engaging all teachers in professional learning utilising: practical strategies for embedding high expectations in teaching and learning; What works best: 2020 update; What works best in Practice; improving high school engagement, classroom practices and achievement; supporting high academic expectations: every student is known, valued and cared for in our schools. • providing professional learning for teachers targeting improvements in stage 6 outcomes especially the HSC • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • engaging all teachers and SLSOs in Berry Street Education Model training <p>The allocation of this funding has resulted in the following impact: our school focus continued to be on the elements of NAPLAN Reading and Numeracy that had been identified through data analysis in 2021. Improvements in staff understanding, utilisation and commitment to CESE and other DoE resources focused on improving Literacy and Numeracy skills within their KLAs. We continued professional learning that emphasised the importance of developing effective instructional leadership around stage 6 and HSC courses.</p> <p>A key focus of Professional Learning for teachers and SLSOs was the implementation of the Berry Street Education Model training. This involved</p>

<p>Professional learning</p> <p>\$85,754.66</p>	<p>a commitment of over 24 hours o professional learning focusing on improving teacher understanding of how our current student cohorts learn when dealing with a trauma background. Over 50 teachers and SLSOs completed this training.</p> <p>After evaluation, the next steps to support our students will be: to develop a focused approach on distributed instructional leadership to build and sustain a culture of effective, evidence-based teaching practices and continuous improvement. A continued focus on improving effective teaching practice of Literacy and Numeracy relevant to each KLA with a focus on improving student wellbeing, engagement and behaviour.</p>
<p>COVID ILSP</p> <p>\$356,753.00</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 • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy and/or numeracy • providing intensive small group tuition for identified students who were identified as needing addition support • employing/releasing staff to coordinate the program • employing/releasing teaching staff to support the administration of the program • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators • releasing staff to participate in professional learning • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: a positive impact demonstrated by the volume of students receiving Literacy and Numeracy support. The additional support and resources provided greater opportunities to identified students. Students participated in HSC Minimum Standard support, targeted Literacy and Numeracy programs, assessment task completion support and subject specific support with a Literacy and/or Numeracy focus.</p> <p>After evaluation, the next steps to support our students will be: we will analyse and establish base-line data from NAPLAN, Best Start and class performance data to inform interventions for targeted students. Our strategic support will include partnerships with parents to support and set clear learning goals while growing and developing student potential, focusing on continual improvement.</p>
<p>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 Toormina High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • the development and implementation of trauma informed resources • employment of Student Support Officer to support vulnerable students • employment of Student Support Officer to support the Learning Support

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>Team in the implementation of engagement programs and the evaluation of school-based data</p> <ul style="list-style-type: none"> • targeted wellbeing programs in conjunction with an external providers aimed at students thought to be at risk of not completing school <p>The allocation of this funding has resulted in the following impact: a planned approach to wellbeing where students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. The provision of high quality and highly effective wellbeing support for students.</p> <p>After evaluation, the next steps to support our students will be: a renewed focus on anti-bullying and racism through the establishment of student, staff and parent working parties. We will continue to collect and analyse data to implement evidence-based change to whole school practices resulting in measurable improvements in wellbeing and engagement to support learning.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	382	376	379	375
Girls	396	406	397	366

Student attendance profile

School				
Year	2019	2020	2021	2022
7	94.1	90.9	86.7	86.4
8	93.9	87.0	82.0	80.3
9	92.4	86.1	80.3	76.6
10	92.2	84.9	78.5	70.0
11	90.6	78.1	75.1	70.3
12	92.9	81.4	84.3	77.0
All Years	92.9	85.6	81.5	77.7
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	0	8
Employment	4	16	56
TAFE entry	2	2	2
University Entry	0	1	12
Other	0	0	0
Unknown	0	27	22

Year 12 students undertaking vocational or trade training

47.89% of Year 12 students at Toormina High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

88.9% of all Year 12 students at Toormina 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)	9
Classroom Teacher(s)	44.6
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	18.68
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	325,574
Revenue	13,007,290
Appropriation	12,824,105
Sale of Goods and Services	4,741
Grants and contributions	168,347
Investment income	5,923
Other revenue	4,175
Expenses	-12,258,227
Employee related	-10,908,079
Operating expenses	-1,350,148
Surplus / deficit for the year	749,063
Closing Balance	1,074,637

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	387,258
Equity Total	1,097,161
Equity - Aboriginal	166,720
Equity - Socio-economic	582,159
Equity - Language	22,544
Equity - Disability	325,738
Base Total	9,058,256
Base - Per Capita	205,080
Base - Location	3,854
Base - Other	8,849,321
Other Total	1,090,364
Grand Total	11,633,039

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

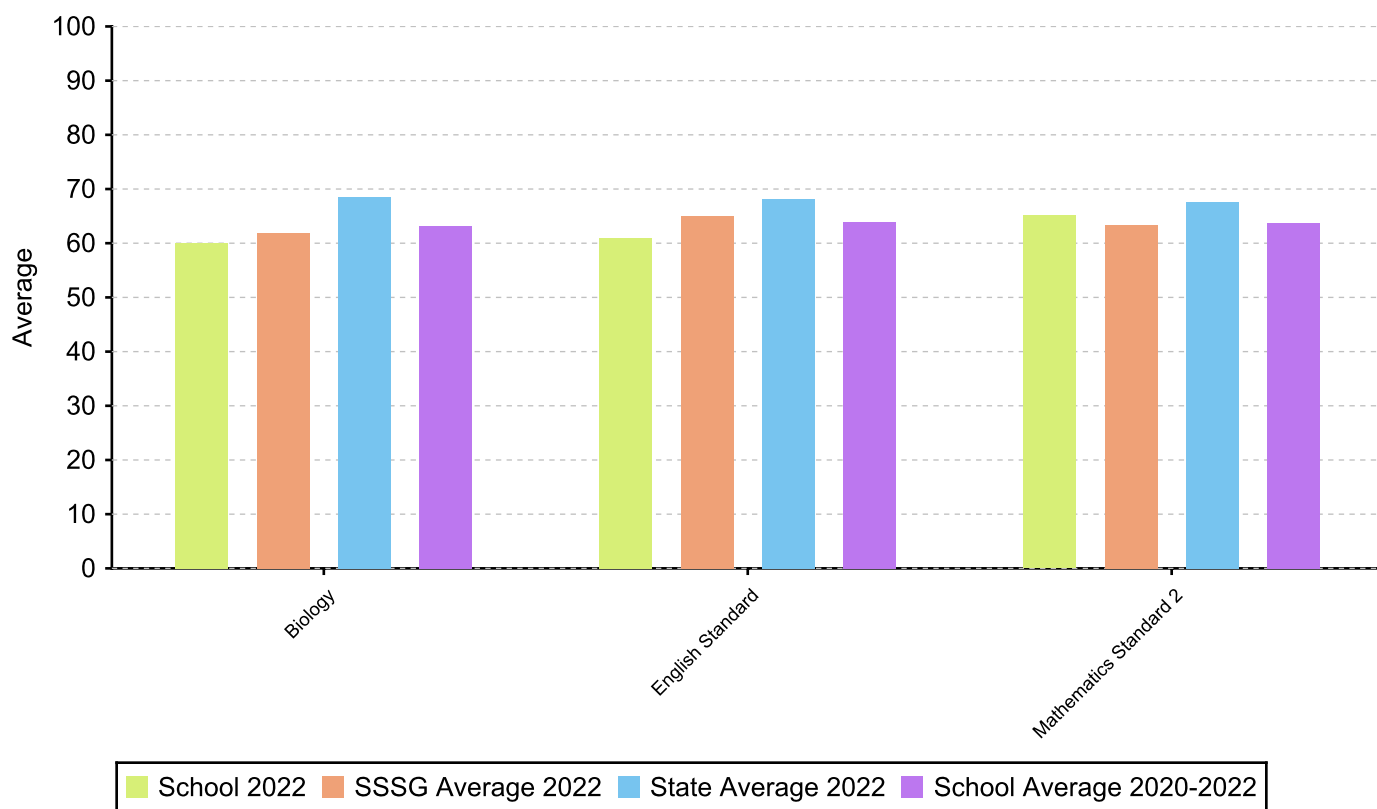
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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
Biology	60.0	61.9	68.5	63.2
English Standard	61.0	65.0	68.1	64.0
Mathematics Standard 2	65.1	63.4	67.6	63.8

Parent/caregiver, student, teacher satisfaction

In 2022, Toormina High School finalised the Safeguarding Kids Together (SKT) program that strategically focused on mitigating and managing risk by delivering activities that build good practice across identified focus areas. The following focus areas were identified based on multiple data sources, including: ebs4/Synergy, SCOUT, third-party software, the school's Strategic Improvement Plan, Annual Report, Principal Survey, Staff Survey and a Good Practice Assessment Tool.

Parents and Community:

Following feedback from the SKT Teams final report, we:

- Established a Community Engagement Team consisting of: Principal, Head Teacher Special Education, Deputy Principal(s), School Learning Support Officer(s) Parents representative(s), Classroom Teacher(s), Aboriginal Education Officer, Student Support Officer and Community Liaison Officer
- Increased utilisation of local specialist staff: - Network Specialist Facilitator - Aboriginal Education and Wellbeing Advisor and Officer - Multicultural Education and Community Relation Advisor - School Link Coordinator
- Identified a number of strengths in community engagement including: a Community Liaison Officer and Aboriginal Education Officer
- Increased our strong parent representation on selection panels, school planning events and termly Yarn Ups.

Due to the impact of COVID-19 and staff shortages, the following strategies were not able to be implemented in 2022:

- Additional 'soft-entry' events such as BBQs and open days to build relationships with families.
- Implementation of the Toormina HS Community Engagement Action Plan (CEAP).

Students:

A significant review of the schools student merit processes was undertaken in 2022. This review determined that students were not being recognised for achieving higher levels of success and that students felt that they were also not being rewarded for ongoing performance. A redevelopment of the School House system was undertaken as the core delivery stem for a school-wide program to recognise student performance.

Staff:

In 2022, staff were invited to complete the NSW Government Sector People Matters Survey. 56.03% of staff completed the survey. Positive Staff survey data included:

- 76.47% of staff identified that people in my workgroup can explain how their work impacts customers.
- 68.75% felt that they had confidence in the decisions that their manager makes.
- 80% of staff indicated that their manager encourages staff to improve their work.
- 75% of staff reported that their manager communicates well with them and values their input.
- 85% of staff felt that our organisation respects individual differences.
- 74% of staff felt that they were motivated to give more than what was expected from them.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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