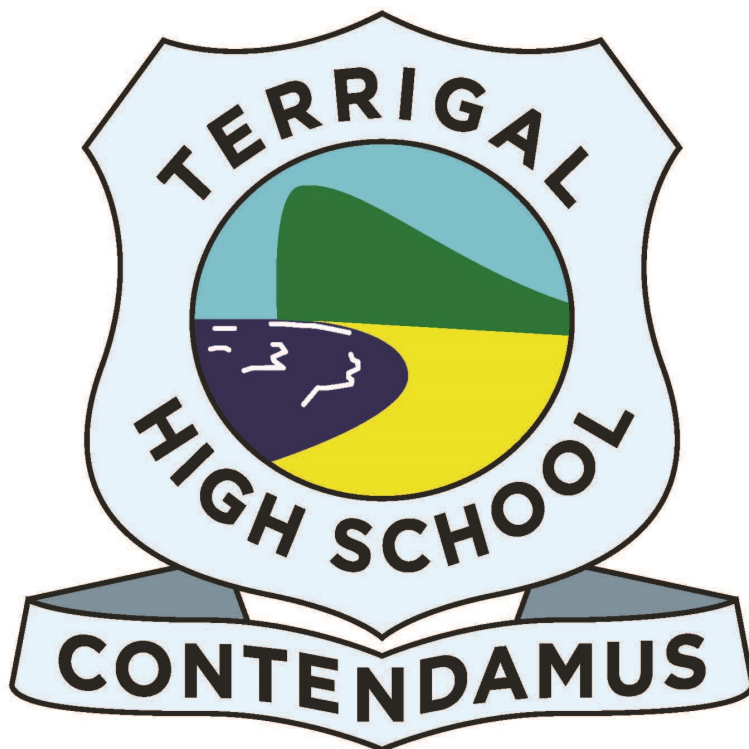


2022 Annual Report

Terrigal High School



"WE STRIVE"

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Introduction

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

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

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School vision

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

School context

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

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

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

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- HSC Excellence
- Improving literacy and numeracy

Resources allocated to this strategic direction

Professional learning: \$10,000.00

Summary of progress

Last year the focus to improve student growth and attainment was high impact professional learning to improve teacher capacity and explicitly teach evidence based strategies.

Year 12 teachers analysed the 2021 HSC results analysis package and engaged in HSC high leverage professional learning, in order to identify an area for improvement. The faculties identified two key areas for improvement: reading and interpreting complex questions or the quality of written responses. Teachers used a variety of evidence informed strategies and adopted an action research approach with explicitly teaching how to deconstruct the purpose and essential information of a question or marking rubric. Student understanding and improvement was monitored through structured formative and summative tasks, student feedback and mapping to marking rubrics. The implementation of high leverage strategies will continue with Year 11 and 12 teachers working collaboratively to embed a high expectations culture of continuous improvement.

Our whole school literacy focus was on improving comprehension skills through explicit teaching of the super 6 comprehension skills. Each faculty selected at least one strategy to embed into stage 4 teaching and learning programs. Posters in every class room reinforced and described the reading strategies: making connections, predicting, questioning, monitoring, visualising and summarising. Teachers engaged in professional learning to deepen their understanding of strategies to improve comprehension and elected an activity from the "reading from meaning toolkit" to trial in the classroom. Teachers shared their lessons and the impact for student learning at a series of collaboration and reflection team meetings, staff meeting and executive professional learning. Embedding activities in stage 4 programs will help to build understanding and confidence for the 30 staff who have this as a development goal.

A school based Curriculum Writing Specialist facilitated professional learning and mentored five teachers in implementing focused writing improvement activities with one stage 4 class across four subjects. The student data analysed from The Writing in Secondary (WiS) project showed a statistically significant increase in student *Creating texts* and *Grammar* levels after the explicit teaching of writing. Females had a higher score in the baseline, pre and post tasks, but the extent of change in the ability of boys to create tasks was nearly double the rate. These positive impact of WiS indicated a need to expand the WiS project across all teachers in each of the focus subjects.

The numeracy focus of proportionate thinking was identified through an analysis of NAPLAN items and internal testing. A series of lessons conducted on a fortnightly basis was collaboratively developed by maths teachers to support students to work mathematically and improve their skills with fractions, decimals and percentages. In teaching these lessons, teachers noticed a need to re-visit order of operations and fortnightly lessons were not sufficient time. As a result the Science faculty developed numeracy lessons reinforcing the number skills. Post test results showed improvements for all students from a spread from 15 to 95 marks to 60 to 100 marks. Next year the school will be using a different software package that allows teachers greater flexibility in selecting questions for the pre and post tests and explicit numeracy lessons will be developed for Maths, Science and TAS lessons.

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
An increase from 19.9% to 27.6% in the number of students achieving in the top 2 bands in numeracy.	2022 NAPLAN data indicates 15.27% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.
An increase from 19.2% to 25.7% in the number of students achieving in the top 2 bands in reading.	2022 NAPLAN data indicates 11.92% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target.
An increase from 66% to 68% in the number of students achieving expected growth in numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
An increase from 67.4% to 68% in the number of students achieving expected growth in reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
An increase from 27.6% to 30% in the number of students achieving in the top 2 bands in the HSC.	19.2% of students attained results in the top two bands demonstrating progress yet to be seen toward the lower bound target.
An increase from 59.7% to 66.7% in the number of students achieving in the top 3 bands in the HSC.	50.1% of students attained results in the top three bands demonstrating progress yet to be seen toward the lower bound target.

Strategic Direction 2: Engage and Inspire

Purpose

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

Initiatives

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

- Feedback for Teaching
- Feedback for Learning
- Student Voice

Resources allocated to this strategic direction

Summary of progress

In 2022, the focus of this strategic direction was feedback for teaching and learning. A series of teacher professional learning workshops deepened understanding of the use of learning intentions, success criteria and SOLO taxonomy as tools to communicate expectations around the quality of student responses and provide feedback for teaching. Teachers collaboratively planned the use of SOLO HOT maps and developed tiered levels of success criteria indicating expectations for all, most and some students. The use of exit tickets helped teachers to know the depth of student understanding and informed program adjustments. Classroom observations formed the basis of executive discussion to improve the quality of learning intentions and success criteria and share implementation strategies.

A data inventory indicated teachers looked at and used external data to inform teaching programs, and most feedback to students came from internal summative assessment tasks. A series of professional learning workshops highlighted a range of formative assessment strategies to provide students with feedback for learning. Teachers shared examples they used in their classrooms, and the activities were highly valued, with 98% indicating they understood the purpose and impact of formative assessment as a key element in the feedback process. The school plans to embed the language and structure of SOLO taxonomy within summative marking rubrics and within formative tasks so students are able to identify next steps with learning.

Student voice was collected as part of the English and TAS faculty self-appraisals and informed recommendations for faculty and whole school improvement.

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
An increase from 52.7% to 54% in the number of students attending greater than 90% of the time.	The number of students attending greater than 90% of the time has decreased by 13%.
Evidence supports the school's assessment on the elements of explicit teaching and data use in teaching, as measured by the School Excellence Framework, at delivering.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the elements of explicit teaching and data use in teaching.

Strategic Direction 3: Connections to Learning

Purpose

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

Initiatives

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

- Cultural Identity
- Student Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$35,161.28

Summary of progress

In 2022 the school focused on enhancing the embedded cultural activities through the development of partnerships with local Aboriginal organisations and connections with community members. Partnerships with Bara Barang, the NRL School to work team, Macquarie University and the University of Newcastle, supported Aboriginal students to set goals for the future. Regular yarn ups provided forums for student voice during which the students indicated the connections had a positive effect as they could see what is available now and post school, and that somebody cares about their future. The cultural dance program is very strong with keen student participation. The group has expanded and grown to a dedicated team of performers who know how their skills are connected to culture and have the confidence to share their knowledge with the public and non-Aboriginal students in the school. The Aboriginal literacy and numeracy program provided opportunity for students to work with an Aboriginal adult and peer tutor. This has supported students to ask for help in a safe environment and school records show greater submission and achievement rates.

To enhance student wellbeing the school mapped preventative, targeted and individual programs along the care continuum, identified gaps of wellbeing support and listened to students about their needs. To address the gaps, the school introduced a range of lunchtime clubs, bringing together like-minded students, SEEDs (freindship skills) for all Year 7, Year 10 Foundation lessons to prepare for the senior school, RAGE for students who ohave difficulty controlling their emotions and revised the Year 7 and 8 skills lessons to explicitly teach social-emotional skills. Feedback from students indicated these programs supported them to communiante effectively and are better prepared for the senior school. Tell Them From Me data shows 71.9% of students with positive wellbeing which is close to the upper bound target of 73%

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
An increase from 38% to 42% in the percentage of students achieving a "We Strive" score of 3.4 or greater.	School records indicate an increase in the percentage of students achieving a "We Strive" score greater than 3.4 from 38% to 44% which exceeds the target.
An uplift from 77% to 79% in the number of Aboriginal students attending greater than 85% of the time.	74.6% of Aboriginal students attended greater than 85% of the time.
The school assessment against the School Excellence Framework element on 'Community Engagement' is evidenced as delivering.	Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of community engagement.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$355,073.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Terrigal High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>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 staff to assist student with additional learning needs • co-development of individual education plans, accommodations, adjustments and differentiated strategies with classroom teachers to provide access for every student • facilitate the implementation of accommodations, adjustments and differentiated strategies • supporting students in the classroom with organisational skills, decoding text, reading and scribing. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Identified students supported to ensure access to the curriculum and the implementation of appropriate adjustments for classwork and assessment tasks. • Teachers were supported in planning and implementing adjustments to learning for individual students. • During regular feedback discussions with the Learning and Support Teacher, all 8 students identified for IFS funding, indicated they valued the support of the SLSO in helping them to access the curriculum. <p>After evaluation, the next steps to support our students will be: Review student needs for 2023 and co-develop supports with identified students, teachers and their families.</p>
<p>Socio-economic background</p> <p>\$82,161.28</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Terrigal High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>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"> • Student Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • supplementation of extra-curricula activities including ART Club, Year 12 Graduation, Year 7 skills lessons. • Supplementation of rewards activities including "We Strive" values scores and sport presentation. • Resources for skills lessons and wellbeing programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • The number of students engaging in lunch time clubs tripled, from an average of 10 students per week in 2021, to on average over 30 students in 2022. • The average "We Strive" score was greater than 3.4 for 44% of the students. Students receiving "We Strive" rewards felt acknowledged and valued during feedback discussions. • This funding ensured all students were able to participate in learning experiences, excursions and extra curricula activities regardless of socio-economic background.

<p>Socio-economic background</p> <p>\$82,161.28</p>	<p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> To increase the number of students achieving "We Strive" rewards through clearer promotion of school expectations. Survey students to identify the lunch time clubs they would like to attend. Ongoing evaluation of student numeracy skills to adapt to changing needs.
<p>Aboriginal background</p> <p>\$45,408.31</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Terrigal High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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 specialist additional staff (SLSO) to support 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:</p> <ul style="list-style-type: none"> Students feel valued and connected to culture, as indicated by the increased number of students participating in the cultural dance program. The peer tutoring program, by senior Aboriginal students, modelled successful learning for younger students. Three students gained early entry to university. Six students were offered sporting scholarships after participating in the Indigenous Talent Sport Day. 37 students regularly attended the weekly cultural program, incorporating dance, bush tucker and art, thus building connections to land and personal stories and growing confidence in performance. Year 9 Aboriginal students correctly answered 39.2% of questions in the numeracy section of the check in assessment which is an increase of 4.9% from 2021. 100% of Year 12 Aboriginal students achieved the minimum standard in reading, writing and numeracy. 2 of the 3 Year 11 students achieved the minimum standard in reading, writing and numeracy. 9 of the 11 Year 10 students achieved the minimum standard in reading, writing and numeracy. 2 of the Year 10 students achieved the minimum standard in two aspects. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> to train more students as tutors and target individual instruction for identified students. to further develop partnerships with community and Aboriginal organisations in order to support student goal setting and transitions to work.
<p>English language proficiency</p> <p>\$21,869.94</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Terrigal High School.</p> <p>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"> additional staffing of intensive support for students identified in beginning and emerging phase

<p>English language proficiency</p> <p>\$21,869.94</p>	<p>The allocation of this funding has resulted in the following impact: The teacher employed to support English language proficiency met with 26 students across 199 lessons. Student feedback to the Head Teacher Wellbeing, indicated the support increased student confidence in completing class tasks and they felt greater independence with their learning.</p> <p>After evaluation, the next steps to support our students will be: to identify the needs of the 2023 students through the development of targeted, individualised lessons to explicitly teach language skills.</p>
<p>Low level adjustment for disability</p> <p>\$144,367.36</p>	<p>Low level adjustment for disability equity loading provides support for students at Terrigal High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are supported by an SLSO with multilit, an evidence-based intervention to increase learning outcomes. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • like-minded students from different years exploring their interests during the lunchtime clubs, leading to positive school culture • school learning support officers have supported teachers and students with accommodations and adjustments thus making learning accessible to all students • of the 5023 students who were supported with an SLSO in the classroom, 48% received support with literacy, 22% with numeracy, 21% with practical tasks, 6% were supported in completing an assessment task and 3% received support with investigations or problem solving activities. • the evidence-based Multi-Lit intervention has improved literacy skills for identified students <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • plan support for students with low levels of disability as identified through the NCCD survey • to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.
<p>Professional learning</p> <p>\$65,532.89</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Terrigal High School.</p> <p>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"> • Improving literacy and numeracy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Year 12 teachers engaging in three rounds of the high leverage HSC professional learning • Development of school and aspiring leaders to facilitate high impact professional learning aligned to school strategic directions

<p>Professional learning</p> <p>\$65,532.89</p>	<ul style="list-style-type: none"> • Conversations for School Leaders • Meet the Markers - feedback from the 2021 HSC • Updates for school based Vocational Education and Training teachers and coordinator. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • improved HSC achievement by students whose teacher engaged in all three rounds of the HSC high leverage professional learning • school leaders having a structure, resulting in greater confidence in conversations with parents, teachers and students. • teachers having time to plan and implement new strategies aligned to the school's strategic directions <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • to ensure all Year 12 teachers engage in three rounds of the HSC high leverage professional learning • build time into the timetable for teachers to unpack and program for new syllabuses and implementation for curriculum reform.
<p>COVID ILSP</p> <p>\$111,509.00</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 - reading comprehension, vocabulary, whole numbers and algebraic techniques • development of resources and planning of small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • 92% of the students engaging in the tutoring achieved their personal learning goals • 84% of targeted Year 7 students achieved 'always' status for inference and literal comprehension • 75% of Year 9 students achieved 'always' status for multiplicative thinking • as a direct result of the intervention teachers are reporting increased engagement within the small group environment and in the classroom <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> • analyse SCOUT and internal assessment data to identify students and cluster them in groups by need • include students who did not achieve their learning goal into the 2023 groups
<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 Terrigal 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"> • support individual and small groups of students navigate social emotional growth • plan and implement targeted strengths-based programs that build

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>resilience, coping skills and positive relationships</p> <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • Year 7 and 8 skills lessons and more targeted small group interventions such as SEEDs and ACES, provided students with tools to engage in positive peer communication and conflict resolution • 34 Year 9 and 10 students engaged in the ACES program. School records showed a decrease in negative incidents involving other students after completing the program. • 24 students participated in the RAGE program. Feedback from the students indicated they all developed at least one skill to manage their emotion • Students with mental health illnesses were supported to remain at school. <p>After evaluation, the next steps to support our students will be: to build the capacity of Year Advsiers to lead and adjust the skills lessons. Continue to provide the supprts for students at point of need.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	469	473	483	474
Girls	489	497	489	479

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.6	93.1	89.7	83.2
8	88.3	92.5	85.4	82.3
9	85.2	90.9	84.8	79.6
10	85.8	90.8	84.2	78.3
11	85.2	92.5	84.9	81.2
12	85.9	91.4	86.7	81.5
All Years	87.2	91.9	85.9	80.9
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	0.6	2
Employment	1	17.6	21
TAFE entry	1	10.2	25
University Entry	0	0	45
Other	7	2.7	5
Unknown	0	0	2

65 of the 115 students who completed Year 12 received early entry offers at one or more Universities prior to sitting the HSC examinations.

Year 12 students undertaking vocational or trade training

29.50% of Year 12 students at Terrigal High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

95.7% of all Year 12 students at Terrigal 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)	11
Classroom Teacher(s)	52.1
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.37
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	1,184,019
Revenue	12,575,321
Appropriation	11,997,293
Sale of Goods and Services	33,659
Grants and contributions	532,150
Investment income	12,218
Expenses	-12,602,673
Employee related	-11,501,585
Operating expenses	-1,101,088
Surplus / deficit for the year	-27,352
Closing Balance	1,156,667

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	355,073
Equity Total	344,775
Equity - Aboriginal	45,408
Equity - Socio-economic	87,161
Equity - Language	21,870
Equity - Disability	190,335
Base Total	10,302,842
Base - Per Capita	250,072
Base - Location	0
Base - Other	10,052,770
Other Total	634,873
Grand Total	11,637,563

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

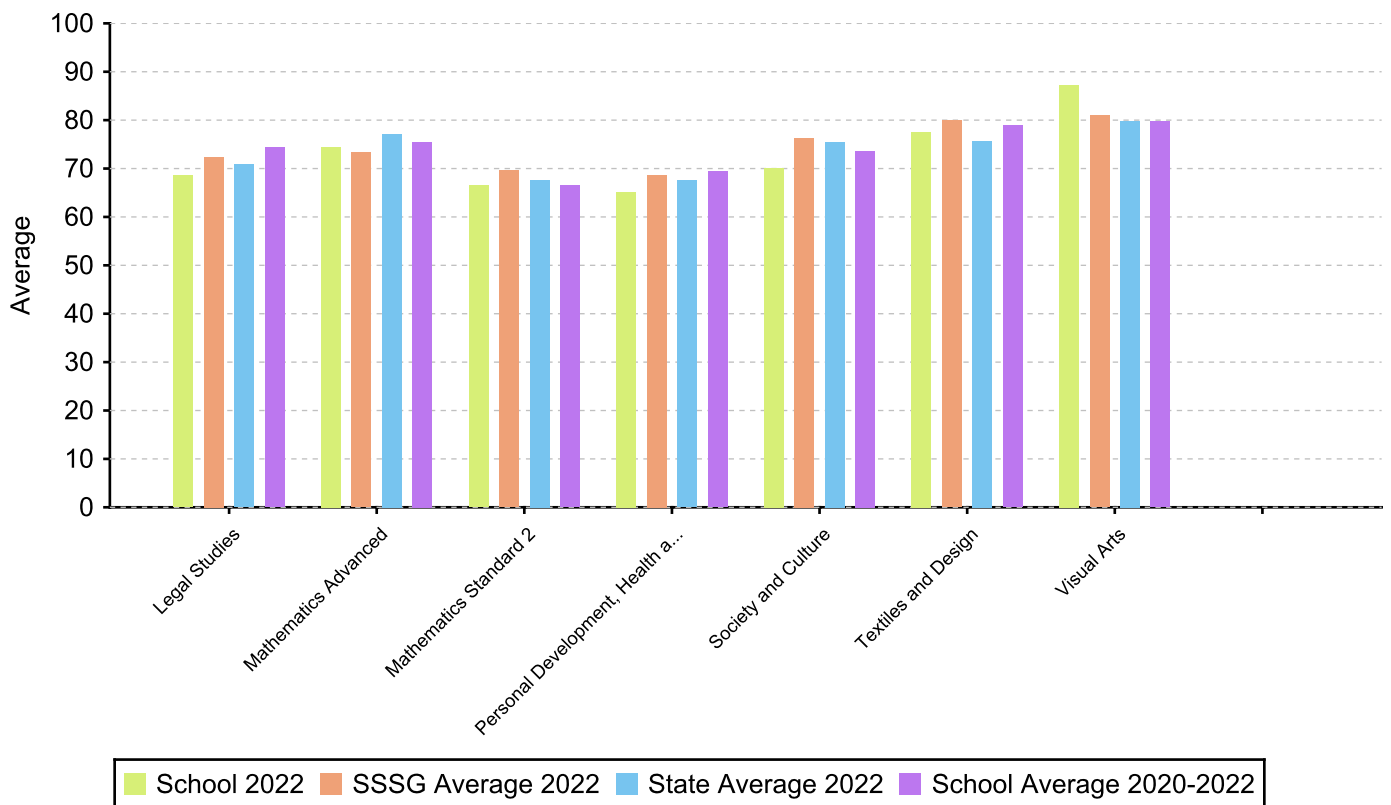
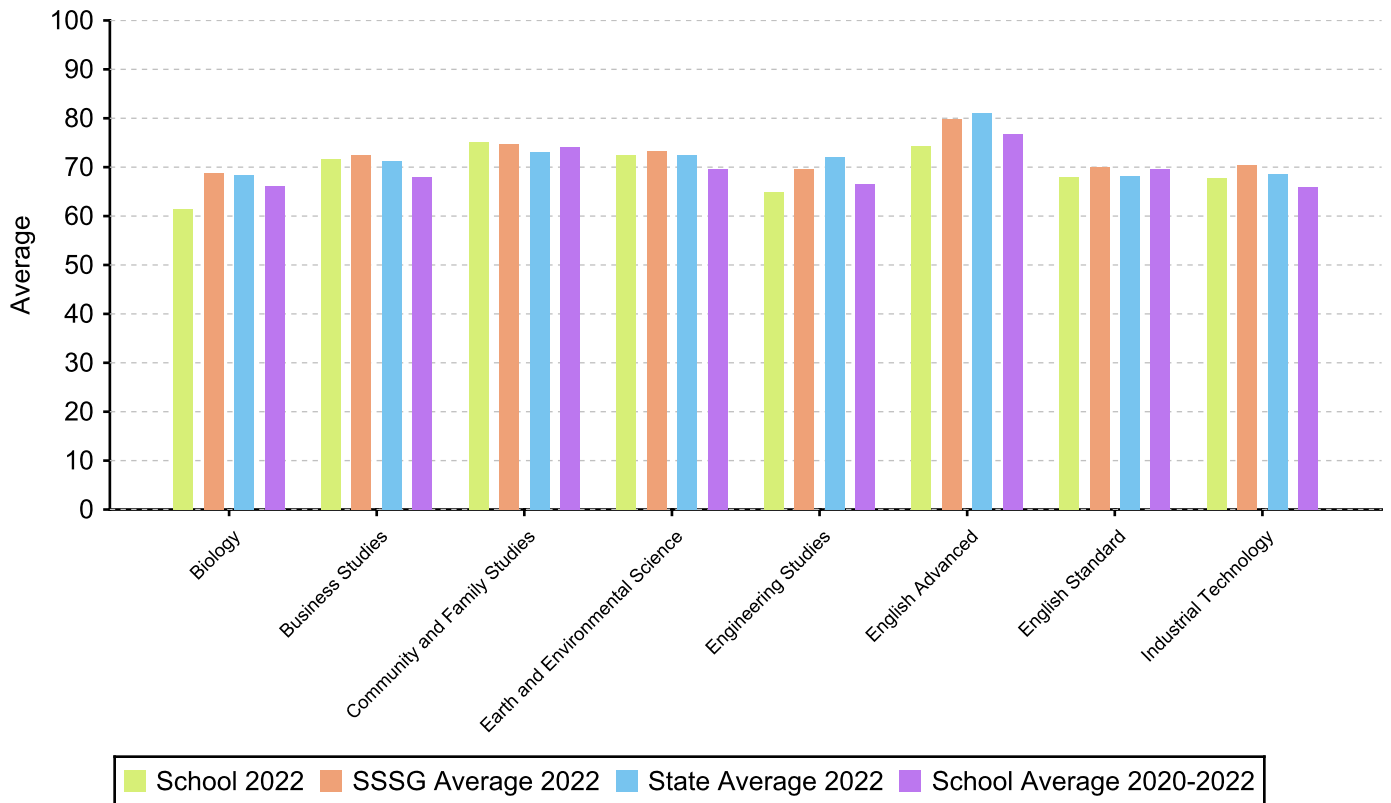
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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	61.5	68.7	68.5	66.2
Business Studies	71.7	72.6	71.2	68.0
Community and Family Studies	75.1	74.7	73.2	74.1
Earth and Environmental Science	72.4	73.4	72.5	69.6
Engineering Studies	64.9	69.7	72.0	66.6
English Advanced	74.4	79.9	81.0	76.7
English Standard	67.9	70.0	68.1	69.6
Industrial Technology	67.7	70.4	68.6	65.9
Legal Studies	68.6	72.4	70.8	74.4
Mathematics Advanced	74.4	73.3	77.1	75.5
Mathematics Standard 2	66.5	69.6	67.6	66.5
Personal Development, Health and Physical Education	65.1	68.7	67.5	69.4
Society and Culture	70.1	76.3	75.5	73.6
Textiles and Design	77.6	79.9	75.7	78.9
Visual Arts	87.3	81.0	79.8	79.7

Parent/caregiver, student, teacher satisfaction

Last year the school conducted a self-appraisal process involving the TAS and English faculties. As part of our self-appraisal process, the school surveyed parents, conducted student voice forums and interviewed teachers. The focus of the self-appraisal was: Curriculum planning and delivery, including explicit teaching and evidence-based Quality Teaching practices.

The survey of parents indicated:

- they value and trust how the curriculum is implemented.
- the TAS faculty provides real-world, hands-on learning.
- the feedback practices across the English faculty provides students with a clear understanding of what they can do and next steps for improvement.
- they would like to be more informed about what their student is learning each term.
- they expected greater use of technology for learning.

Students told us:

- they enjoyed having individual voice in creative, design and project options.
- there is a strong sense of inclusion and acceptance.
- they understand assessment processes and appreciate how this supports their learning.
- they want a greater variety in teaching and learning activities.
- they wanted to see an increased relevance of formative assessment as a tool to facilitate growth and improvement.

The interviews with teachers, highlighted:

- a strong sense of collaboration and mutual respect across faculty members.
- the move to centralised communication and resourcing via SharePoint ensured they had easy access to resources.
- the positive impact of feedback processes on student learning.
- a need for increased, common processes and communication.
- a need for further professional learning on enhanced evidence-based formative assessment practices.

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.