

2023 Annual Report

Taree High School



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Introduction

The Annual Report for 2023 is provided to the community of Taree High School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

Reflecting on the past year at Taree High School, it has indeed been an incredible journey, brimming with remarkable achievements and memorable moments. Our students have consistently showcased their enthusiasm, curiosity, and determination to succeed, inspiring us all with their growth and accomplishments. The Class of 2023 was celebrated for its outstanding HSC results, a testament to their hard work and dedication. Furthermore, the year was marked by the retirement of our devoted Executive Principal, Allison Alliston, an event that signified a pivotal moment in our school's history with 10 years of her leadership and the introduction of the Connected Communities Strategy.

Throughout 2023, our school community witnessed significant achievements across various domains. Exceptional performances in sports saw our students excel in touch football, cricket, and other competitions, demonstrating both talent and teamwork. Our creative and performing arts programs thrived, with students showcasing their talents in drama, music, and visual arts through captivating performances and exhibitions. Meanwhile, the Technology and Applied Studies (TAS) department engaged students in innovative projects, fostering creativity and practical skills that prepare them for future challenges.

In line with our commitment as champions of the Connected Communities Strategy, our school has led the way in implementing innovative programs aimed at improving educational outcomes for Indigenous students and their families. This initiative reflects our dedication not only to academic achievement but also to embracing and honouring the diverse cultural heritage that defines our community.

Our dedicated teachers and staff have gone above and beyond to ensure continuous learning and growth for our students, taking over 600 extra lessons amidst staffing challenges. The support from our caregivers and the broader school community has been invaluable, contributing significantly to creating a nurturing and uplifting environment at our school.

Looking ahead, we remain steadfast in our commitment to excellence in education, personal growth, and community spirit. We celebrate these achievements and anticipate a future replete with endless possibilities and opportunities for our students to thrive. Together, we will continue to inspire, educate, and empower the next generation.

Nigel Reece

Executive Principal

School vision

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

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

School context

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

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

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

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

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

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background Professional learning

Summary of progress

Strategic Direction 1: Growth and Attainment has shown some progress towards all initiatives despite staffing shortages. The Head Teacher Growth and Attainment coordinated the initiatives for the third year of implementation. Response to Tiered Intervention has seen 95 students receive support for literacy and numeracy after being identified as being below expected stage levels. This was done in both small group tuition groups as well as online tutorials. There have also been 15 students receive writing support to enrich their skills to allow them to work to a higher level, this has led to measurable results in class grades. NAPLAN data was promising with most students achieving in the top three levels under the new grading system. Year 7 students saw 86% in Numeracy; 80% in Reading and 80% in Writing meaning that only 15-20% of students need additional support. In Year 9, 75% in Numeracy; 80% Reading and 85% in Writing. The HSC results saw improvement in the Top 3 Bands in subjects such as English Advanced up from 83% to 100%; Music maintained 100% from 2022; Hospitality 80%; Aboriginal Studies 60%; Advanced Mathematics just below on 55%; Visual Arts 90%; Community and Family Studies 60% In 2023 we had 50% of our Aboriginal cohort (Year 7, 2018) complete the HSC. The school has been able to track the majority of students who left Taree High School before Year 12. The vast majority of these students have gone on to complete further qualifications, the Defence Forces or secured employment. All teachers participated in Curriculum and Policy Monitoring (CPM) so that we can ensure every teacher has the support of professional learning to continue to develop as educators. 100% of Year 11 & 12 students achieved their Minimum Standards in 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Response to Tiered Intervention (RTI) (GROWTH) <ul style="list-style-type: none">• Improvement in the percentage of students achieving expected growth in Check In Assessment data in reading to 67%.• An increase in Check-in Assessment mean scaled score for reading in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.• 80% of students achieve growth in PAT testing.	<p>The progression from Year 7 (2022) to Year 8 (2023) in reading shows an increase of approximately 1.04% in the mean scale score. The progression from Year 8 (2022) to Year 9 (2023) in reading indicates a decrease of approximately 2.71% in the mean scale score.</p> <p>Year 7 - The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has decreased by approximately 0.88%.</p> <p>Year 8 - The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has decreased by approximately 3.15%.</p>

<p>Response to Tiered Intervention (RTI) (GROWTH)</p> <ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in Check In Assessment data in reading to 67%. An increase in Check-in Assessment mean scaled score for reading in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022. 80% of students achieve growth in PAT testing. 	<p>Year 9 - The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has decreased by approximately 1.23%.</p>
<p>Response to Tiered Intervention (RTI) (GROWTH)</p> <ul style="list-style-type: none"> Improvement in the percentage of students achieving expected growth in Check In Assessment data in numeracy to 67%. An increase in Check-in Assessment mean scaled score for numeracy in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022. 80% of students achieve growth in PAT testing. 	<p>The transition from Year 7 (2022) to Year 8 (2023) in numeracy shows an increase of approximately 2.55% in the mean scale score. The transition from Year 8 (2022) to Year 9 (2023) in numeracy indicates an increase of approximately 1.12% in the mean scale score.</p> <p>Year 7 - The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by approximately 1.03%.</p> <p>Year 8 - The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has decreased by approximately 2.82%.</p> <p>Year 9 - The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by approximately 2.13%.</p>
<p>HSC Minimum Standards</p> <ul style="list-style-type: none"> Improvement in the percentage of students achieving in the top two bands of the HSC to 30%. 	<p>2023 HSC results reflect an improvement in number of students achieving the top two bands in the following subjects, Music 70%; Hospitality 50%; Visual Arts 40%; This has been the result of staff analysing RAP data in 2022 and focusing on elements in their teaching and learning programs requiring improvement.</p>
<p>HSC Minimum Standards</p> <ul style="list-style-type: none"> Improvement in the percentage of students achieving in the top three bands of the HSC to 60%. 	<p>There is an upward trend in HSC results in the Top 3 Bands. This can be reflected in some significant shifts in particular subjects trending upwards such as, English Advanced up from 83% to 100%; Music maintained 100% from 2022; Hospitality 80%; Aboriginal Studies 60%; Advanced Mathematics just below on 55%; Visual Arts 90%; Community and Family Studies 60% of students in Top 3 Bands. Teachers have reflected on their previous results through the analysis of RAP data to identify topic areas or syllabus elements which students may have struggled with in the final exams and adjusted teaching and learning programs accordingly.</p>
<p>HSC Minimum Standards - Aboriginal Students</p> <ul style="list-style-type: none"> Improvement in the proportion of Aboriginal students attaining the HSC whilst maintaining their cultural identity to be 60% or above. 	<p>From the 40 Aboriginal students who began in Year 7 2018, 70% have completed the HSC or equivalent qualification or gained employment. 17 students gained their HSC which was a pleasing achievement as it was the largest cohort seen over time.</p> <p>Aboriginal students were again ambassadors for their culture with representation on the Student Representative Council (SRC). There was a large increase in the number of Aboriginal students electing to take on cultural roles through the Girls and Boys Dance Groups as well as participation in the Wakali (Rise Up) Leadership Program. Aboriginal students led various activities throughout the year delivering cultural content to their peers and staff as well as local Pre-Schools, primary schools and community events.</p>
<p>Response to Tiered Intervention (RTI) Improvement Measures (SCHOOL MEASURES)</p> <ul style="list-style-type: none"> 100% of staff are engaged in professional learning on analysis and use of data to inform learning, and 65% of staff describe themselves as confident users of data. 	<p>In our commitment to enhancing educational outcomes through data-driven strategies, 100% of our staff have engaged in professional learning focused on the nuanced analysis and use of data. In 2024, we will elevate this initiative with the introduction of "Clarity," a tool that not only offers comprehensive insights into teaching effectiveness and student engagement but also incorporates "Faces to the Data." This element personalises educational data, highlighting the individual students behind each data point. By integrating these approaches, we aim to ensure our</p>

<ul style="list-style-type: none"> • Move towards Self Assessment of Sustaining and Growing in the element of Data Skills and Use. 	<p>strategies are both evidence-based and deeply attuned to the unique needs and potentials of each student, fostering targeted interventions and improved learning experiences.</p>
<p>School Curriculum and Policy Monitoring (CPM)</p> <ul style="list-style-type: none"> • All staff participate in the CPM process with their line manager. Head Teachers receive Deputy support throughout the process. Faculty plans incorporate the CPM process. • All Year 8 and 10 programs receive explicit feedback on compliance, catering for students needs and the use of evidence informed pedagogy. 	<p>All Head Teachers and teaching staff have participated in the CPM (SICM) process throughout 2023. Faculties have had explicit feedback on teaching and learning programs and this has led to a focus on evidence informed pedagogy for 2023 professional learning. Head Teachers and their Line Managers (Deputy Principals) review the evidence supplied by teaching staff to ensure compliance with NESAs. Teaching and Learning Program samples were examined for compliance ensuring staff were employing evidence informed pedagogy into day to day learning activities.</p> <p>Faculties with impending syllabus implementations, accessed professional learning funds and time to design teaching and learning programs.</p>

Strategic Direction 2: Attendance and Retention

Purpose

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

Initiatives

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

- Attendance
- Attendance and Excellence in Aboriginal Education
- Curriculum
- Reconnect pathways
- Supporting Aboriginal students to HSC

Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

Summary of progress

The continuation of funding to support the Attendance Team including an Attendance Officer and SAO enabled a more robust, consistent and regular monitoring of attendance, policy implementation, compliance and reporting. Individual student monitoring and regular contact with parents/carers enabled the Attendance Officer to support disengaged students to return to school successfully; improve attendance rates lingering after the effects of lockdowns, which saw concerning implications of student disengagement; and incentivise students with high attendance rates to push forward to achieve 90% attendance. Due to another disrupted year with many attempts to re-engage some students the progress measure of 65% of students attending school 90% of the time fell below expectation and was only 30% in Semester One. The Attendance Team staffing positions will continue to be funded in 2024 to drive attendance rates up.

Participation and attendance by parents and community members in Parent/Teacher meetings, P&C and the School Reference Group (SRG) was pleasing with an increase of parents attending face to face meetings with teachers.

The achievements for Aboriginal students were pleasing with 32% of the cohort 40 Aboriginal students who began in Year 7 (2018) completing the HSC. Of the cohort 30% of Aboriginal students were successful in transitioning from school prior to the HSC to study an alternate qualification at TAFE, pursuing a Traineeship or Apprenticeship or gaining employment. There was a large increase in the number of Aboriginal students electing to take on cultural roles through the Girls and Boys Dance Groups, participation in the Wakali (Rise Up) Leadership Program and the peer led activities at Language and Culture Days on country as well as in the community.

Staff were still willing to search for solutions to address the problem of disengaged Year 10 students, as identified in attendance rates (57% Semester 1) and task completion rates, and the impacts of this on their overall performance. Staff investigated and planned for a Preparation Program to run in Term 4 for Year 10 students, which included Love Bites; Safe Partying program; Minimum Standards; All My Own Work and in class Stage 6 subject experiences based on student selection.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Attendance <ul style="list-style-type: none">• 100% of targeted students' parents have worked with the Attendance Officer to develop Attendance Plans.• There is an 30% increase in parent attendance at school meetings including Parent/Teacher evenings;	The continuation of funding to support the Attendance Team including an Attendance Officer and SAO enabled a more robust, consistent and regular monitoring of attendance, policy implementation, compliance and reporting, and individualised monitoring. Regular contact with parents/carers enabled the Attendance Officer to support disengaged students to return to school successfully; improve attendance rates post disengagement which saw declining attendance rates amongst Stage 5; and incentivise students with

<p>School Reference Group and P&C meetings as well as completing school generated surveys increases over time.</p>	<p>high attendance rates to push forward to achieve 90% attendance. Due to this decline and despite many attempts to re-engage some students the progress measure of 75% of students attending school 90% of the time fell well below expectation and was only 30% in Semester One. The Attendance Team staffing position was also disrupted due to prolonged staff absence and inability to replace this position until term 4.</p> <p>Participation and attendance by parents and community members in Parent/Teacher meetings and the School Reference Group (SRG) resumed in 2023 and saw an increase in parent participation. The SRG member numbers declined after the SLCE and Head Teacher Aboriginal Education were on leave throughout Semester 2. P&C combined online meetings and face to face meetings to attempt to attract more members, both of which had minimal attendance. Meetings held face to face in Semester 2 saw a slight increase in participation.</p>
<p>• Attendance and Excellence in Aboriginal Education</p> <ul style="list-style-type: none"> • 50% of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system-negotiated lower bound target. • A 25% increase in the number of Aboriginal students who are in active leadership roles through SRC or cultural activities. • The attendance for Aboriginal students from an average of 72% to 78%. 	<p>The achievements for Aboriginal students were pleasing with 50% of the cohort of 40 Aboriginal students who began in Year 7 (2018) completing their HSC. Of the cohort, 30% of Aboriginal students were successful in transitioning from school prior to the HSC to study an alternate qualification at TAFE, pursuing a Traineeship or Apprenticeship or gaining employment. There was a large increase in the number of Aboriginal students electing to take on cultural roles through the Girls and Boys Dance Groups, participation in the Wakali (Rise Up) Leadership Program. 19 Aboriginal students approximately 25% of the cohort completed the HSC in 2023.</p>
<p>Curriculum</p> <ul style="list-style-type: none"> • The school has implemented an alternate curriculum structure for Stage 5 students. • Attendance for Stage 5 students improves to state average. 	<p>It was decided to abandon this idea in 2023.</p>
<p>Attendance - 90% or above</p> <ul style="list-style-type: none"> • 75% of students attending school 90% of the time. 	<p>Not achieved with only 30% achieving this target. The targets will be negotiated in 2024 in consultation with the Director School Leadership (DEL).</p>

Strategic Direction 3: Wellbeing

Purpose

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

Initiatives

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

- Staff and Students
- Community

Resources allocated to this strategic direction

Socio-economic background

Summary of progress

Wellbeing made progress towards achieving all progress measures over the 2023 Strategic Improvement Plan cycle as we returned to full time face to face schooling following the impacts of COVID-19 on the school community. Students sense of belonging was highlighted through participation in fun days, year excursions, wellbeing excursions, Spirit Day, surveys, and lunchtime activities. The 2023 Tell Them From Me data highlighted that throughout the year students' sense of belonging was slightly down on 2021, but their sense of positivity was at 78%. Staff reported positively on professional learning about their own sense of wellbeing and reflected on the PL on student behaviour management strategies as being supportive. Students are still reporting being aspirational in their future goals; however, with a significant swing towards trades and vocational pathways. The Wellbeing Team have prioritised genuine, face to face, community engagement for the 2023 year which saw Taree High School return as the school of choice for Year 7 in 2024, with increased enrolments. The new transition structure to engage with the Community of Schools and parents of Year 6 students, launched early in Term 1 2023 and increased visits by students in preparation for their transition to Year 7 in 2024.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Students - behaviour incidences <ul style="list-style-type: none">• 20% reduction in negative incidences on Millennium reflecting that classrooms are more focused on teaching and learning.	Although there has been an increase in the instances of negative behaviour, there is a noteworthy development: the actual number of students contributing to disruptions has diminished. This outcome underscores a nuanced aspect of our PBL (Positive Behaviour for Learning) Professional Learning initiative. While we face challenges reflected in the increased negative incidents in 2023, the data reveals a reduction in the breadth of students implicated. This finding suggests a positive direction in our efforts, highlighting a more focused group of students who may benefit from specialised support. This scenario allows us to tailor our interventions more effectively, representing a strategic pivot in our ongoing mission to cultivate a conducive learning atmosphere.
Community <ul style="list-style-type: none">• A 15% increase in participation of the school community, committed to the school's strategic direction of Wellbeing supporting the practices embedded into the school, as evidenced through completion of school generated surveys	In 2023 caregivers engaged in school wellbeing surveys around the behaviour policy, and digital devices policy. Over 20% of caregivers participated, and from that 85% were positive around the schools actions and decisions. In addition, our social media follows and interactions increased creating an easier avenue for caregivers to interact with the school. Parent Teacher Evenings, and Year 6 into 7 Information Evenings were well attended, with over 65% of the enrolled cohorts in attendance.

<p>and feedback.</p>	
<p>Staff</p> <ul style="list-style-type: none"> • 68% of staff report a positive sense of Wellbeing through Professional Learning and reflected in the Staff Matters survey. 	<p>The Staff Matters survey highlighted positive trends within the school, emphasising its strengths in promoting an ethical work environment and supporting staff development. Notably, 27.27% of staff felt that change was managed well, indicating a resilient and adaptable workforce. Although the satisfaction with access to and participation in professional learning was at 20%, it still reflects a significant portion of staff valuing the learning opportunities provided, given the lack of casual teachers to cover absences. A standout positive response was seen in the comfort level of staff in notifying managers about unethical behavior, with an impressive 75% indicating a strong ethical culture and open communication. The survey results highlight a continued commitment to fostering a supportive and ethical workplace, laying a strong foundation for further enhancements in staff wellbeing and development.</p>
<p>Students - TTFM</p> <ul style="list-style-type: none"> • 75% of students reporting advocacy, belonging, and high expectations as measured in the Tell Them From Me survey. • 75% of students report a positive sense of wellbeing through TTFM. 	<p>Data would indicate that on average 51% of students have a strong sense of belonging; 68% have expectations of success and 56% have a positive sense of advocacy at school. The data varies from cohort to cohort with 85% of Year 7 students feeling positive about their expectations for success. Year 8 and 9 results are on average 50% in each category. Student groups interviewed from Year 7 felt supported by their POD teachers and saw the connection between their learning and a sense of belonging. Years 8, 9 and 10 were less connected with the school and felt that there wasn't enough choice and variety in their learning.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$3,534.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Taree High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Funding has led to improved language skills, academic performance, and teacher training. It also provides resources, support programs, and data analysis for progress monitoring, benefiting newly arrived students' integration and success.</p> <p>After evaluation, the next steps to support our students will be: This support will continue with students as they move into new classes in 2024.</p>
<p>Integration funding support</p> <p>\$329,391.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Taree High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments.. • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Specific and intensive support for individuals and small groups of students to receive extra tuition in literacy, numeracy, social skills and behaviour regulation. SLSOs ran programs such as Behavioural Reading, QuickSmart, QuickLit, and Student Support Officers (SSOs) facilitating Managing the Bull workshops. Outcomes for students included growth in PAT data, and engagement in class with fewer negative behavioural referrals.</p> <p>After evaluation, the next steps to support our students will be: To ensure ongoing support, early identification of students through the Learning and Support Team, who need extra assistance through differentiation of curriculum will be communicated to staff. This will ensure stability in SLSO staffing to ensure strong connections are formed between students and SLSOs.</p>
<p>Socio-economic background</p> <p>\$601,794.60</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Taree High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Implementation of Response to Tiered Intervention (RTI)

<p>Socio-economic background</p> <p>\$601,794.60</p>	<ul style="list-style-type: none"> • HSC Minimum Standards • Attendance • Staff and Students • Community • Curriculum • Supporting Aboriginal students to HSC • 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 Check In Assessment Data analysis to support student learning • employment of additional staff to support Online Literacy/numeracy program implementation. <p>The allocation of this funding has resulted in the following impact: The Attendance Officer working with Deputy Principals, HSLO/ASLO, parents and students have been successful in improving attendance rates for 30% of targeted students. The partnership with MidCoast College enabled the school to implement the Perfect Presence Program to three different groups of students whose attendance had fallen over time. The re-engagement of these students was not as successful as in 2022. Students did not improve their attendance on non-PPP days. Students have been identified through the analysis of PAT Data and referred to the RTI Team for intervention. Most students showed improvement after the intervention. Staff have undertaken professional learning to use the data to inform their teaching and learning. Students in Years 10-12 have been given numerous opportunities to sit the Minimum Standards. 100% of Year 11 & 12 students achieved this in 2023. Master classes were successful in supporting students to understand the style of question they would be asked. Students who have not completed the three tests will be able to sit them in 2024.</p> <p>After evaluation, the next steps to support our students will be: The dedicated Attendance Officer will continue to liaise with parents and students to improve attendance in 2024. The Perfect Presence Program will not run, but the Attendance Officer will look at other programs to improve chronic non-attendance. Students receiving support in 2023 will be supported again in 2024 through a modified RTI program, if required. Additional students will be identified through the analysis of Check In Assessment and NAPLAN data initially then at the end of semester one. Master Classes and Minimum Standard tests will be made available to Years 10-12 throughout the year.</p>
<p>Aboriginal background</p> <p>\$253,935.46</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Taree High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance and Excellence in Aboriginal Education • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency School Reference Group; AECG • All staff participate in Aboriginal Histories and Cultures Professional Learning • AEO coordinates SLSOs to work with students in classrooms and as mentors for Stage 6 students to support them in completing their HSC.

<p>Aboriginal background</p> <p>\$253,935.46</p>	<p>The allocation of this funding has resulted in the following impact: Tailored, student focused monitoring of student progress, attendance and preparation for post school options through the PLP process. Stage 6 Aboriginal students on SBATS were closely monitored to ensure coursework was completed and not impacted by work commitments. Year 7-10 students completed PLPs with support from Aboriginal workers and parents/carers. This enabled them to conduct a self-reflection identifying strengths/improvements or areas to work on to see improvement.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>The PLP process and structure was not as effective in 2023 due to time constraints and teaching staff use and the loss of key personnel mid semester. The next step for 2024 is to use the electronic platform GoalHub as it is a more user friendly and "in time" process, with staff, students and parents having greater access to student performance. AEO has led the Aboriginal Education Team to support student success with 19 Aboriginal students completing their HSC in 2023.</p> <p>After evaluation, the next steps to support our students will be: Dedicated professional learning for staff on SDD1 2024 led by Aboriginal Education Strategic Delivery Advisor from Teaching Quality and Impact Directorate. Staff will gain the skills required to establish, implement and monitor PLPs with their Aboriginal students and families. Continued consultation with SRG/AECG to devise strategies for implementation for the successful completion of education for Aboriginal students whilst maintaining their cultural identity.</p>
<p>English language proficiency</p> <p>\$2,656.13</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Taree High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: Students requiring additional support were allocated a teacher mentor to develop an Individual Learning Plan(ILP) with the student and their parent/carer. This assistance was given in both classroom and individual settings where students could identify their needs to complete set work and assessments. The teacher/mentor also liaised with the students' teachers to discuss the ILP.</p> <p>After evaluation, the next steps to support our students will be: Students identified in 2023, will continue to be supported in 2024. Additional students will be catered for if required.</p>
<p>Low level adjustment for disability</p> <p>\$449,401.52</p>	<p>Low level adjustment for disability equity loading provides support for students at Taree High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention

<p>Low level adjustment for disability</p> <p>\$449,401.52</p>	<p>Disability Provisions to increase learning outcomes</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: 19 students are supported with ILPs and PLaSPs which are created with the assistance of Out of Home Care caseworkers, the itinerant Out of Home Care Teacher and the Learning Support Teacher. 11 mainstream students received personalised Life Skills pathways in 2023. A further 17 students in Year 7-9 also received modified learning pathways. 22 students were supported with Medical Special Provisions across 7-12, with an additional 9 students in 10 and 11 and 4 students in the HSC formally receiving modifications to tasks and special provisions (medication breaks, reader/writer, rest breaks, stretch/stand, varied seating and small group supervision). 76 students received profiles across Year 7, 8 and 9 to allow successful differentiation of assessment tasks by classroom teachers. 19 students were supported with Learning Provisions including Life Skills courses.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to identify students who need additional support across all stages such as OOHC, Special Provisions. Life Skills students will have an ILP which is shared with classroom teachers as well as support for teachers to accommodate their learning needs within mainstream classrooms. Evidence will be collected and submitted for Stage 6 students to apply for Special Provisions for their HSC courses, as required.</p>
<p>Location</p> <p>\$3,121.85</p>	<p>The location funding allocation is provided to Taree High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in the following impact: Families and students were able to apply for assistance to enable equitable access to excursions, and activities related to curriculum. It also enabled students to access additional educational needs such as resources for electives and Major Works (HSC).</p> <p>After evaluation, the next steps to support our students will be: To continue to have funds available on application, for families to alleviate financial pressure and to give equity of access to excursions/incursions where required.</p>
<p>Professional learning</p> <p>\$89,865.38</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Taree High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Implementation of Response to Tiered Intervention (RTI) • HSC Minimum Standards • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • other methods of learning designed to improve student outcomes.

<p>Professional learning</p> <p>\$89,865.38</p>	<p>The allocation of this funding has resulted in the following impact: Engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing; engaging casual members of staff to cover teachers so that they can participate in training and the CPM process; faculty specific PL to unpack and review new syllabus sessions</p> <p>Head Teachers and staff reflected on faculty programs to ensure NESAs compliance and evidence-based pedagogy was apparent. Most faculties are competent in identifying areas where evidence is required and updating this as required. CPM action plans will be revised each year to ensure compliance. Faculties with inexperienced Head Teachers or those in relieving positions requiring further support, were led by the Line Managers (DPs) to ensure compliance. This was done at a Head Teacher level each term and at a Faculty Level each semester in Faculty Meetings. Head Teacher Growth and Attainment worked with faculties to ensure literacy and numeracy is embedded into teaching and learning programs. This was not as successful as predicted due to lack of casual staff to relieve staff to really embrace the pedagogy.</p> <p>Staff engaged in a variety of Professional Learning activities to increase their knowledge and skills to deliver the curriculum. Whole school PL was delivered to staff in Writing Strategies eg Writing Chunks and Aboriginal Education. Staff requiring updates in First Aid delivery were also supported.</p> <p>After evaluation, the next steps to support our students will be: As staff prepare for new syllabus implementation, Professional Learning funds will be allocated in addition to release time to ensure staff are supported to undertake programming units of work. Professional Learning funds will also be provisioned to continue the work in teaching literacy and numeracy, as well as providing relief for staff to engage with peers to ensure teaching and learning programs comply with school targets in reading and numeracy in 2024.</p>
<p>COVID ILSP</p> <p>\$273,088.40</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <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/monitor progress of student groups • employing staff to provide online tuition to student groups in literacy/numeracy. <p>The allocation of this funding has resulted in the following impact: The COVID-ILSP funding included higher duties being allocated to a classroom teacher to oversee the program. Four intervention staff were employed to work with identified students for literacy or numeracy intervention. Both individual and small group sessions were run throughout the year for a sustained period of time to ensure impact. Check In Assessments, PAT data (beginning and end of 2023) and NAPLAN data were triangulated to ascertain the success of the intervention strategies. The results were pleasing with over eighty students involved from Years 7-10. Small group sessions were also conducted with Stage 5 students in preparation for major assessments to assist in the deconstruction and scaffolding of the task. Students experienced greater success with this support. The majority of students saw growth in their skills but unfortunately some students disengaged and did not attend many sessions, which resulted in nil growth. 2023 also saw targeted Year 8,9 & 10 students engaging in online tuition which combatted the lack of casual staff available to conduct small group tuition.</p>

<p>COVID ILSP</p> <p>\$273,088.40</p>	<p>After evaluation, the next steps to support our students will be: 2024 will see Small Group Instruction as COVID-ISLP funds will no longer be available. The limited funds will be supplemented by school funds to ensure students with identified literacy/numeracy needs, will be supported.</p>
<p>Student Support Officer</p> <p>\$99,516.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Taree High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. • Establish referral pathways to appropriate local services through community partnerships. • SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention. <p>The allocation of this funding has resulted in the following impact: The SSO has established a team approach to managing complex students with mental health concerns with the employment of a second SSO. They work alongside Year Advisers to provide a regular "check in" for students through the Brekky Club, operating 3 days per week. The SSOs are part of the Learning Support Team which meet once per week. Students may be referred through this team for follow up either within the school or through an external agency. As a school with limited Counsellor Services, the SSOs are an invaluable resource for students. The impact for students through the employment of a second SSO, has resulted in an increase in support for students experiencing mental health and social issues, which has reduced the number of students reaching a crisis point which would require increased levels of interventions through external agencies or service providers. This initiative increases students' sense of belonging and advocacy as they charter their mental health journey and enables them to engage in learning with school.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to fund a second SSO in 2024 to support students and their families, as it is pivotal to students being able to manage their mental health whilst engaging in their classes in a positive manner.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	408	386	362	335
Girls	423	412	350	353

Student attendance profile

School				
Year	2020	2021	2022	2023
7	87.9	85.9	83.1	83.1
8	85.7	79.5	78.2	79.0
9	83.4	77.3	72.1	72.9
10	81.9	72.9	68.5	70.4
11	79.2	73.4	65.6	74.3
12	77.5	74.6	71.7	80.2
All Years	82.9	77.5	73.1	76.5
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	5	15	28
Employment	2	9	15
TAFE entry	10.5	4	15
University Entry	0	0	29
Other	0	0	13
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

32.26% of Year 12 students at Taree High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

96.2% of all Year 12 students at Taree High School expected to complete Year 12 in 2023 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)	41.6
Learning and Support Teacher(s)	2.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	15.28
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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	1,080,157.41
Revenue	12,638,082.52
Appropriation	12,434,368.89
Sale of Goods and Services	7,325.40
Grants and contributions	180,888.32
Investment income	12,264.10
Other revenue	3,235.81
Expenses	-11,618,516.92
Employee related	-10,652,110.15
Operating expenses	-966,406.77
Surplus / deficit for the year	1,019,565.60
Closing Balance	2,099,723.01

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.

	2023 SBAR Adjustments (\$)
Targeted Total	381,966
Equity Total	1,307,788
Equity - Aboriginal	253,935
Equity - Socio-economic	601,795
Equity - Language	2,656
Equity - Disability	449,402
Base Total	8,273,267
Base - Per Capita	192,296
Base - Location	3,122
Base - Other	8,077,850
Other Total	1,773,635
Grand Total	11,736,656

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

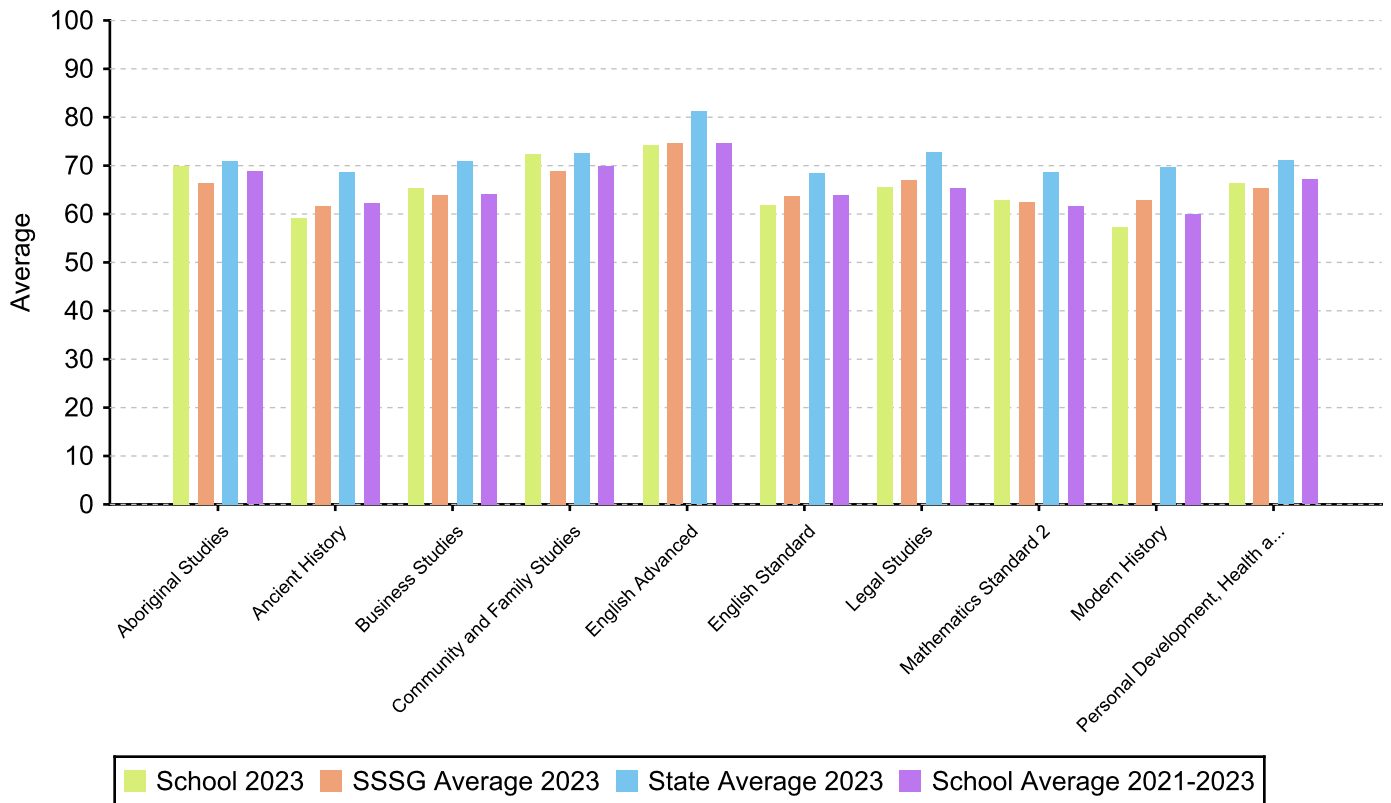
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023	SSSG	State	School Average 2021-2023
Aboriginal Studies	69.9	66.3	71.0	68.8
Ancient History	59.2	61.6	68.7	62.2
Business Studies	65.4	63.9	70.9	64.1
Community and Family Studies	72.4	69.0	72.7	69.9
English Advanced	74.3	74.6	81.2	74.7
English Standard	61.8	63.6	68.5	63.9
Legal Studies	65.6	67.0	72.9	65.4
Mathematics Standard 2	62.9	62.6	68.7	61.6
Modern History	57.2	62.9	69.6	59.9
Personal Development, Health and Physical Education	66.4	65.4	71.0	67.1

Parent/caregiver, student, teacher satisfaction

Reflecting upon the past academic year, Taree High School takes pride in the strides we have made towards enhancing the educational journey and overall satisfaction of our students and their families. A summary of our annual satisfaction survey is below.

Caregiver Satisfaction

The feedback received from caregivers through our annual survey has been instrumental in gauging the effectiveness of our initiatives and identifying areas for further growth. With satisfaction scores averaging 3.8/5 in pivotal areas such as student learning experiences and support mechanisms, it is evident that our efforts to provide a nurturing and enriching educational environment are resonating well within our community. Furthermore, the constructive insights regarding communication and engagement underscore our commitment to continuous improvement and dialogue. As we look forward to the upcoming year, these reflections not only celebrate our achievements but also forge our path forward, ensuring that our school remains a beacon of excellence and inclusivity in education.

Student Satisfaction

Taree High School takes pride in the positive feedback from our student body, showcasing a supportive, engaging, and communicative learning environment. Students have articulated a sense of enjoyment and support in their learning journey, with average scores indicating satisfaction across key areas including teacher support, extracurricular engagement, and the quality of educational resources. While the enjoyment of learning and the value found in teacher feedback highlight our strengths, the slightly lower sentiment around general wellbeing underscores an area for dedicated attention. Encouragingly, the awareness of support services among students is high, reinforcing our commitment to a well-informed school community.

Staff Satisfaction

The staff satisfaction survey highlights a year of substantial support and engagement among our educators and administrative staff. With an overall positive sentiment towards working at our school, evidenced by an average rating of 3.77/5, and a strong sense of support from colleagues and leadership at a 4.07/5 average, it's clear that our community thrives on mutual respect and collaboration. The value placed on professional development opportunities, though seen as an area for growth, reflects our ongoing commitment to enhancing our educational excellence. Communication within our team and the value of staff ideas by leadership both were very positive, reinforcing the strength of our collective vision. Resource satisfaction and the helpfulness of feedback from leadership further support this, showing a well-resourced and responsive environment. Workload manageability, and a 50% awareness of Department of Education support services indicate areas where we aim to focus our efforts moving forward. This year's feedback underscores our achievements in creating a nurturing and productive work culture at Taree High School, while also guiding our continuous journey towards improvement and excellence in education.

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.