

2023 Annual Report

Toormina High School



8527

Introduction

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

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

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School vision

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

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

School context

Toormina High School is a comprehensive co-educational secondary school. Over the past 3 years, we have seen a 15% increase in enrolments. Currently, our enrolment of 790 students comprises 748 mainstream students and 42 students catered for in 7 special education classes. 20% of students identify as Aboriginal and Torres Strait Islander (ATSI) with 96% of all enrolments born in Australia. 21 various other nations of birth are represented providing 4% EAL/D students. Toormina High School is located approximately 9km south of Coffs Harbour and is part of the Bongil Bongil Community of Schools (BBCoS). The school's staffing entitlement for 2021 was 62.5 teachers and 18 non-teaching staff. This staffing entitlement has decreased minimally in 2023 with the small decline in student numbers. The school has an additional Deputy Support and Inclusion appointed due to the growth in classes within the Special Education Unit. A Head Teacher HSIE and Technical Support Officer and School Learning and Support Officers are employed from school funds to ensure student needs are met.

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

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

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

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



Self-assessment and school achievement

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

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

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning
Socio-economic background
Aboriginal background
Low level adjustment for disability
Per capita
Student Support Officer
Beginning teacher support

Summary of progress

In 2023, we continued or focus on professional learning for teachers in the areas of literacy and numeracy. Teachers developed resources for classes, and these were reflected in their teaching programs. A change to the way NAPLAN was reported occurred in 2023. We saw a slight decline in average scores for all assessment areas, however we saw growth in all assessment areas in the highest scores attained.

Of the 135 students included in the data for year 9 reading, 44% were assessed at either exceeding or strong. 42% were assessed as developing with a further 14% assessed as needing additional support. Of the 134 students included in the data for year 9 writing, 39% were assessed at either exceeding or strong. 40% were assessed as developing with a further 21% assessed as needing additional support. Of the 132 students included in the data for year 9 spelling, 52% were assessed at either exceeding or strong. 27% were assessed as developing with a further 21% assessed as needing additional support. Of the 132 students included in the data for year 9 grammar and punctuation, 20% were assessed at either exceeding or strong. 45% were assessed as developing with a further 23% assessed as needing additional support. Of the 132 students included in the data for year 9 numeracy, 42% were assessed at either exceeding or strong. 43% were assessed as developing with a further 16% assessed as needing additional support.

We continued to support our HSC students with tutoring opportunities as part of the COVID Intensive tutoring program, After School Homework Centre and Holiday Intensive Study Programs. We achieved 4 band 6 results and 2 E4/E3 result in 2023. This was a slight improvement on the previous year.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Increase the percentage of students achieving in the top 2 bands for HSC to between 23% and 28%	HSC results in 2023 saw an increase of 3.87% of students achieving the top two bands.
• Increase the percentage of students achieving in the top 3 bands for HSC to between 50.1% and 55.1%	The 2023 HSC resulted in 53.60% of students achieving the top three bands. This was an increase of 12.38% from the 2022 result.
• Increase the percentage of students in the top 3 bands for NAPLAN	Of the 132 students included in the data for year 9 numeracy, 42% were assessed at either exceeding or strong. 43% were assessed as developing

numeracy to between 23.2% and 28.2%	with a further 16% assessed as needing additional support.
Increase the percentage of students achieving expected growth in NAPLAN Reading to be at or above the school's lower bound system negotiated target baseline of 62.9%.	Unable to be determined due to change in NAPLAN reporting in 2023.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy to be at or above the school's lower bound system-negotiated target baseline of 63.6%.	Unable to be determined due to change in NAPLAN reporting in 2023.

Strategic Direction 2: Communication, collaboration and feedback

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background

Summary of progress

2023 saw the introduction of the school's House System initiative. This saw all students rewarded with House Points for undertaking a variety of activities. The four houses, Barty, Irwin, Mabo and Mauboy competed for the house cup and a rewards excursion to the Big Banana as well as individual high performing students rewarded for their contribution..

The Attendance Team continued to focus on improving student attendance with a particular focus on students attending greater than 50% of the time.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Increase the percentage of students attending school 90% or more to between 66% and 71%	In 2023, student attendance across the school sat at 33.1%. This was 1.9% higher than the 2022 average.
• Improving the relationships between the school and parents through better communication, collaboration and feedback.	There was positive feedback on the introduction of the student uniform. We engaged parents at face-to-face parent/teacher evenings as well as phone-home parent/teacher meetings. We also run our Year 7 Meet the Teachers night for new Year 7 parents as well as our highly anticipated Year 6 into 7 Orientation evening.
• Improving the relationships between teachers and students through better communication, collaboration and feedback.	Using Sentral as a measure of the relationships between students and teachers, positive incident reports indicated a 28% increase from 2022 to 2023 data documented. Sentral negative entry data indicated a decrease in negative entries from 2022 to 2023 data by 8.7%. The implementation of the House System also resulted in improved relationships between students and staff.
• Improving the relationships between staff and staff through better communication, collaboration and feedback.	A external mediation occurred in 2023 to resolve issues between members in a faculty. This was the first time such a process had been engaged.

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

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Aboriginal background
Socio-economic background
Location
Professional learning

Summary of progress

The school uniform team worked to develop the 2024 uniform design. The team enjoyed meeting with and trying on a variety of samples from two uniform suppliers. They compiled a survey that was sent out to students in Term 3 based on the final design options.

A rewards excursion for students from the winning House to the Big Banana saw over 190 students (approximately 22%) attend this excursion.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system-negotiated lower bound target.	In 2023, 83% of Aboriginal students who commenced year 11 in 2022 achieved their HSC in 2022. This was an 7% improvement over the 2022 HSC cohort data.
• Increase the percentage of students reporting positive wellbeing on the Tell Them from Me Survey to between 63% and 68%	There was a 5% increase in TTFM data for advocacy at school from 2021 to 2023. There was a 5% increase in TTFM data for expectations for success at school from 2021 to 2023. There was a 5% increase in TTFM data for expectations for sense of belonging at school from 2021 to 2023.
• Increase the percentage of staff reporting high levels of morale, and sense of wellbeing by a further 5.5% as measured using 2020 People Matters Survey and the 2020 Staff Survey as baseline data.	49.48% of staff completed the People Matter Employee Survey in 2023.



Year 8 Camp

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$10,982.00</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 Toormina High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this 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: The additional support provided to identified students enabled the newly arrived students to engage fully in the curriculum. This resulted in three of the four students continuing with their studies at high school in 2024. The other student, left to attend TAFE as they were over 20 years of age.</p> <p>After evaluation, the next steps to support our students will be: A.as the program in 2023 was established late in the school year, in 2024 a dedicated EALD teacher (0.8) has been employed and has been timetabled to ensure that the opportunities to meet with and support the students efficiently.</p>
<p>Integration funding support</p> <p>\$611,512.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Toormina High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLaSPs). • staffing release to build teacher capacity around planning for and implementing behaviour intervention and curriculum adjustments. • consultation with external providers for the implementation of support strategies for individual students. • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLaSP) <p>The allocation of this funding has resulted in the following impact: 2023 saw an increase in the effective implementation of Personalised Learning and Support Plans (PLaSPs) as well as an increase in the number of Personalised Learning Pathways implemented. With a greater increase in the availability of these individual plans for teacher referral an improvement in student engagement in their learning resulted. Additional SLSO staff were engaged across the school in targeted classes assisting teachers with classes where identified students who required greater levels of assistance were located. An Alternative Curriculum Education (ACE) class operated</p>

<p>Integration funding support</p> <p>\$611,512.00</p>	<p>which provided targeted support to students that were finding mainstream curriculum challenging This proved highly successful with several students successfully returning to mainstream classes.</p> <p>After evaluation, the next steps to support our students will be: Increase (where possible) the support of SLSOs to identified classes to support teaching and learning. Increased Personalised Learning Pathways to be developed and implemented. Deeper examination of data especially, Sentral, HSC, NAPLAN, Check-in Assessment and Best Start Year 7 to inform decision making and school planning. The learning and support team will evaluate personalised learning plans in consultation with the students and their families. Additional learning support provided through two programs, one focused on literacy development and the other on art therapy.</p>
<p>Socio-economic background</p> <p>\$598,844.46</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Toormina High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices that result in high impact teaching and improved outcomes for students • Improving student attendance • Improving relationships through better communication and collaboration • Creating positive cultural links that challenge and engage Aboriginal students • 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 Literacy and Numeracy programs to support student learning. • employment of additional staff to support the implementation of SEEC model. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment, excursions, representation at State and other items. <p>The allocation of this funding has resulted in the following impact: allocation of additional learning resources across all faculties to address the individualised learning needs of all students. Further investments were made in laptop technology due to increased daily need of students who were minimally supervised in the Library when staff were unable to be covered. A variety of programs were also developed including the Alternative Curriculum Education (ACE), Homework Centre and the Art/Mural program to improve student wellbeing and engagement.</p> <p>Additional teachers, administrative staff and learning support staff were employed to engaged students and support teachers. This included an additional Head Teacher HSIE, clerical support, 5 Student Learning and Support Officers (SLSO) in the mainstream and 2 in the Inclusive Education faculty. Toormina High School redesigned its school uniform in 2023 and purchased 1 shirt for each student for the commencement of 2024.</p> <p>After evaluation, the next steps to support our students will be: We will continue to focus coordinated efforts to further enhance our engagement with the school community, to better reflect on student progress and achievement and to develop plans and strategies for student achievement and growth. These strategies include:</p> <ul style="list-style-type: none"> - enhanced school communication with community - improved information to students and parents about assessments - additional student recognition through increased rewards for students - provision of regular (termly) school tours for community - investigation of Stage 6 classes for parents at night - investigation of a selective stream for 2026

<p>Aboriginal background</p> <p>\$173,415.28</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Toormina High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices that result in high impact teaching and improved outcomes for students • Creating positive cultural links that challenge and engage Aboriginal students • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy <p>The allocation of this funding has resulted in the following impact: We saw a consolidation of our NAPLAN results with or Aboriginal students in Year 9 performing slightly lower than the excellent results of 2022 in the Numeracy and Spelling tests in 2023. A significant focus of the Aboriginal Education Team was the implementation of Personalised Learning Pathways (PLPs) for our Aboriginal students. The team also implemented the 10% On Top program with Year 7 which saw the employment of an additional SLSO to engage with these students to encourage sustained improved performance. A new uniform was developed in 2023 that saw the introduction of a First Nations design for the polo shirts and jumpers. The artwork was designed by students.</p> <p>After evaluation, the next steps to support our students will be: Implementation of the 10% On Top program to include Year 7 and 8 will continue in 2024. A plan is developing to engage Aboriginal students in a documentary around being a student from the 2452 (Toormina) postcode.</p>
<p>English language proficiency</p> <p>\$17,931.18</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Toormina High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phases

<p>English language proficiency</p> <p>\$17,931.18</p>	<ul style="list-style-type: none"> • additional staffing to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: Late in 2023, a group of EAL/D students arrived requiring significant support with language. Additional staff was sourced and provided ongoing intensive language support for these students. This provided a high level of support for EAL/D students resulting in all identified students receiving appropriate support providing full and appropriate access to curriculum and learning opportunities.</p> <p>After evaluation, the next steps to support our students will be: With these students continuing at Toormina High School in 2024, additional qualified staff has been sought and employed in the role of EAL/D teacher. This ongoing withdrawal and inclass support will provide intensive support for these students and assist with transitioning fully into the mainstream environment.</p>
<p>Low level adjustment for disability</p> <p>\$480,107.53</p>	<p>Low level adjustment for disability equity loading provides support for students at Toormina High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices that result in high impact teaching and improved outcomes for students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • targeted students are provided with an evidence-based intervention program called 10% On Top to increase learning outcomes. • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • support for students in Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions, After School Homework Centre • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Identified students received additional support in the classroom and via withdrawal to support student learning, providing access to the curriculum and to meet the requirements for the HSC Minimum Standards. Improved data measures were developed and implemented to inform evidenced-based teaching and learning strategies providing student progress analysis is closely and systematically monitored. Additional SLSO time was available to operate a therapeutic art program with a group of underperforming and disengaged students that resulted in several successfully returning to normal mainstream classes.</p> <p>After evaluation, the next steps to support our students will be: To continue to develop and improve whole school monitoring of student learning through intensive analysis of assessment data to identify learning progress of individual students and cohorts. To further develop and enhance</p>

<p>Low level adjustment for disability</p> <p>\$480,107.53</p>	<p>projects that support underperforming and disengaged students.</p>
<p>Location</p> <p>\$3,998.74</p>	<p>The location funding allocation is provided to Toormina High School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Creating positive cultural links that challenge and engage Aboriginal students • 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 • subsidising student incursion expenses • student assistance to support excursions • technology resources to increase student engagement • providing assistance to students selected for Bangarra Dance Company • providing assistance for to students selected for the Rotary Science Program • increased funding to faculties for student resources in practical subjects <p>The allocation of this funding has resulted in the following impact: Student equity issues in learning and extra-curricular areas being addressed, ensuring students greater access to opportunities to take part in all school activities including curriculum and non-curriculum opportunities.</p> <p>After evaluation, the next steps to support our students will be: Additional support for transporting students to sporting and excursions will be considered in the 2024 budget.</p>
<p>Professional learning</p> <p>\$90,801.80</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Toormina High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices that result in high impact teaching and improved outcomes for students • Developing a positive school culture that improves student and staff wellbeing <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 • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • provision of resources to undertake professional learning activities • substantial time provided for the unpacking and development of resources for the implementation of new syllabus documents from 2024. <p>The allocation of this funding has resulted in the following impact: Our school focus continued to be on the elements of NAPLAN Reading and Numeracy. We continued professional learning that emphasised the importance of developing effective instructional leadership around stage 6 and HSC courses. A key focus of Professional Learning for teachers was the implementation of the SEEC Model. This involved numerous staff planning meetings to establish full understanding for staff. All teachers were provided with 20 additional hours of professional learning in 2023 as directed by the DoE. This occurred by providing each teacher with an additional release period per fortnight and each faculty was linked together to allow opportunities for collaboration to occur.</p>

<p>Professional learning</p> <p>\$90,801.80</p>	<p>After evaluation, the next steps to support our students will be: A key focus for 2024 has been the provision of professional learning for staff focusing on to develop a focused approach on distributed instructional leadership to build and sustain a culture of effective, evidence-based teaching practices and continuous improvement. A continued focus on improving effective teaching practice of Literacy and Numeracy relevant to each KLA with a focus on improving student wellbeing, engagement and behaviour. 2024 will also see the second year of additional release for teachers to support the implementation of new syllabus documents.</p>
<p>Beginning teacher support</p> <p>\$140,015.56</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Toormina High School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices that result in high impact teaching and improved outcomes for students <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • reduced responsibilities or teaching loads sufficient to support the development of their skills • ongoing feedback and support that is embedded in the collaborative practices of the school • mentoring structures and collaborative practices within the school or across a cluster of schools • teacher mentors access specific training and flexibility in their teaching responsibilities to support classroom observation and provide structured feedback • professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. <p>The allocation of this funding has resulted in the following impact: Beginning teachers were able to gain regular support of their targeted mentor. 6 teachers completed their NESA accreditation.</p> <p>After evaluation, the next steps to support our students will be: Refocus a Deputy Principal supervisor on supporting mentors in their role. Provide Head Teacher mentoring for new or inexperienced Head Teachers from a highly experienced Head Teacher. This will improve support to beginning teachers.</p>
<p>COVID ILSP</p> <p>\$269,110.55</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> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups • providing targeted, explicit instruction for student groups in literacy/numeracy • providing intensive small group tuition for identified students • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact:</p>

<p>COVID ILSP</p> <p>\$269,110.55</p>	<p>The additional support and resources provided improved opportunities for identified and self-identified students. Students participated in HSC Minimum Standard support, targeted Literacy and Numeracy programs, assessment task completion support and subject specific support with a Literacy and/or Numeracy focus.</p> <p>After evaluation, the next steps to support our students will be: We will analyse and establish base-line data from NAPLAN, Best Start and class performance data to inform interventions for targeted students. Our strategic support will include partnerships with parents to support and set clear learning goals while growing and developing student potential, focusing on continual improvement.</p>
<p>Per capita</p> <p>\$202,648.90</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Toormina High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices that result in high impact teaching and improved outcomes for students <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • faculty resources used in teaching students • consumables used in teaching students • Library resources • Technology for student use <p>The allocation of this funding has resulted in the following impact: A new funding model to support curriculum student learning was implemented in 2023. This saw a more equitable resource allocation provided across all faculties and was based initially on the number of staff needed by each faculty to teach allocated classes. Subject fees were then considered separately and funded appropriately. Additional teachers, administrative staff and learning support staff were employed to engaged students and support teachers. This included an additional Head Teacher HSIE, clerical support, 4 Student Learning and Support Officers (SLSO) in the mainstream and 2 in the Special Education faculty. A large percentage of the Per Capita funding for 2023 was spent on the provision of additional in class technology and additional outdoor covered seating.</p> <p>After evaluation, the next steps to support our students will be: To continue targeting projects with greatest impact/effect size on improving student outcomes.</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 Toormina High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly effective teaching practices that result in high impact teaching and improved outcomes for students <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. • Identify and establish support networks for students with staff, the school community, and locally based government services and community agencies. • Support transition, between schools and post-school enrolments by working with transition coordinators and external providers. • Establish referral pathways to appropriate local services through community partnerships.

<p>Student Support Officer</p> <p>\$99,516.00</p>	<ul style="list-style-type: none">• SSOs contribute to the implementation of the whole-of school approach to wellbeing with a focus on early intervention.• working collaboratively with external and other government agencies in their support of students and their families. <p>The allocation of this funding has resulted in the following impact: The SSO role provided a planned approach to wellbeing where students, staff and the community recognised that student wellbeing and engagement are important conditions for learning. This resulted in the provision of high quality and highly effective wellbeing support for students.</p> <p>After evaluation, the next steps to support our students will be: A renewed focus on anti-bullying and racism through the establishment of student, staff and parent working parties. We will continue to collect and analyse data to implement evidence-based change to whole school practices resulting in measurable improvements in wellbeing and engagement to support learning.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	376	379	375	373
Girls	406	397	366	400

Student attendance profile

School				
Year	2020	2021	2022	2023
7	90.9	86.7	86.4	82.5
8	87.0	82.0	80.3	79.8
9	86.1	80.3	76.6	81.8
10	84.9	78.5	70.0	75.4
11	78.1	75.1	70.3	69.3
12	81.4	84.3	77.0	82.1
All Years	85.6	81.5	77.7	79.0
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	2	4	5
Employment	6	13	31
TAFE entry	13	5	8
University Entry	0	0	30
Other	23	8	5
Unknown	3	18	21

Year 12 students undertaking vocational or trade training

23.08% of Year 12 students at Toormina High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

93.5% of all Year 12 students at Toormina 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)	3
Head Teacher(s)	9
Classroom Teacher(s)	44.4
Learning and Support Teacher(s)	2.7
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	19.28
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.



2023 School's ANZAC Day Commemoration

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	572,819.16
Revenue	14,012,777.56
Appropriation	13,692,544.83
Sale of Goods and Services	11,747.42
Grants and contributions	279,700.87
Investment income	22,939.44
Other revenue	5,845.00
Expenses	-13,471,541.86
Employee related	-11,745,065.69
Operating expenses	-1,726,476.17
Surplus / deficit for the year	541,235.70
Closing Balance	1,114,054.86

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.

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

	2023 SBAR Adjustments (\$)
Targeted Total	612,336
Equity Total	1,270,298
Equity - Aboriginal	173,415
Equity - Socio-economic	598,844
Equity - Language	17,931
Equity - Disability	480,108
Base Total	9,538,145
Base - Per Capita	202,649
Base - Location	3,999
Base - Other	9,331,497
Other Total	791,585
Grand Total	12,212,364

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.



Year 12 students at the athletics carnival

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.

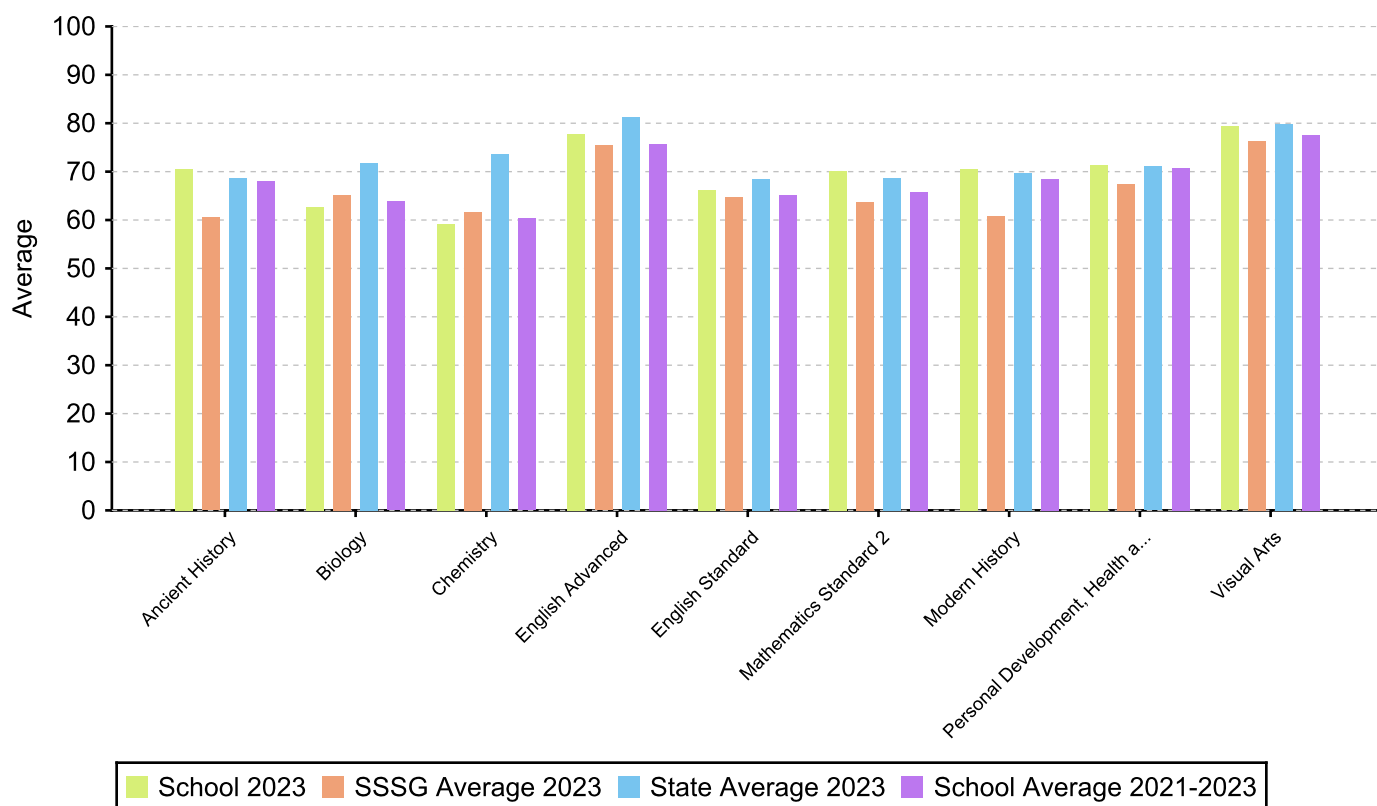
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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
Ancient History	70.5	60.5	68.7	68.0
Biology	62.7	65.2	71.8	63.8
Chemistry	59.2	61.7	73.7	60.3
English Advanced	77.7	75.4	81.2	75.7
English Standard	66.2	64.8	68.5	65.2
Mathematics Standard 2	70.1	63.7	68.7	65.8
Modern History	70.6	60.9	69.6	68.4
Personal Development, Health and Physical Education	71.3	67.5	71.0	70.8
Visual Arts	79.3	76.4	79.8	77.5



Year 12 Dux, Maya Farmer, with the Director, Educational Leadership, Mr Mark Snow

Parent/caregiver, student, teacher satisfaction

The big focus area for 2023 was the redevelopment of the Toormina High School student uniform. A team comprising representative students, parents and teachers met on multiple occasions to discuss, review and evaluate the uniform options for 2024. Four potential contractors met with the team with a visit also conducted to one of the companies factories and shop.

The team developed a survey that was sent to students, staff and parents. Year 6 (2023) students and parents were also asked to complete the survey.

The survey resulted in 352 student responses, 164 parent responses and 78 staff responses.

Feedback from the survey was used to develop the final design samples which were then presented to students for evaluation and trialing. The samples were then presented to the School Parents and Citizens Committee for sign off.

Since the new uniform has been available to be worn, uptake has been extremely positive with most students choosing to wear the new designs. The community has also reacted very well with increasing levels of positive feedback provided to students and staff.



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.

