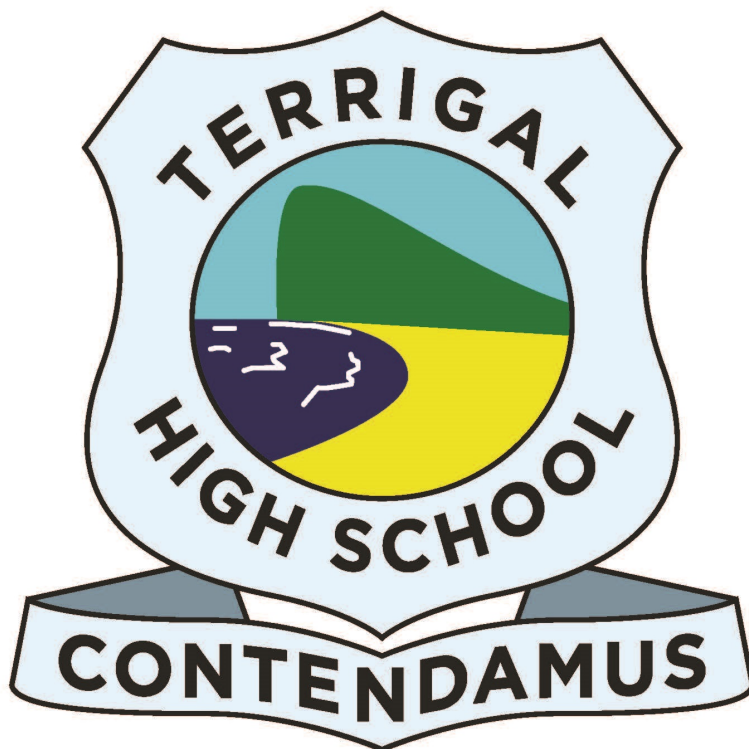


2023 Annual Report

Terrigal High School



"WE STRIVE"

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Introduction

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

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

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School vision

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

School context

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

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- HSC Excellence
- Improving Literacy and Numeracy

Resources allocated to this strategic direction

Professional learning

Summary of progress

Focus was on High Impact Professional Learning with explicit teaching and learning practice to improve HSC results. External and internal professional learning guided staff through the process of deepening their understanding of high leverage strategies and discriminating features to inform practice and therefore results. Formative and formal assessment tasks were modified to allow rigor, but were able to be accessed by all. Teachers used 2022 HSC analysis data to inform teaching and learning programs and embedded quality practices into their classroom teaching. Differentiated support for students in the form of mentors, wellbeing and learning support has been provided to students at point of need. Next year in this initiative professional learning will continue to refine high impact teaching practices, with more structured support for students. A continued focus on student self-direction with their studies to raise the expectations allowing them to achieve their potential in the HSC.

In 2023 the school focused on explicit strategies to improve reading and numeracy outcomes. High impact professional learning informed cross faculty collaboration to embed strategies including the model guided-independent strategy into teaching practice. Targeted learning and data informed practice resulted in an increase in value added NAPLAN and Check In data. 2023 NAPLAN value add data showed increase from 8 below State Average in 2021 to 13 above State Average in 2023. In 2024 the school will continue to build teacher capacity with explicit teaching strategies.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An increase from 59.7% to 66.7% in the number of students achieving in the top 3 bands in the HSC.	54.7% of students attained results in the top three bands demonstrating progress toward the lower bound target.
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.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 3.1 % (year 7) and 11.7% (Year 9).
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.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 13.9% (Year 7) and 11.1% (Year 9).

Strategic Direction 2: Engage and Inspire

Purpose

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

Initiatives

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

- Feedback for Teaching
- Feedback for Learning
- Engagement

Resources allocated to this strategic direction

Professional learning
Socio-economic background

Summary of progress

In the initiatives of feedback for teaching and learning the school focused on valid, reliable and consistent assessment processes and tasks. A collaborative approach led by the executive team consolidated stage 6 processes, and increased the capacity of staff with stage 4 and 5 assessment. A whole school checklist informed the reliability and validity of summative tasks, and this will continue to be a focus for next year.

The schools attendance focus was around student engagement and co-curricular events. Student voice informed the reward systems and activities, resulting in lunchtime clubs and games, and regular and timely celebrations. This also extended to extensive communication to families to raise awareness of the importance of attendance and real time text messages to keep parents/carers informed. The end of Semester whole school events were well received and valued by students and parents and resulted in increased attendance from previous years. In 2024 the school will be working on improving partial attendance rates.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An increase from 52.7% to 64.0% in the number of students attending greater than 90% of the time.	The number of students attending greater than 90% of the time or more has increased by 20%.
Evidence supports the school's assessment on the elements of explicit teaching and data use in teaching, as measured by the School Excellence Framework, is working towards sustaining and growing.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice.

Strategic Direction 3: Connections to Learning

Purpose

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

Initiatives

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

- Cultural Identity
- Student Wellbeing
- Community Engagement

Resources allocated to this strategic direction

Aboriginal background
Integration funding support
Socio-economic background
English language proficiency
Low level adjustment for disability
Student Support Officer

Summary of progress

This year the school focused on creating a culturally safe environment through staff professional learning histories and culture, partnership agreement and staff connections explored through art making. Students led dance cultural activities with partner primary schools. This broadened teacher understanding of culture, and allowed students to develop their leadership skills and cultural identity. Next year we will revisit policy to further deepen understanding and diversifying the range of teachers involved with these programs.

The focus for student wellbeing was around social emotional learning during skills lessons and strengthening the We Strive initiative. Targeted programs supported identified Tier 3 and 2 students in building positive relationships. Universal programs including Backflips against Bullying, Love Bites, SEEDS and Seasons for Growth support all students with tools to support positive wellbeing.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An increase from 38% to 46% in the percentage of students achieving a "We Strive" score of 3.4 or greater.	The percentage of students with a We Strive score of 3.4 average or greater was 70%.
An uplift from 77% to 81% in the number of Aboriginal students attending greater than 85% of the time.	The number of Aboriginal students attending greater than 90% of the time was 19.6%
The school assessment against the School Excellence Framework element on 'Community Engagement' is evidenced as sustaining and growing.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of community engagement.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$352,119.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Terrigal High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Wellbeing <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/ curriculum adjustments] • consultation with external providers for the implementation of Boys to Men. <p>The allocation of this funding has resulted in the following impact: All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs</p>
<p>Socio-economic background</p> <p>\$90,810.17</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Terrigal High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement • Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • employment of additional staff to support SEEDS program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Increase in students engaging in break time clubs. Increase in the average score of We Strive and the number of students who received a We Strive award. This funding ensured all students were able to participate in learning experiences, excursions and extra-curricular activities regardless of socio economic background.</p> <p>After evaluation, the next steps to support our students will be: Identifying targeted wellbeing supports to build student resilience, and implement the Resilience in Our Teens program. Early identification of students with attendance concerns and taking a case management approach to improve a sense of belonging.</p>
<p>Aboriginal background</p> <p>\$57,347.09</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Terrigal High School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$57,347.09</p>	<p>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"> • Cultural Identity <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: PLP's were consultatively developed for 36 students. Aboriginal students had a reliable Aboriginal SLSO they could turn to in times of need.</p> <p>After evaluation, the next steps to support our students will be: Creation of an Aboriginal education team to lead cultural, literacy, numeracy and leadership programs.</p>
<p>English language proficiency</p> <p>\$16,765.76</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Terrigal High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Wellbeing <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: The teacher employed to support English Language proficiency met with 18 students across 100 lessons. What has been the feedback from students? Increased confidence in completing class tasks and greater independence with learning.</p> <p>After evaluation, the next steps to support our students will be: To identify the needs of the 2024 students through the development of targeted individualised lessons to explicitly teach language skills.</p>
<p>Low level adjustment for disability</p> <p>\$261,439.96</p>	<p>Low level adjustment for disability equity loading provides support for students at Terrigal High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Wellbeing <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 • 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: School Learning Support Officers have supported teachers and students</p>

<p>Low level adjustment for disability</p> <p>\$261,439.96</p>	<p>with accommodations and adjustments thus making learning accessible. The schools value added results have improved. A wrap around approach involving parents, external health professionals and the learning support team has supported all identified students in working towards personalised goals.</p> <p>After evaluation, the next steps to support our students will be: To plan support for students with low levels of disability as identified through the NCCD survey. To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$82,536.94</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Terrigal High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • HSC Excellence • Feedback for Teaching • Feedback for Learning <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 • presentations by suitable and qualified facilitators, for example Aboriginal cultural programs, Resilience in Our Teens. <p>The allocation of this funding has resulted in the following impact: 82% of teachers indicated they were able to embed the professional learning on Aboriginal Perspectives into their teaching.</p> <p>After evaluation, the next steps to support our students will be: To continue our focus on explicit teaching strategies, and the introduction of the new curriculum reforms.</p>
<p>COVID ILSP</p> <p>\$81,267.94</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. <p>The allocation of this funding has resulted in the following impact: In Mathematics, students focus areas were basic algebra skills, angle relationships, multiplication tables, number planes, and length and perimeter. This saw students work mathematically with 77% moving along the progressions. Literacy focus was Reading (comprehension) and Writing (Narratives), and within these two areas grammar, punctuation and spelling were addressed. Pre and post testing was done with results indicating 83% students demonstrating improvement in reading and 92% improvement in writing with more engagement.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>COVID ILSP</p> <p>\$81,267.94</p>	<p>Continued tutoring program across 2024 with one day per week literacy, and one day per week numeracy. Small group tutoring money and the Student Wellbeing Boost fund this. NAPLAN and check-in data, LaST and HT Maths and English referrals identify targeted students to benefit from the tutoring. Aboriginal students also receive this support, often referred by LaST, our Aboriginal Coordinator as part of the PLP process, and HT Maths and English.</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 Terrigal High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Wellbeing <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. • Establish referral pathways to appropriate local services through community partnerships. • 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:</p> <p>Year 7 and 8 skills lessons and more targeted small group interventions such as SEEDs and ACES, provided students with tools to engage in positive peer communication and conflict resolution</p> <ul style="list-style-type: none"> • 34 Year 9 and 10 students engaged in the ACES program. School records showed a decrease in negative incidents involving other students after completing the program. • 24 students participated in the RAGE program. Feedback from the students indicated they all developed at least one skill to manage their emotion • Students with mental health illnesses were supported to remain at school. <p>After evaluation, the next steps to support our students will be:</p> <p>Continue to provide the supports for students and the wellbeing team at point of need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	473	483	474	471
Girls	497	489	479	426

Student attendance profile

School				
Year	2020	2021	2022	2023
7	93.1	89.7	83.2	87.5
8	92.5	85.4	82.3	82.7
9	90.9	84.8	79.6	83.7
10	90.8	84.2	78.3	80.5
11	92.5	84.9	81.2	81.2
12	91.4	86.7	81.5	86.8
All Years	91.9	85.9	80.9	83.6
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	0	0	6
Employment	1	21	17
TAFE entry	2	10	6
University Entry	0	0	53
Other	11	7	17
Unknown	0	5	2

Year 12 students undertaking vocational or trade training

33.33% of Year 12 students at Terrigal High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

94.8% of all Year 12 students at Terrigal 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)	48.3
Learning and Support Teacher(s)	1.5
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	16.97
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	1,156,667.13
Revenue	12,800,480.60
Appropriation	12,086,662.88
Sale of Goods and Services	42,184.18
Grants and contributions	628,791.79
Investment income	42,279.90
Other revenue	561.85
Expenses	-12,492,214.42
Employee related	-11,211,159.36
Operating expenses	-1,281,055.06
Surplus / deficit for the year	308,266.18
Closing Balance	1,464,933.31

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	392,478
Equity Total	426,363
Equity - Aboriginal	57,347
Equity - Socio-economic	90,810
Equity - Language	16,766
Equity - Disability	261,440
Base Total	10,092,032
Base - Per Capita	252,848
Base - Location	0
Base - Other	9,839,185
Other Total	644,803
Grand Total	11,555,677

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.

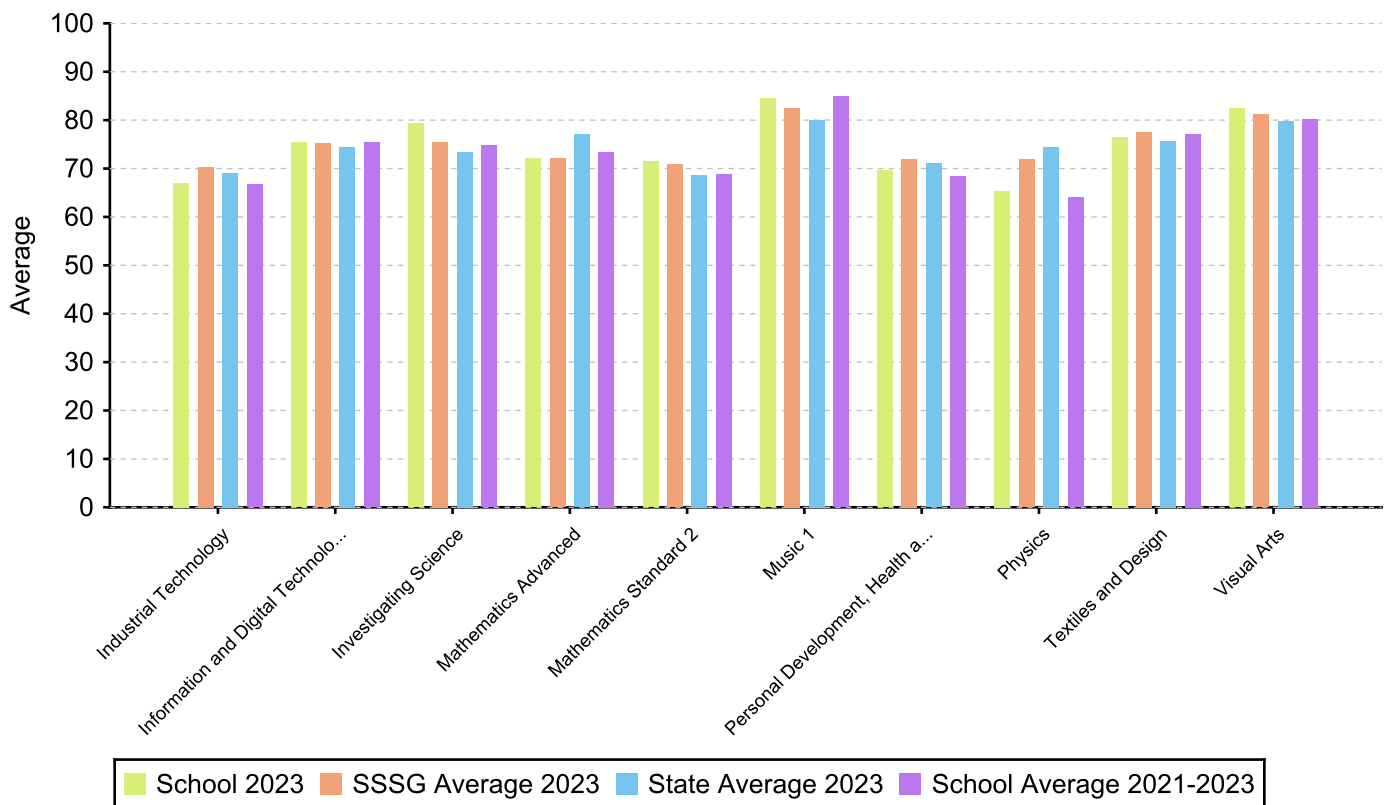
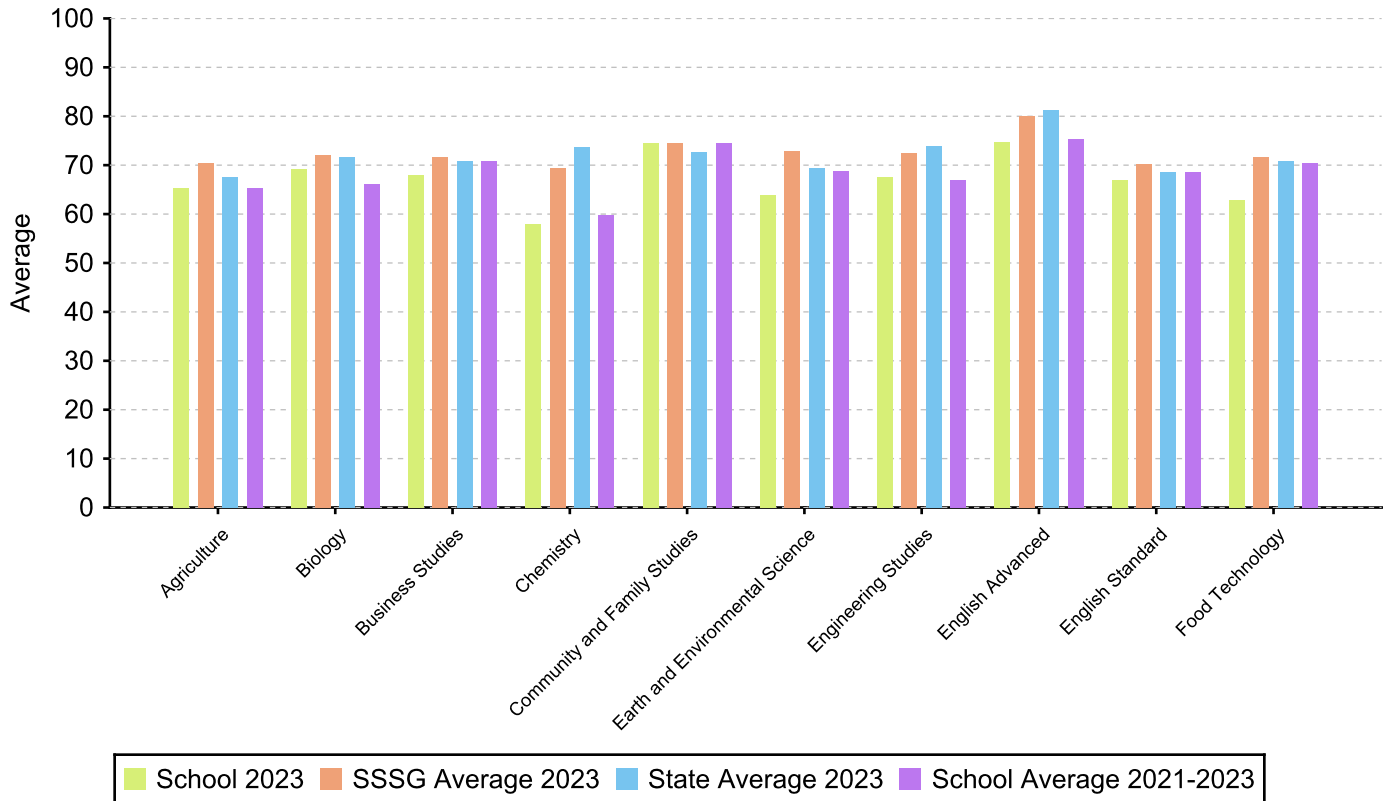
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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
Agriculture	65.3	70.4	67.5	65.3
Biology	69.2	72.0	71.8	66.2
Business Studies	67.9	71.7	70.9	70.8
Chemistry	57.9	69.5	73.7	59.8
Community and Family Studies	74.5	74.6	72.7	74.6
Earth and Environmental Science	63.9	73.0	69.4	68.9
Engineering Studies	67.5	72.6	73.9	66.9
English Advanced	74.7	80.1	81.2	75.4
English Standard	66.9	70.2	68.5	68.6
Food Technology	62.8	71.6	70.8	70.3
Industrial Technology	67.0	70.3	69.1	66.7
Information and Digital Technology Examination	75.4	75.2	74.4	75.4
Investigating Science	79.3	75.5	73.4	74.8
Mathematics Advanced	72.1	72.1	77.0	73.4
Mathematics Standard 2	71.5	70.8	68.7	68.8
Music 1	84.5	82.6	80.0	84.9
Personal Development, Health and Physical Education	69.6	71.9	71.0	68.5
Physics	65.3	71.9	74.4	64.0
Textiles and Design	76.5	77.6	75.7	77.2
Visual Arts	82.4	81.1	79.8	80.2

Parent/caregiver, student, teacher satisfaction

In 2023 the THS community participated in the Tell Them From Me (TTFM) survey with 48% staff, 545 students (years 7-12) and 73 parents responding.

Positive aspects included:

- * Student academic outcomes in English, Mathematics and Science above NSW Government Norm.
- * Parents feeling welcome when they visit the school.
- * parents speaking with a teacher about their child's progress/wellbeing on the phone or attending meetings.

Areas for improvement is strengthening student's positive sense of belonging. Continuing professional learning with staff around engaging teaching and learning programs and the provision of quality opportunities for students to feel connected to school. The implementation of the wellbeing program Resilience in Our Teens (RIOT) program will provide the skills to students in the classroom and beyond to move forward with strategies to support their wellbeing.

TTFM teacher survey replies indicated increased collaboration in professional learning to drive student learning, and enhanced learning culture. Staff data also sees positive responses to being given time to use data to inform practice.

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.