Introduction

The Annual Report for 2016 is provided to the community of Tuggerah Lakes Secondary College The Entrance Campus (TLSC The Entrance Campus) 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 school 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.

Kirrily Harvey
Principal

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School background

School vision statement
Students become successful, confident, creative learners and active informed citizens through the multiple pathways in an adult working and learning community.

School context
Situated between the ocean and the lake in Darkinjung country, TLSC The Entrance Campus is the senior campus of Tuggerah Lakes Secondary College. It is established as a more adult working and learning environment offering multiple pathways to the HSC and beyond. Our campus consists of 850 Year 11 and 12 students from diverse backgrounds (FOEI 116) including 8% Aboriginal and Torres Strait islander students.

We are part of a multi-campus collegiate with two middle years 7–10 campuses (Berkeley Vale and Tumbi Umbi Campuses) and a proud partner of Tuggerah Lakes Learning Community which includes the seven partner primary schools.

Our core values of Respect, Responsibility and Relationships underpin our school culture and motto "New Horizons." They engage students, staff and the community in working together to develop confident, socially aware and involved young adults who can make significant contributions to the broader community.

This Campus offers the broadest range of subject choices and pathways to the HSC or Year 12 equivalent on the Central Coast, including academic, vocational and trade training. The Campus prides itself on catering for diversity and has a Support Unit and specialist classes for Emotionally Disturbed students. Advancement Via Individual Determination (AVID) is a program with a large focus across the College to improve students writing, inquiry, collaboration, organisation and reading.

We have strong community partnerships to ensure that our students are confident 21st Century learners that can develop post-school pathways.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework (SEF), school achievements and the next steps to be pursued.

This year our school undertook self-assessment using the SEF and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the SEF.

The results of this process indicated that in the SEF domain of learning we have judged our school against the four learning elements of learning culture, wellbeing, assessment and reporting and student performance measures as delivering and in the element of curriculum and learning as sustaining and growing.

Evidence to support this includes:

Ø The building of educational aspiration and ongoing performance improvement across its community with students taking responsibility for their ongoing learning and through the establishment and regular meetings of Professional Learning Communities (PLCs) whose focus is closely tied to the school plan. This is further evidenced by the teacher involvement in Quality Teaching Rounds (QTRs) and formalised lesson observations both within and across curriculum areas. Personalised career interviews and programs such as 'Make Your Mark' and 'Personal Best' give students responsibility for their learning. Positive, respectful relationships underpin the learning environment and can be seen through the various award ceremonies, performance evenings and events such as Splendour After Class.

Ø A strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students through the iConnect program and the learning support structures and team. Additional levels of support are evident in the Dolphin classes, Tailored classes and The Annexe. The whole school community understands the
behaviours, attitudes and expectations that enhance wellbeing through regular whole school and year assemblies. The
care of the students for the wellbeing of others and the wider community can be seen through their support and
fundraising for causes such as White Ribbon, Red Nose Day and the Christmas Toy Drives to name a few.

Ø A whole school approach to quality teaching, curriculum planning and delivery with over 53 courses being run to
cater for individual needs of all students. The assessment program promotes learning excellence and is responsive to
student learning needs. There is close monitoring and continual adjustment and improvement of teaching and learning
programs including disability provisions. The Year 10 to 11 transition process is designed to ensure students are better
informed about making decisions about their learning and career pathway. This process occurs throughout Stage 5 and
is continually refined through close collaboration across the college. Technology and other information services are
integrated into curriculum delivery and there is a wide range of extra–curricular offerings such as the European history
tours, visiting lecturers, performers, theatre, museum, gallery and university visits.

Ø Consistent school–wide practices for assessment and reporting are used to monitor, plan and report on student
learning. Teachers set transparent criteria for student assessment using principles of consistent teacher judgement and
effective moderation. Data from external testing programs such as NAPLAN and the HSC is analysed in detail using
School Measurement, Assessment and Reporting Toolkit (SMART) and the Results Analysis Package (RAP). Campus
developed analysis tools provide teachers with detailed information about student learning needs and areas for growth.

The results of this process indicated that in the SEF domain of teaching we have judged our school in the elements of
effective classroom practice, data skills and use and learning and development as delivering and the in collaborative
practice and professional standards as sustaining and growing.

Evidence to support this includes:

Ø The strategic design and delivery of teacher professional learning (TPL) across the campus, college and within the
Tuggerah Lakes Learning Community (TLLC) ensure alignment with the campus strategic directions. The key TPL areas
have been AVID, Aboriginal education, differentiated learning in practice, and analysing and using data. All TPL is
scheduled online through MyPL to assist teachers in maintaining personal TPL record of hours. Teacher professional
learning is evaluated with extensive feedback sought from staff in order to ascertain ongoing TPL needs. The campus
has a TPL policy that is reflective of the department’s policies and frameworks to support and develop staff.

Ø The successful development and implementation of the performance and development plans (PDPs) by all teachers
in line with the Performance and Development Framework (PDF). Teachers are supported to set goals and plan
strategically to achieve these goals and think more deeply about how to improve their classroom practice. TLSC The
Entrance campus has developed a PDP policy that is in line with department requirements and all PL is planned around
the schools strategic directions and this is reflected in teachers’ PDP goals.

Ø Implementing effective systems and support for teachers requiring accreditation (TRAs). This
includes monitoring TRAs during the accreditation process and providing ongoing support with documenting, collecting
and annotating evidence and ensuring the timely submission of this evidence. To further support teachers the campus
has an accreditation PLC, teacher mentoring, individual professional learning journals. Teachers also have access to
a TLLC accreditation hub.

Ø The successful implementation of PLCs (AVID, accreditation, Google Apps, GATS, VET, Aboriginal education,
student wellbeing and differentiated learning). The PLCs were developed in response to teacher PDP goals and
use teacher expertise to lead them.

Ø Attendance by campus teachers at TLLC hubs (science, history, AVID, numeracy, accreditation and geography).
The science, history and geography hubs are led by campus teachers.

Ø Eight teachers participating in Quality Teaching Rounds (QTRs). This initiative supports teachers in a collaborative
environment to refine their classroom practice.

Ø Formalised HSC and faculty monitoring.

Ø The embedding of TPL within all formal meetings such as campus, faculty and executive meetings.

The results of this process indicated that in the SEF domain of leading we have judged our school against elements of
leadership and school planning implementation and reporting as delivering and in school resources and management
practices as sustaining and growing.

Evidence of significant programs and initiatives that support this judgement include:

Ø The introduction of faculty reviews, conducted by an independent reviewer, that encompass interviews with staff,
students and parents and the review of HSC monitoring documents and teaching and learning programs. As an outcome
of the faculty reviews faculty action plans that align with the SEF and the school plan have been developed.
The implementation of the 2015–2017 school plan and milestones. The school plan was developed after consultation with the teachers, executive, parents, students, AECG representatives and the broader school community. The consultation enabled all stakeholders having input into the school vision, values and purpose. The school plan aligns to local, system and government priorities, ensuring the campus is responsive to emerging needs and has a focus on achieving identified goals. The milestones document is reviewed regularly by the school executive, all of whom have been involved in reviewing priorities and taking actions to ensure we continually improve as a school. The school finance team allocates budgets in response to requests from faculties. These requests must align with school priority areas in the school plan. The school finance team meets regularly to review spending. Strategic financial management is used to gain efficiencies in expenditure to ensure the procurement of resources and the maintenance of existing resources. In the last 12 months this has included a metals room upgrade, hall upgrade, library upgrade, Aboriginal resource room, Aboriginal yarning circle and extensive work done to paint classrooms and replace blackboards. Technology continues to be an area of focus. The WHS committee meets regularly and through classroom and school inspections they ensure a safe environment that supports learning. The minutes and actions from WHS meetings provide comprehensive details about site improvement and remediation.

In 2016 the school has had an external financial audit and a VET audit. These successful audits confirm a high level of effective administrative practice with regard to resource allocation, monitoring attendance, staff absences, and teacher professional learning. The VET Audit verified strong leadership with regard to workforce planning, quality curriculum provision, and productive relationships with external agencies including TAFE, business, industry and community organisations. To further build capacity, campus teachers have been members of audit teams in other schools.

Effective campus communication systems. Apart from email, Sentral is the main communication system used in the school with a staff, student and parent portal. Sentral allows information to be communicated including: messages home for absences; instant availability to student reports; and personalised; and group messaging. Information is also communicated via the school website, newsletter, calendar, and campus Facebook site.

The communication of details about school priorities and practices through the annual report.

In the domains of learning, teaching and leading the school's self-assessment is consistent with the evidence presented and is validated using the SEF. Following the external validation process the campus has determined the following areas for continual development: (1) reviewing all campus policies A–Z; (2) implementing faculty action plans as a consequence of the faculty reviews; (3) developing more explicit faculty and executive handbooks to ensure consistency of implementation of policies and continued professional learning to build capacity amongst staff, particularly in light of changes to the HSC; (4) developing more flexible learning spaces that better integrate learning technologies and more responsive to student learning needs; (5) reviewing all college policies as determined by the college management team; (6) utilising learning progressions K–12 to facilitate differentiated learning and more effective and personalised assessment feedback to students; and (8) refining and developing Year 10 to 11 transition.

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

For more information about the SEF:

Strategic Direction 1

Students engaged in Quality Individualised Learning.

Purpose

To maximise student engagement and produce quality programs that enable all students to be successful in their chosen pathway and informed citizens of tomorrow.

Overall summary of progress

The campus has a whole school approach to quality teaching, curriculum planning and delivery with over 53 courses available to cater for individualised student needs. There is close monitoring and continual adjustment and improvement of teaching and learning programs including disability provisions. Personal interviews are held with students in the Year 10 to 11 Transition and programs such as Make Your Mark and the Personal Best Program to allow students to be better informed about making decisions about their learning and career pathway. There is a wide range of extra-curricular offerings such as the European history tours, visiting lecturers, performers, theatre, museum, gallery and university visits. There is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing through the IConnect program and the learning support team and structures. Whole school and year assemblies are used to enhance student wellbeing through the explicit communication of student expectations, attitudes and behaviours. The care taken by students for the wellbeing of others, and the wider community, is expressed through their leadership and support of fundraising initiatives such as White Ribbon, Red Nose Day and Christmas Toy Drives to name a few. The campus has consistent school-wide practices for assessment and reporting that are used to monitor, plan and report on student learning. Teachers set transparent criteria for student assessment using principles of consistent teacher judgement and effective moderation. Data from external testing programs such as NAPLAN and the HSC is analysed in detail using SMART and RAP. Campus developed tools provide teachers with detailed information and student learning needs and areas for growth.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measures (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Funds Expended (Resources)</th>
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<tbody>
<tr>
<td>Continual improvement in the number of students successfully completing their HSC in an ATAR, VET or tailored pathway.</td>
<td>Deputy principals evaluated this area by triangulating data from a range of qualitative and quantitative sources including the tabulation of student user group data and satisfaction surveys including Tell Them From Me. Specifically, 343 students received a HSC (52% of students achieving bands 4–6 overall) with 203 of these students satisfying requirements for an ATAR. The Year 10 to 12 retention was 72%. 138 students also received VET qualifications. 76 students were suspended.</td>
<td>$201,725.77</td>
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<td></td>
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<td>• RAM Socioeconomic ($117,000.00)</td>
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<td></td>
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<td>• RAM Low Level ($28,519.87)</td>
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<td>• RAM Per Capita ($15,861.78)</td>
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<td>• Professional Learning ($15,030.35)</td>
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<td>• RAM Aboriginal Education ($25,313.77)</td>
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<td>Increased participation in wellbeing programs that allow students to develop confidence, resilience and resourcefulness.</td>
<td>All students in Year 12 were interviewed in order to develop clear school to work pathways. A range of programs, seminars and visits including Year 10 to 11 transition, welfare days, university visits, Headspace, Black Dog Institute, Movember, Harmony Day, Team Building, motivational skills and excursions assisted students to develop confidence, resilience and resourcefulness. Students also participated in programs to enhance work opportunities including White Card, barista, responsible service of alcohol (RSA) course and work placement. These initiatives led to increased work related skills and enhanced employment opportunities.</td>
<td>$16,000.00</td>
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<td>• School to Work ($6,000.00)</td>
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<td></td>
<td></td>
<td>• RAM Socioeconomic ($10,000.00)</td>
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<td>Individualised learning plans for all students and leadership and mentoring programs that support</td>
<td>Independent faculty reviews were conducted resulting in a faculty action plan for every faculty. The campus offered 53 courses including a range</td>
<td>$103,791.00</td>
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<td>• RAM Aboriginal Education ($25,000.00)</td>
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| differentiation.                                 | of ATAR, VET, Board Endorsed Courses and Lifeskills courses. Learning adjustments were made for 128 students through the nationally consistent collection of data on students with a disability (NCCD). 89% of students in Year 12 and 69% of students in Year 11 accessed Norta Norta Tutoring. | • Individual Sponsorship ($46,653.00)  
• RAM Per Capita ($32,138.00) |

Next Steps

In 2017 the focus will continue on students being engaged in quality individualised learning. Head teachers will ensure that faculty action plans are fully implemented. Each faculty has identified targets and individualised actions. A clear focus will be on introducing the HSC reforms. Significant changes will be required for existing scope and sequence matrices, curriculum programming and planning, and assessment schedules and tasks. The HSC reforms centred on minimum literacy and numeracy standards will strengthen the need for learning continuums K–12 and the tracking of data in literacy and numeracy. PAT tests have been introduced into Year 11 to allow staff to have more accurate data of students performance levels to allow them to teach at the point of instructional need. Work will continue across the college on developing the Year 10 to 11 transition program ensuring that students make more informed course selections as they enter Year 11. Interviews will occur in Term 1 with Year 11 students identified as the top performing year 10 students and top students identified in PAT tests. The top 10% of Year 12 students will also be interviewed to identify any areas where the school could better meet student needs. Referrals to the learning support team will be streamlined and more data including attendance will be analysed to help identify students at risk.
Strategic Direction 2

Teachers engaged in quality learning and leadership.

Purpose

To build excellent educational leaders who sustainably deliver quality pedagogy across the school and are supported by collaborative and connected professional learning.

Overall summary of progress

The whole school focus has predominantly been in the areas of AVID, Aboriginal education, differentiated learning in practice, and analysing and using data. All teachers successfully developed and implemented Performance and Development Plans (PDPs). Teachers are supported to set strategic, measurable, agreed, realisting and time limited (SMART) goals, plan strategically to achieve these goals and think more deeply about how to improve their classroom practice. The campus has developed a PDP policy that is in line with department requirements and all TPL is planned around the campus strategic directions. Effective systems were implemented to support teachers requiring accreditation (TRAs) including the collection and annotation of evidence and ensure timely submission of paperwork. Professional Learning Communities in AVID, accreditation, Google Apps, GATS, VET, Aboriginal education, student wellbeing and differentiated learning were developed and implemented as a response to teacher PDP goals. In–house teacher expertise was used to lead each PLC and they were rated as ‘highly informative’ and ‘useful’ by teachers in evaluation surveys. Faculty reviews were held in each faculty and these allowed targeted faculty action plans to be developed and actioned.

Progress towards achieving improvement measures

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<tr>
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| Well planned professional learning opportunities are presented to staff to allow all staff to have meaningful performance development plans in place. | All staff developed a Personalised Learning Plan (PLP) that aligned with the Australian Professional Standards for Teachers. PLP’s have resulted in all teachers having targeted professional learning and improved mentoring. The "Tell Them From Me" and staff satisfaction surveys and evaluations provided evidence that teachers received meaningful professional learning. Every faculty undertook a faculty review to all staff, students and parents to have a say and also align processes across the school. Four full day school development days were conducted in 2016 and included teacher development in Aboriginal Education and departmental mandates such as first aid and school excellence frameworks. AVID, Google classrooms and differentiation continued to be a focus. Three extended evening sessions were also held. One session involved all of the TLLC to try and promote P–12 initiatives. The split staff development days also allowed faculties to focus on individual faculty priorities. During 2016 the school also undertook a VET Audit and External Validation of the School Plan. | $81,698.40  
• Professional Learning ($35,035.31)  
• VET ($35,000.00)  
• RAM Per Capita ($11,663.08) |
| Teachers achieve and maintain accreditation at their chosen level with many staff seeking accreditation at higher levels. | Student 'Tell them from me' surveys show a high level of satisfaction. 52% of students achieved overall in Bands 4–6. 2 Teachers receive funding for beginning teachers. 7 teachers are actively seeking accreditation at proficient. 25 staff are maintaining accreditation at proficient. No staff actively sought accreditation at Highly Accomplished or Lead. Accredited staff increases the level of delivery of Quality Teaching which leads to improved student outcomes. | $8,857.68  
• Beginning Teacher ($8,857.68) |
Progress towards achieving improvement measures

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| Students are more engaged and achieving greater success. | 12 subjects achieved at or above the state average (the same as 2015 but an increase in previous years), however, 73% of all courses achieved above the 5 year average. All staff met requirements for PL and PDPs this year. A Data Analysis Team and tools including data bases were developed to assist teachers developing class profiles of students, allowing more informed choices at subject dropping times and help review student places and the number of students in various VET and ATAR programs at various times. Students had access to learning support and tutoring where needed and programs such as intensive literacy programs were used with an additional teacher employed to assist students and help them be able to access and engage in learning programs. Data analysis tools assisted staff to identify where students were at and adjust programs to teach students at the point of instructional need. Despite improvements there is still a need to further increase the Campus’ overall HSC performance. | $198,586.09  
• RAM Low Level ($135,917.13)  
• Individual Sponsorship ($62,668.96) |

Next Steps

In 2017 the focus will continue on utilising data to enable teachers to differentiate learning at the point of instructional need and provide more individualised learning for students. This will also include providing more individualised assessment feedback to students. The NSW Educational Standards Authority (NESA) have announced HSC reforms that will have a profound impact on students at the school. Teachers will need to be engaged K–12 in professional learning around these new HSC reforms, particularly the new minimum standards in literacy and numeracy, tracking students progress on continuums and also working with colleagues across the college to devise a plan to implement these reforms. New HSC syllabuses will be released and teachers will need time to engage with the new curriculum requirements and critically review existing curriculum planning and programming documentation. Work will continue in all faculties on implementing the faculty action plans and the development of more consistent faculty monitoring procedures. All staff including SASS will have personalised learning plans and all teachers will need to work through the teacher accreditation processes. Policies across the school will continue to be reviewed in line with the A–Z tool and timeline processes. To improve communication and consistency staff handbooks will also be reviewed.
Strategic Direction 3

Supportive and Productive Partnerships promoting P–12 and beyond through learning and leadership.

Purpose

To create supportive and productive relationships with the TLLC and stakeholders that develops a high quality, engaging learning environment and a P–12 and beyond learning continuum that best supports the individual needs of all students in a multi–pathway learning environment.

Overall summary of progress

Campus teachers continued to work P–12 with learning hubs and a combined professional learning afternoon hosted at the campus for all teachers in the Tuggerah Lakes Learning Community. Faculty reviews, led by an independent reviewer, were introduced that included interviews with teachers, students and parents and the review of monitoring documents and teaching and learning programs. An outcome of the reviews included the development of faculty action plans that align with the SEF and school plan. Whole school systems were developed to monitor the implementation of the 2015–2017 school plan and milestones and the school continues to seek feedback from the community in framing the campus vision, values and purpose. In particular the campus milestones have been carefully and regularly reviewed by the campus executive to ensure we continually improve as a school. In the last 12 months improvements to the campus have included a metals room upgrade, hall upgrade, library upgrade, establishing an Aboriginal resource room, constructing an Aboriginal yarning circle and extensive work has been undertaken to paint classrooms and replace blackboards. Learning technologies continue to be an area of focus. In 2016 the campus has had an external financial audit and a VET audit. Successful audits outcomes confirm a high level of administrative practice with regard to resource allocation, monitoring attendance, staff absences, and teacher professional learning. The VET Audit verified strong leadership with regard to workforce planning, quality curriculum provision, and productive relationships with external agencies including TAFE, business, industry and community organisations.

Progress towards achieving improvement measures

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<thead>
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<tbody>
<tr>
<td>Showcase The Entrance Campus and ensure that the TLLC are well informed to increase positive image of TEC within the community and increase broader community involvement/links and engagement.</td>
<td>The Entrance Campus has hosted numerous community events including TLLC academic and sporting assemblies, professional learning activities, network days for staff including student administration support staff (SASS), deputy and principal. Hosted a business dinner for the Lions Club and breakfasts for parents. Students were actively engaged with business through workplace and events they hosted at nursing homes for the senior citizens in the area. This led to an increased profile in the school community.</td>
<td>$3404.53</td>
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<tr>
<td>Increased number of parents actively engaged in school events and decision making processes to support student learning.</td>
<td>A community engagement Officer was employed one day a week to improve communication and marketing of the school. A filmpond movie of the school was created along with course promotional banners, and handbooks across the school updated to allow more consistency across staff and enhanced understanding for parents. Focus groups were held with parents, staff and students as part of the faculty review process. Facebook use was enhanced across the school to promote activities and events. Parents were actively engaged as evidenced through the Net Promoter School Survey.</td>
<td>$10,000.00</td>
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<tr>
<td>A more resourceful and state of the art learning environment that supports and ever–changing technological world by building on and enhancing infrastructure to</td>
<td>Technology continued to be upgraded across the school with the introduction of an iRoom to allow staff access to future focused learning. Staff usage rates have increased. A computer technician has been employed to ensure staff and students have</td>
<td>$569,618.92</td>
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<td></td>
<td></td>
<td>• RAM Socio Economic ($69,618.92)</td>
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<td></td>
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<td>• Capital Works (saved) ($500,000.00)</td>
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Progress towards achieving improvement measures

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<th>Improvement measures (to be achieved over 3 years)</th>
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<tbody>
<tr>
<td>increase student engagement.</td>
<td>access to facilities and can utilise bring your own device (BYOD) technologies. An Environmental Team working with Assets utilised money that has been saved and put away for major capital works to upgrade facilities. Money was given to public works and a scope of works developed to upgrade the hall kitchen, toilets and foyer, Two science labs (D5 and D6) and a Food Technology room (B3). Classrooms across the school were also upgraded including E2, E11, B1 and H3 to ensure up to date learning spaces suitable for senior students similar to workplaces. Parents and students have indicated overwhelming positive support about the creation of the learning spaces.</td>
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<tr>
<td>Students learning continuums are tracked P–12.</td>
<td>Initial professional learning occurred across the Tuggerah Lakes Learning Community regarding the literacy and numeracy continuums. Data was shared to allow teachers in the high schools to access student achievement levels and better teach at the point of instructional need. A numeracy tracking tool was developed across Tuggerah Lakes Secondary College. Work will continue in 2017 in the development and use of these tracking tools to help prepare for the new HSC reforms.</td>
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Next Steps

In 2017 supportive and productive partnerships will continue to be developed across the Tuggerah Lakes Learning Community. These partnerships will ensure learning K–12 is meaningful with the transparent monitoring of student achievement and progress in literacy and numeracy. The Year 10–11 transition process will also be reviewed to help ensure all students select the most appropriate courses that will allow them the best chance of success. Work will continue across the College with the aim of streamlining processes and policies. A College website will be developed to allow ease of information sharing, especially with sport, technology, Aboriginal education and community partnerships. The implementation of the College sports policy and the revision of the College Aboriginal strategy will be a major focus. Across the campus procedures will continue to be reviewed where required. More explicit faculty handbooks will be developed to build the capacity of teachers and support students and to ensure consistency of implementation of policies. Learning spaces will continue to be enhanced to provide a more flexible learning environment which integrates appropriate learning technologies. Upgrades will also occur to the hall foyer, kitchen, toilets, science prep rooms and two science classrooms, a food technology room, toilets as well as the painting of some buildings. An additional multi–categorial class will start in 2017 and planning will commence for the addition of another class in 2018.
<table>
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<tr>
<th>Key Initiatives</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
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<tbody>
<tr>
<td>Aboriginal background loading</td>
<td>All Aboriginal students have a Personalised Learning Plan (PLP) and have made progress in educational, cultural and social outcomes. Improved coordination of programs including SistaSpeak, BroSpeak, dance groups, didge groups, camps, reconciliation and award ceremonies. Student Leadership was developed with the formation of a College Junior AECG. Students and families utilised a culturally sensitive outdoor learning area. A culturally considerate resource room was developed where students can access technology including ipads and access staff support. Through professional learning in Aboriginal culture staff developed a strengthened pedagogical understanding for quality teaching practices. The Aboriginal student attendance rate of 89.9% was above the state average. School to work programs enabled students to gain employment and 30% of Aboriginal students gained entry to university. As evidenced by student evaluations and parent feedback indicate high levels of satisfaction and engagement.</td>
<td>$51,246.34</td>
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| Low level adjustment for disability | Strategic Direction 1  
   All students identified through learning support as requiring adjustments have been provided with adjustments to support learning. Learning support programs have been established to remove or lower barriers to learning. Individual Education Plans have allowed students to engage in the curriculum and access disability provisions. Early identification of learning needs has allowed support mechanisms such as differentiation of assessment tasks and intensive support to complete tasks. This has led to improved learning outcomes for students. Staffing allocations focusing on transition into the Senior Campus from year 10–11 have had significant impact on improved learning outcomes which has led to increased retention, increased completion of the HSC, increased , increased number of students completing workplacement, increased numbers of students completing Vocational Education Certificates and improved career planning, | $105,694.12        |
| Socio–economic background       | Strategic Direction 1  
   Staff analysed assessment data and were able to identify students needing additional assistance. These students were referred to learning support. Additional Learning and Support Officers were employed. All of identified students were able to access additional support to help meet learning needs, this led to improved student outcomes including increased retention and completion of HSC and certified courses. Programs such as the personal best program | $201,317.43        |
<table>
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<tr>
<th>Socio–economic background</th>
<th>and rewards programs were positively acknowledged by the school community. Executive staff supported experienced and beginning teachers to plan, differentiate, implement and evaluate quality teaching and learning. Outcomes for all students were improved through enhanced professional learning. The opportunity to utilise student assistance funding ensured all students were provided with resources to enable access to the curriculum. Strategic Direction 3 Learning facilities across the school have been enhanced including the development of an iRoom, new furniture in E2, B1, Library, and H3 and the addition of more technology to support learning resulting in increased engagement for students and ensuring that all students, regardless of their background, are able to access learning materials in a 21st Century learning environment.</th>
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<tr>
<td>Support for beginning teachers</td>
<td>Strategic Direction 2 Two beginning teachers received structured support with experienced mentors and have engaged in differentiated professional learning, including the successful completion of both online and external courses as well as release time for teachers. AVID has been a major focus of professional development and support for beginning teachers. This has led to two teachers receiving accreditation at proficient. This ensured the delivery of high standards of curriculum to meet the needs of students, including differentiated learning programs.</td>
</tr>
<tr>
<td>Support for beginning teachers</td>
<td>$8,885.68</td>
</tr>
<tr>
<td>Professional Learning</td>
<td></td>
</tr>
<tr>
<td>Funding Support Integration</td>
<td></td>
</tr>
</tbody>
</table>
Student enrolment profile

<table>
<thead>
<tr>
<th>Students</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>394</td>
<td>394</td>
<td>378</td>
<td>392</td>
</tr>
<tr>
<td>Girls</td>
<td>368</td>
<td>394</td>
<td>429</td>
<td>415</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>School</th>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11</td>
<td></td>
<td>87.3</td>
<td>89.4</td>
<td>89.6</td>
<td>89.4</td>
</tr>
<tr>
<td>Year 12</td>
<td></td>
<td>90</td>
<td>91</td>
<td>91.9</td>
<td>89.5</td>
</tr>
<tr>
<td>All Years</td>
<td></td>
<td>88.5</td>
<td>90</td>
<td>90.7</td>
<td>89.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State DoE</th>
<th>Year</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11</td>
<td></td>
<td>88.3</td>
<td>88.8</td>
<td>88.2</td>
<td>88.2</td>
</tr>
<tr>
<td>Year 12</td>
<td></td>
<td>90.1</td>
<td>90.3</td>
<td>89.9</td>
<td>90.1</td>
</tr>
<tr>
<td>All Years</td>
<td></td>
<td>89.9</td>
<td>90.2</td>
<td>89.7</td>
<td>89.7</td>
</tr>
</tbody>
</table>

Post-school destinations

<table>
<thead>
<tr>
<th>Proportion of students moving into post-school education, training or employment</th>
<th>Year 10%</th>
<th>Year 11%</th>
<th>Year 12%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeking Employment</td>
<td>0</td>
<td>22.34</td>
<td>20</td>
</tr>
<tr>
<td>Employment</td>
<td>0</td>
<td>17.02</td>
<td>31.18</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>0</td>
<td>8.51</td>
<td>10.59</td>
</tr>
<tr>
<td>University Entry</td>
<td>0</td>
<td>0</td>
<td>27.35</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>43.62</td>
<td>10.88</td>
</tr>
<tr>
<td>Unknown</td>
<td>0</td>
<td>8.51</td>
<td>0</td>
</tr>
</tbody>
</table>

The figures show an increase in the number of students gaining entry to university compared to 2015. Combined with Newstep (figures included as other), over 34% of students gained entry into university for 2017.

Year 12 students undertaking vocational or trade training

In 2016 41% of the 567 Year 11 students selected one or more vocational education or training (VET) courses as part of their studies. Of the 400 students Year 12 students 40% undertook one or more vocational education or training (VET) courses as part of their studies. The SVET Board developed courses undertaken by the VET students in 2016 were: business services; construction pathways; entertainment; hospitality – food and beverage; hospitality – kitchen operations; information and digital technology; metal and engineering; and primary industries – agriculture and retail. Sixty–one Year 12 students elected to sit the optional HSC exam in these subjects. The Board endorsed courses studied in 2016 were furniture making; music industry; and visual arts, craft and design. Additionally, 16 Year 12 students and 13 Year 11 students were enrolled in TAFE courses (eVET). These included: automotive; electrotechnology; aged care; human services; travel tourism and events; animal studies; community services; and aviation – flight operations. Seventeen students, including 10 Year 12 students, were studying and working as school based apprentices or trainees (SBATS) or studying at TAFE as part of the school based apprenticeship (SBA) program in construction.

Year 12 students attaining HSC or equivalent vocational education qualification

A total of 214 qualifications were achieved in 2016. Of these nine students were of Aboriginal/Torres Strait Islander background and 5 students were from a non English speaking background (NESB). Sixty–five students gained statements of attainment toward Certificate II, 36 toward Certificate III; 108 Certificate II and 5 Certificate III. Sixty–one students sat the HSC examinations in VET courses.

Workforce information

<table>
<thead>
<tr>
<th>Position</th>
<th>FTE*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teacher(s)</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>47.9</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administration &amp; Support Staff</td>
<td>14.88</td>
</tr>
<tr>
<td>Other Positions</td>
<td>4.58</td>
</tr>
</tbody>
</table>

*Full Time Equivalent

The figures show an increase in the number of students gaining entry to university compared to 2015. Combined with Newstep (figures included as other), over 34% of students gained entry into university for 2017.
identify as being Aboriginal. Three part-time staff identify as being Aboriginal. These staff members are employed on a temporary basis to support students with the Individual Sponsorship Program (previously Norta Norta Tutoring). These staff members are also included in the planning and support of Aboriginal student programs which are extensive on all campuses. Mrs Amanda Munro co-ordinates all Aboriginal programs for the College in collaboration with the coordinator from each campus. Carla Ellis is the coordinator at The Entrance Campus. Close links have been developed with the Aboriginal Education Consultative Group (AECG).

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>18</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

Professional learning and teacher accreditation has been reported on in Strategic Direction 2. Feedback provided by staff throughout 2016 has been used to inform planning for purposeful professional learning in 2017. In 2016 100% of staff were qualified. 2 were funded as beginning teachers. 25 staff were maintaining accreditation at proficient, 7 were vying for accreditation, 0 were actively seeking accreditation at Highly Accomplished and 0 were actively seeking accreditation at lead.

Support provided by the school for beginning teachers:

* Continued appointment of an Accreditation Consultant and Educator (ACE) – staffing allocation of 0.2
* Individualised planning for the learning funds allocated to new permanent staff
* Beginning teachers meetings – Week 5 and 9 each term
* Tracking of professional learning through MyPL@EDU
* Access to professional learning from the Classroom Teacher Program
* Access to registered and non-registered professional learning external to the school.
* Tracking of professional learning through Performance Development Framework (PDF) reforms.
* Reduced Teaching Load

All staff participate in regular differentiated professional learning through:

* School development days
* Staff Meetings (Week 2 and 6 every term)
* Professional Learning Community Meetings (Weeks 4 and 8)
* Access to online learning
* Classroom observations
* Peer Led training workshops
* External formal training opportunities
* College faculty meetings
* Networking days with other schools / DoE colleagues.

Professional learning priority areas have included:

* Quality teaching (student feedback, improved assessment, programming and teaching, HSC monitoring, differentiation)
* Ongoing AVID staff training
* Strengthening classroom observations through piloting of Quality Teaching Rounds
* Ongoing career development training through executive and Senior Campus Networks
* Vocational education and training
* Work health and safety

Total school expenditure on teacher professional learning:

* TLSC The Entrance Campus spent in excess of $65,000 on teacher professional learning in 2016.

**Financial information (for schools using OASIS for the whole year)**

**Financial information**

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.
### Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>$1,146,122.57</td>
</tr>
<tr>
<td>Global funds</td>
<td>$656,889.15</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$704,443.90</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$306,352.76</td>
</tr>
<tr>
<td>Interest</td>
<td>$29,852.26</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$139,010.07</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>$2,982,670.71</td>
</tr>
</tbody>
</table>

### Expenditure

#### Teaching & learning
- Key learning areas: $93,821.95
- Excursions: $51,230.72
- Extracurricular dissections: $170,220.75
- Library: $6,075.16
- Training & development: $250.00
- Tied funds: $934,861.84
- Short term relief: $209,507.62
- Administration & office: $253,321.78
- School-operated canteen: $0.00
- Utilities: $104,105.97
- Maintenance: $42,718.86
- Trust accounts: $173,796.73
- Capital programs: $65,149.32
- Total expenditure: $2,105,060.70

### Balance carried forward

- $877,610.01

A full copy of the school’s financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

### School performance

#### NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and insert the school name in the Find a school and select GO to access the school data.

#### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).
Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Faculty reviews were conducted in every area across the school and involved interviews and surveys with staff, students and parents. People could elect to have focus groups, personal interviews or partake in surveys.

Parents were surveyed to collect feedback and complete evaluations including net promoter scores at parent information nights and presentation assemblies. Newsletters were emailed to all parents requesting feedback and suggestions. The parent advisory group were also utilised to collect feedback on the Campus plan, priorities and progress. Parent / teacher evenings were held twice a year for each year group as well as Year 10 into 11 information evenings, subject expos, Year 11 and 12 information evenings. Overall, parents continue to express strong satisfaction of the campus. The Parent advisory group on the senior Campus has expressed strong support and confidence in the Campuses and College.

Students were also surveyed using Tell Them From Me and also Year 12 exit surveys. Overall students continue to express strong satisfaction with the campus.

Teachers were also surveyed throughout the year to collect feedback and use their input to drive priorities in the school including professional learning. Teachers expressed strong satisfaction with the campus.

In addition there were two Aboriginal Education professional learning teams that ran throughout 2016. The Campus Aboriginal Education Team grew again this year and met once per term to discuss, develop and implement Aboriginal Education programs and initiatives throughout the campus. The PLP Mentoring Program and Aboriginal Student Leadership Roll Call Groups were two such programs. The Entrance Campus Aboriginal Education Coordinator represented the campus in the TLSC Aboriginal Education Team. This team worked collaboratively to implement initiatives and programs across the college.

The Entrance Campus is proud of its strong working partnership with the Kuriwa Local AECG. Staff and families are full and associate members. Executive and teaching staff attended every AECG meeting in 2016. Staff also completed professional development facilitated by Regional AECG such as the three day Connecting to Country workshop. Again our students were members of the TLSC Junior AECG. Muuruun Leha was elected President for the second year running.

The Entrance Campus boasts many successes in 2016. Students worked collaboratively to win the Maliga Art Competition, two categories in the Gulang Fest Art Competition and created a phenomenal photographic work in collaboration with local community in the Reconciliation Week Art Competition. Three of our students were selected to attend the Indigenous All Stars Youth Summit in Brisbane and another two students were selected in the Central Coast Academy of Sports Indigenous Talent ID Program. Our students’ academic, cultural and personal accomplishments were recognised and celebrated at events such as our Aboriginal Education Awards Ceremony and Gulang Fest.

Students were involved in numerous university and post school pathway excursions and programs such as; NRL School to Work Program, Career Trackers, Jumbuna Open Day, Wollotuka Insite Day, Warawara Open Day, DEC Year 12 Study Day, BroSpeak and SistaSpeak to name just a few.

Aboriginal student attendance was again high in 2016. 11 of the 26 Year 12 students had above 90% attendance. 14 of the 33 Year 11 students had above 90% attendance.

In conclusion, 2016 has seen school programs introduced and continued that address the needs of Aboriginal students and there is demonstrated commitment to providing positive and culturally respectful relationships and high expectations for student achievement and post school pathways and success.

Multicultural and anti-racism education

An Anti–Racism Contact Officer (ARCO) is available on the Campus to work through the rare issues that arise. The ARCO has been very proactive in ensuring that students know their role and understand issues need to
be resolved in a positive way. The number of incidents involving racism is very low.

Harmony Day celebrates and showcases the immense cultural diversity across all Campuses. The celebration of those people who have a different background to the majority of the students in the College is an essential part of teaching and learning programs.

Multicultural Education is explicitly taught in teaching and learning programs so that our students are equipped for life in Australian society. Teaching and Learning programs promote the acceptance of cultural, linguistic and religious diversity.

Every year students and staff from The Entrance Campus join with Woy Woy Campus of Brisbane Water Secondary College and Kincumber High School to travel to the historic war sites in Europe as part of a history excursion. This experience for the senior students is shared with the other students and community through multimedia presentations.

**Other school programs**

Achievements in the arts and sport.

2016 was a year of strong performances and achievements in the Creative Arts.

Two HSC Dance students, Holly Lambert (Core Performance and Major Study Performance) and Abbey Riley (Core Performance) were nominated for Dance Callback. The TLSC Dance Ensemble was selected to perform the work *A Mother's Love* as part of the State Dance Festival. Sabrina William's was selected and performed. In Addition Jaime–Lee Collinson and Cidalia Viana had their HSC Visual Arts Bodies of Work pre–selected for Artrexpress. Students were also accepted into the International Film School, the Academy of Interactive Technology(AIT), the Academy of Interactive Entertainment and the College of Fine Arts University of New South Wales (COFA) prior to the HSC based on interview and portfolio of work. Additionally, Isabel Peterson, Cidalia Viana, Jordan Treweeke and Joel Horton had work selected for Central Vision (Central Coast Schools Art Exhibition).

Twelve of our students collaborated with Mrs Hallam, Mrs McDonald, (Visual Arts and Photography teachers) Carla Ellis, (Aboriginal Education Officer) and Kirsten Booker, (President of the Kurniwa AECG) to produce a series of photographs to celebrate Reconciliation week. Images portrayed both Aboriginal and non–Aboriginal woman emerging from the local landscape of Bateau Bay Beach, an area steeped in cultural significance, as it was once inhabited by the Darkinjung people. Photographs were submitted in several local competitions, placing first at The Maliga Art Showcase and the Gulangfest Art Competition.

Year 11 and 12 Visual Art students had the opportunity to learn about the emerging art movement of environmental art. Local artist Judith Price visited our campus and shared with our students the impetus for her artmaking, her mission to educate her audiences about the plight of our environment through her art making and the various mediums and techniques she utilises in her work.

2016 has been another outstanding year for sport at The Entrance Campus.

A number of our CHS Sporting teams have enjoyed great success, backed up by some outstanding achievements by our individual athletes. Special mention needs to go to our rugby league, rugby union and touch teams who all performed at very high levels in various competitions.

Some of our notable achievements include:

- CHS Knockout Opens Boys Rugby League – University Shield 1st in NSW. This is the first time in the 87 year history of this competition that The Entrance HS/TLSC has won the competition.
- CHS Knockout Opens Boys Touch 2nd in NSW
- CHS Knockout Opens Girls Touch 5th in NSW
- Our all–conquering 4x50 freestyle swim team comprised of James Koch, Alex Chaffer, James Glenn and Thomas Lennox. This team of swimmers represented our College in the 4x50m Freestyle event at Tuggerah Lakes Zone swimming where they easily won. They then progressed to the Sydney North Trials where they set a new record of 1:43.29 and then CHS level where they further improved to win gold with a time of 1:42.77, only a couple of seconds short of the CHS record.

Individual athletes also enjoyed success this year with 2 of our students achieving CHS Sport Blues:

- Kristy Ratcliffe – Gymnastics
- Jordan Garner – Golf. Jordan was also given the honour of being appointed NSW team captain.

3 of our students achieved Sydney North Sport Blues:

- Cassidy Atkins – Touch Football
- Dane Booth – Touch Football
- Rosie Stimson – Water Polo.

Other individual achievements by our students included:

- Jake Martin winning a State Bodyboarding title
- Cassidy Atkins being selected as part of a tour group to represent Australia
- Isaac Rumbel representing NSW in athletics
- Kiata Hemi making the CHS team in volleyball.