

Terrigal High School Annual Report



2016



8533

Introduction

The Annual Report for 2016 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 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.

Tania Turik

Principal

School contact details

Terrigal High School

Charles Kay Drive

Terrigal, 2260

www.terrigan-h.schools.nsw.edu.au

terrigan-h.School@det.nsw.edu.au

4384 4677

School background

School vision statement

Our purpose is to provide a safe and stimulating learning environment where students develop high expectations and become independent learners.

School context

Terrigal High School is a large co-educational, comprehensive school on the Central Coast of NSW, with an enrolment of 1170 students, including 3% Aboriginal students. The school has an established record of excellence in both academic and sporting pursuits as well as a reputation for high quality programs in the performing arts. It enjoys a positive community profile based on a broad curriculum, effective welfare programs and a wide ranging complementary curriculum. Terrigal High School is developing a partnership with Terrigal Public School and Erina Heights Public school, the Terrigal Learning Alliance, to ensure continuity of learning for students from Kindergarten to Year 12.

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, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework 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 School Excellence Framework.

The results of this process indicated in the School Excellence Framework domain of Learning Terrigal High School is sustaining and growing. A key focus this year has been to improve student performance on extended response questions, in making accommodations and adjustments for individual students and in differentiating the curriculum. Year 8 teachers in Science, History, Mathematics, Visual Arts, PDHPE and Geography worked collaboratively with the literacy team to develop units of work incorporating a narrative or feature article and mapping student progress along the Literacy continuum.

In the domain of Teaching Terrigal High School is sustaining and growing. Teacher professional learning opportunities are embedded into the structure of the school day to build the capacity of teachers in differentiating learning; using data to inform teaching and learning; and developing as educational leaders. All teachers completed professional learning on the Disability Act to ensure accommodations and adjustments provided opportunity for identified students. Teachers also engaged with RAP and SMART data through a series of reflective questions to deepen their understanding of trends, strengths and weaknesses in HSC performance and with their individual Year 9 classes.

In the domain of Leading Terrigal High School is delivering. Combined professional learning days and evenings with partner primary schools fostered positive professional relationships across the Learning Alliance and provided an opportunity to share best practice. This year we have fostered positive relationships with community groups supporting school programs and enhancing leadership opportunities. The SRC continues to play a fundamental role in student leadership in the school. Terrigal Rotary provided financial and mentoring support for school leaders, the school's Duke of Edinburgh program and provided the introductions to establish the Coonamble Aboriginal cultural exchange program. The development of deeper understandings and valuing of Aboriginal culture has been achieved through a range of cultural activities and teaching initiatives. This is having a positive impact on the culture of the school, as well as contributing to stronger involvement of Aboriginal elders and the AECG. Staff leadership opportunities are highlighted by a strong EOI process and aspirational leaders program.

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 education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Students who are successful learners.

Purpose

To create successful lifelong learners who are engaged independent and resilient individuals who attain personal satisfaction from achievement.

Overall summary of progress

Teacher professional learning and engagement with the K – 10 Literacy continuum deepened understanding of writing skills and created consistency in teaching strategies across all key learning areas. Student work samples showed improvements throughout the year.

A structured program involving groups of identified Year 7 and 8 students focused on improving writing skills through engaging activities and a writing scaffold. Feedback from the students indicated the small group support increased engagement in learning and an improvement in writing skills.

All teachers engaged in workshops to analyse data and identify successful strategies to improve reading and numeracy. Teachers of Year 9 formed class groups to consider trends within their class and plan learning activities to improve reading and numeracy outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All Year 8 students achieve at least one cluster higher in the writing elements of the literacy continuum by the end of each year	Each faculty was responsible for mapping student progress for at least one thread of the writing element from the Literacy continuum. Professional discussion deepened teacher understanding of strategies to support the development of writing skills and to reflect on student tasks. The process resulted in quality resources to support teaching and learning and the mapping indicated students achieved at least one cluster higher in the writing element.	\$4,000 + professional learning meeting time.
The number of Year 9 students achieving in the top 2 bands, as measured by the reading and numeracy elements of NAPLAN, increases by 8% from 2016 to 2017.	All teachers actively engaged in analysis of HSC and NAPLAN data and to deepen understanding of inference and interpretation skills and improve teaching programs and practices.	\$5,000
All teaching and learning programs address the needs of identified student groups	Authentic professional learning focused on adjustments and accommodations to deepen teacher understanding and support the implementation of learning plans for identified students.	\$5,000
An increase in the number of students participating in leadership opportunities	Identified students participated in new leadership opportunities including: the Rotary supported leadership program RYPEN; the UBS finance academy; and the Lions Youth of the year. Year 10 students participated in the University of Newcastle Illuminate program to develop leadership and business skills.	\$2,000

Next Steps

A lesson each cycle focused on improving literacy and numeracy skills for Year 8 students.

Professional learning to support teachers making adjustments and accommodations to support students with dyslexia and autism.

Professional learning focused on teaching and learning to support improvements in student reading outcomes.



Strategic Direction 2

Consistent, quality educational practices.

Purpose

To provide quality education through collegial, reflective practices that promotes engaging learning for students.

Overall summary of progress

Whole school and faculty discussions on quality feedback for students supported collaboratively developed, evidence based teaching and learning programs.

Implementation of the performance and development framework for all teachers supported reflective practices by individuals and teams and provided opportunities for feedback from peers.

A review of 3 processes and procedures was undertaken by teams of teachers involving staff, students and parents. to improve communication across the school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teaching and learning programs are collaboratively developed and cater to the learning needs of our students.	A focus on feedback supported individual student learning and success; and Increased differentiation of the curriculum to cater for individual needs.	\$1,000
All teaching and non-teaching staff engage in reflective practice through the development of PDPs.	All teachers have prepared a professional development plan in consultation with their supervisor. Mentoring and coaching of teachers working on the highly accomplished standards has supporting these teachers in undertaking a whole school project.	\$12,000
Nine school policies and procedures align with community expectations and departmental regulations.	Staff, student and community voice contributed to the review of learning support structures and processes, a whole school numeracy policy and and EOI procedure for higher duties opportunities.	\$20,000

Next Steps

Tell Them from me survey data will inform strategies to improve student engagement.

Continued opportunities fro reflective practice and implementation of personal development plans.

The development of financial processes and procedures to support the introduction of LMBR.

Strategic Direction 3

Encourage productive community relationships.

Purpose

To communicate effectively and provide opportunity for connections to occur.

Overall summary of progress

Collaboration with partner schools increased student opportunities for students to develop leaderships skills in event management and supported teachers in sharing best practice in the classroom.

The continuation of existing programs with local businesses, community groups and sporting associations have increased opportunities for students and are positively reflected in student feedback surveys.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers engage in school wide and inter-school collaboration to improve teaching practice	The Terrigal Learning Alliance (TLA) combined staff development day in Term 3 supported teachers as leaders through facilitated workshops and sharing of best practice in embedding technology in the classroom.	\$2,000
An increase in the number of community partnerships to support student learning opportunities and social / emotional development.	The strengthening of the school's partnership with Rotary supported an increase in the number of students participating in the Duke of Edinburgh program, provided opportunity for students to attend leadership camps and supported all Year 10 students with mock job interviews.	\$8,000

Next Steps

Partner schools forming the Terrigal Learning Alliance (TLA) develop a strategic numeracy target.

Community partnerships support the introduction of a targeted sport program.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>This year we continued the dance and didg program supported by local community members and Literacy initiative improved writing skills for Aboriginal students giving them confidence in the classroom.</p> <p>Student feedback on the Coonamble exchange program indicated high engagement in the activities and a deeper understanding of Aboriginal culture and lifestyle of those who live in remote areas.</p>	<ul style="list-style-type: none"> • Literacy initiative \$5667 • Coonamble exchange \$10,000 • Aboriginal Teacher Coordinator \$1800 • Aboriginal background loading (\$17 467.00)
English language proficiency	A teacher was employed 1 day per fortnight to support students with meta-language and interpreting assessments.	• \$13,000
Low level adjustment for disability	All Terrigal High School teachers have engaged in professional learning on the Disability Discrimination Act (DDA) and the Disabilities Standards for Education. This has ensured that Terrigal High School is an inclusive learning environment, where students learning needs are catered for, ensuring access to the curriculum. This year we employed 3 School Learning Support officers (SLSOs) to assist students to develop personal and social skills, prepare resources and support teachers in implementing individual education programs (IEPs).	<ul style="list-style-type: none"> • Employment of SLSOs \$60,870 • Low level adjustment for disability (\$60 870.00)
Socio-economic background	Terrigal high school engages in many programs, within the school and the community, that develop and sustain a positive and inclusive learning environment, and enhances student access to a wider range of curriculum learning experiences. To ensure access to technology for all students the school replenished the laptop trolleys and purchased textbooks for Mathematics and HSIE and texts to enhance reading.	<ul style="list-style-type: none"> • \$31,667 literacy initiative • \$7,773 resources • \$10,000 laptops • Socio-economic background (\$58 667.00)
Support for beginning teachers	Beginning teachers were supported in implementing subject based programs, understanding expectations and norms for key work functions and starting to collect evidence for the accreditation process.	<ul style="list-style-type: none"> • Professional learning \$8,000 • release from face to face for beginning teacher and mentor \$18,000



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	575	550	544	502
Girls	696	644	605	542

To ensure a quality learning environment, the school's enrolment panel is only offering places to out of zone enrolments with special circumstances. This has resulted in a decline in student numbers over the past 3 years.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	93	94	93	91.5
8	89.9	91.4	91.4	90.5
9	90	89.6	89.4	89.2
10	89.5	89.6	88.8	87.6
11	88.6	91	87.6	87.7
12	90.3	91.8	91.6	91.2
All Years	90.2	91.1	90.2	89.4
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

A variety of strategies were used to monitor and follow up on student absences:

- an SMS system notified parents of daily absences
- electronic roll marking has ensured timely follow up of fractional truancy
- whole day unexplained absences were reported to parents after four days, via mail.
- students with a history of non-attendance are referred to the Head Teacher Administration and the Learning Support Team

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			
Employment	4	41	44
TAFE entry	4	23	8
University Entry			66
Other	92	30	8
Unknown		5	

Year 10 and Year 11 students counted in "other" includes students studying through private colleges and training organisations. Year 12 students counted in "other" have indicated they are taking a gap year in 2017.

Year 12 students undertaking vocational or trade training

Two (1.5%) Year 12 students successfully completed school-based traineeships in construction and retail.

Year 12 students attaining HSC or equivalent vocational education qualification

Terrigal High School continues to offer a range of vocational courses for students in Years 11 and 12. Twenty five students (19%) successfully completed school delivered VET courses in Business Services, Entertainment and Hospitality. In 2016 the Entertainment specialisation was introduced for the first time. Seven students (5%) completed TAFE delivered courses in Animal Studies, Electro-technology, Metal and Engineering, Human Services and Tourism.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	51.7
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	0.8
School Administration & Support Staff	13.17
Other Positions	1

*Full Time Equivalent

The teaching staff consisted of new scheme and experienced teachers who were well supported by an administration team, learning support officers a farm assistant and general assistant. In 2016 6% of staff were of Aboriginal background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95
Postgraduate degree	5

Professional learning and teacher accreditation

Professional learning is included in the school structure through Tuesday afternoon meetings twice a Term, in executive meeting time as well as the gazetted school development days. In 2016, the Head Teacher –Teaching & Learning monitored teacher and SASS professional learning ensuring all staff meet the training and certification requirements of the Department of Education (DoE). 100% of staff have meet the mandatory training in Child Protection, Work Health & Safety, Code of Conduct, Anaphylaxis and eEmergency Care.

The staff development days focused on the performance development framework, effective feedback, strategies to improve writing, teaching

standards, action research and collaborative learning.

Additional professional learning through staff and faculty meetings included: Analysis of HSC results and NAPLAN data, Explicit teaching of Literacy skills, Teacher accreditation, teaching and learning activities to improve numeracy outcomes and communication skills.

Teacher accreditation

In 2016,

- Preservice teachers were offered the opportunity to develop their teaching skills with AITSL trained colleague teachers. This was a valuable experience for both pre-service teachers and experienced staff.
- All early career teachers were supervised through the PDP process including induction, observations and formal/informal mentoring.
- Eight early career teachers began the journey of collating and annotating their evidence for Proficient Teacher Accreditation of which one teacher gained Proficient Accreditation The others will continue this journey and complete their accreditation in 2017.
- Four teachers were successful at Maintenance Level.
- Four teachers are engaging in collecting and annotating evidence for the Highly Accomplished standard.

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

Financial information

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

Income	\$
Balance brought forward	597 784.26
Global funds	896 173.88
Tied funds	269 943.26
School & community sources	386 225.44
Interest	16 934.71
Trust receipts	151 351.93
Canteen	241 142.64
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	249 606.68
Excursions	104 567.34
Extracurricular dissections	199 533.02
Library	8 067.17
Training & development	55 174.83
Tied funds	293 937.90
Short term relief	162 681.34
Administration & office	139 173.20
School-operated canteen	235 547.11
Utilities	163 974.47
Maintenance	112 063.54
Trust accounts	169 879.29
Capital programs	14 905.73
Total expenditure	1 909 111.62
Balance carried forward	-1 909 111.62

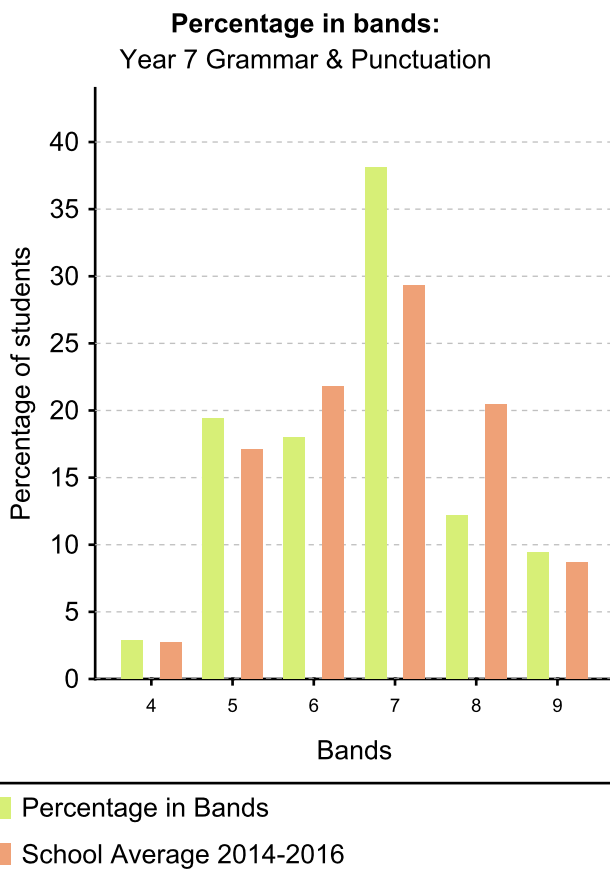
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

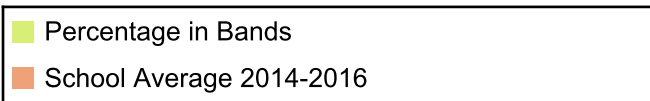
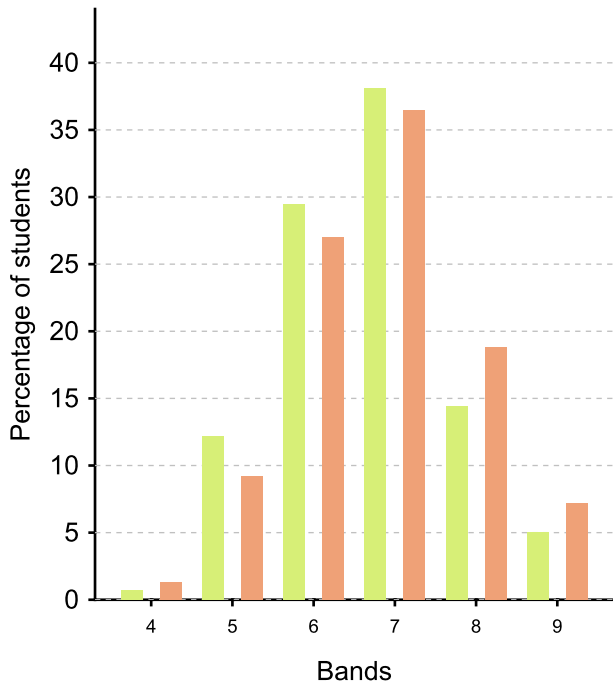
NAPLAN

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 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

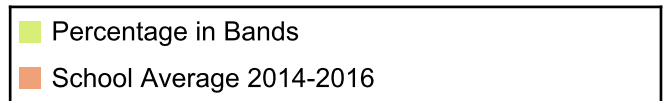
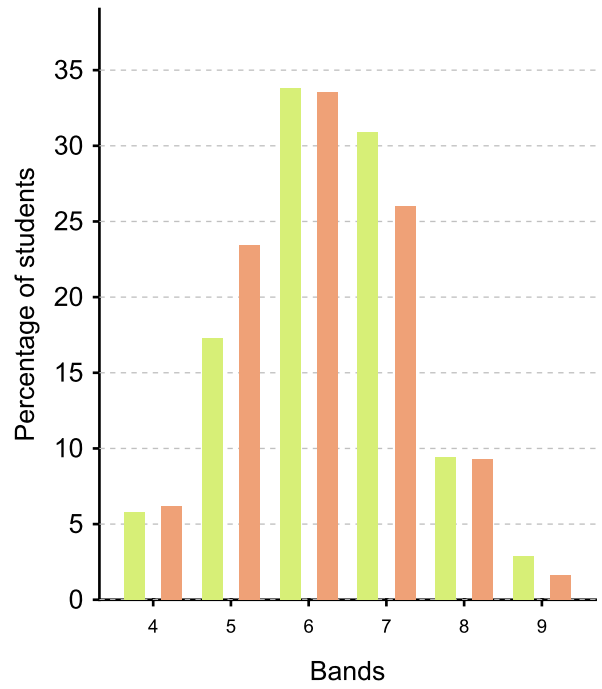
The NAPLAN results show improvements in average Writing scores for Year 7 and Reading and Writing scores for Year 9. The percentage of students achieving in the top two bands in Year 7 was Reading 19%, Writing 12%, Spelling 30%, Numeracy 22%. The percentage of students achieving in the top two bands in Year 9 was Reading 23%, Writing 8%, Spelling 17%, Numeracy 19%.



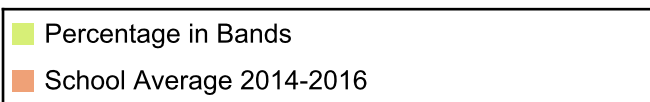
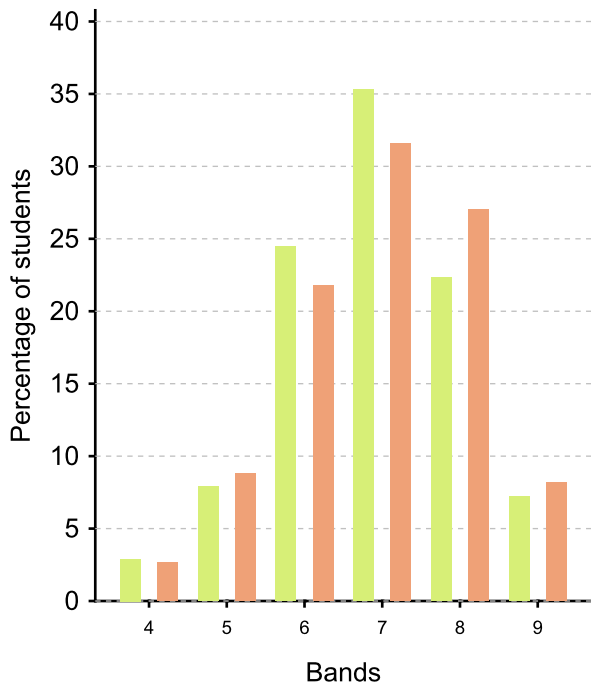
Percentage in bands:
Year 7 Reading



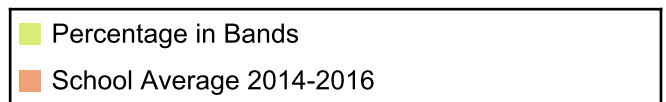
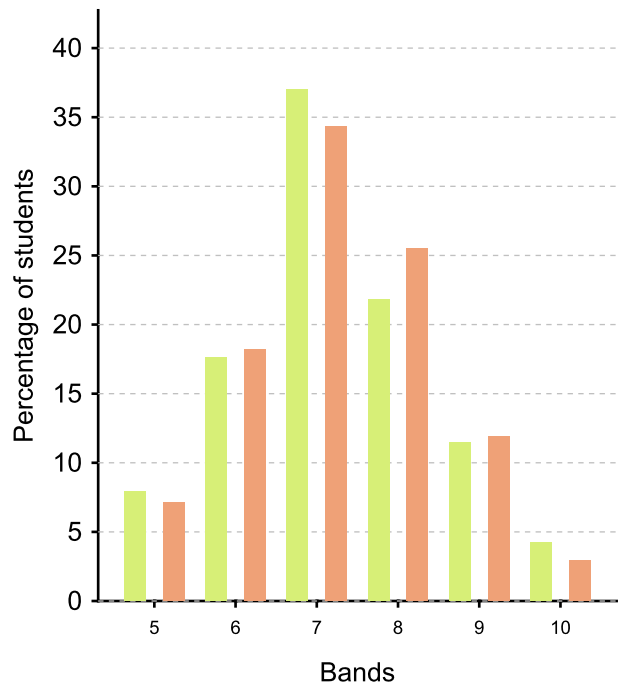
Percentage in bands:
Year 7 Writing



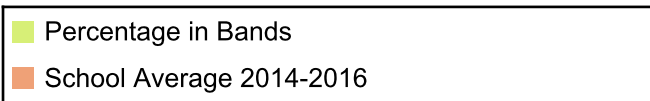
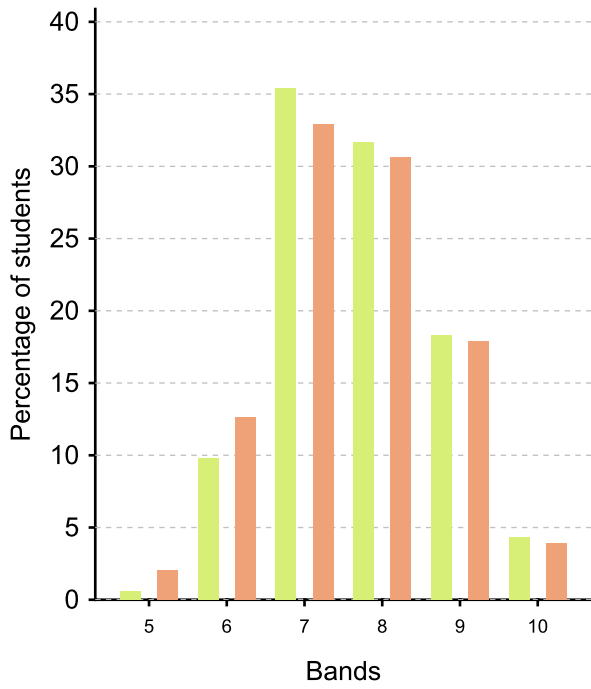
Percentage in bands:
Year 7 Spelling



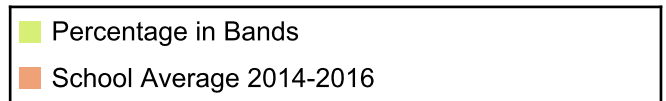
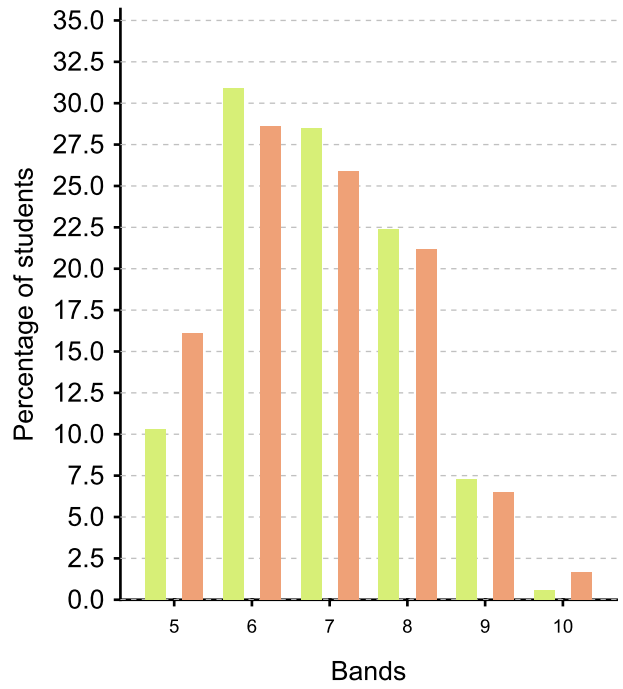
Percentage in bands:
Year 9 Grammar & Punctuation



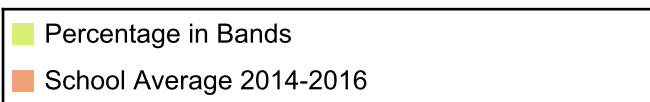
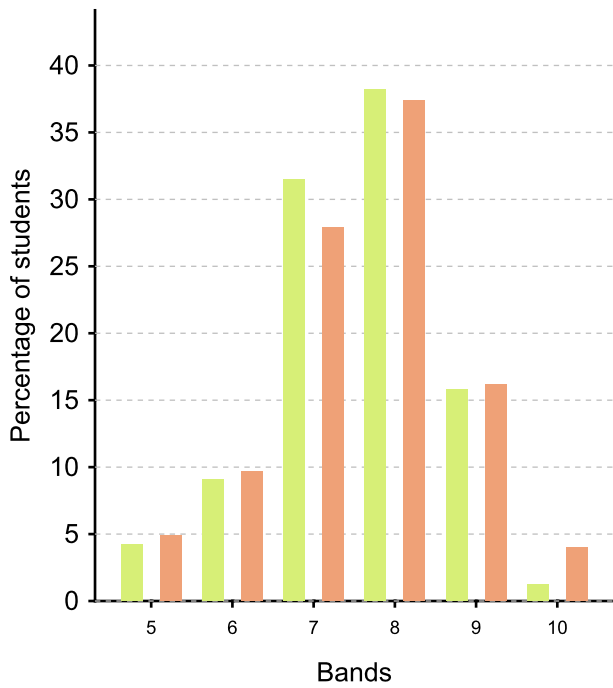
Percentage in bands:
Year 9 Reading



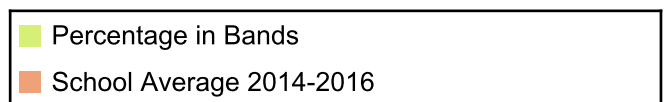
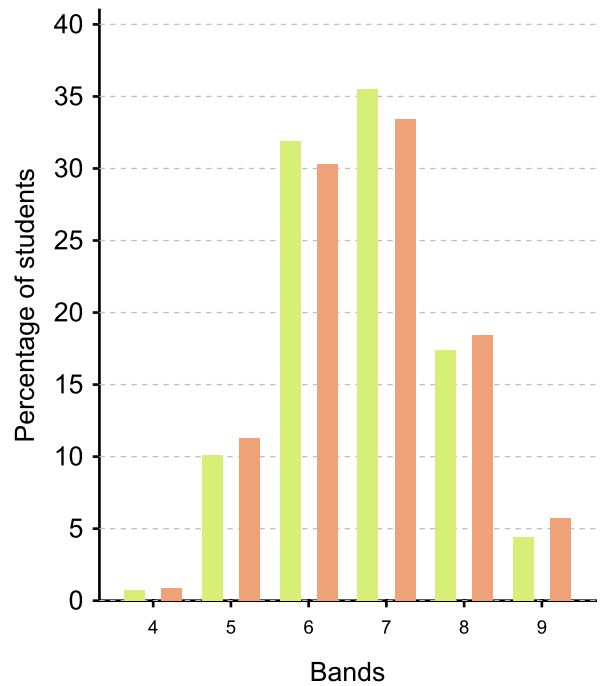
Percentage in bands:
Year 9 Writing



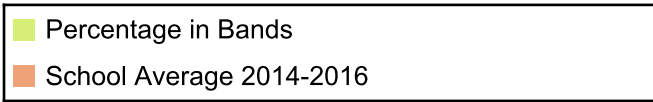
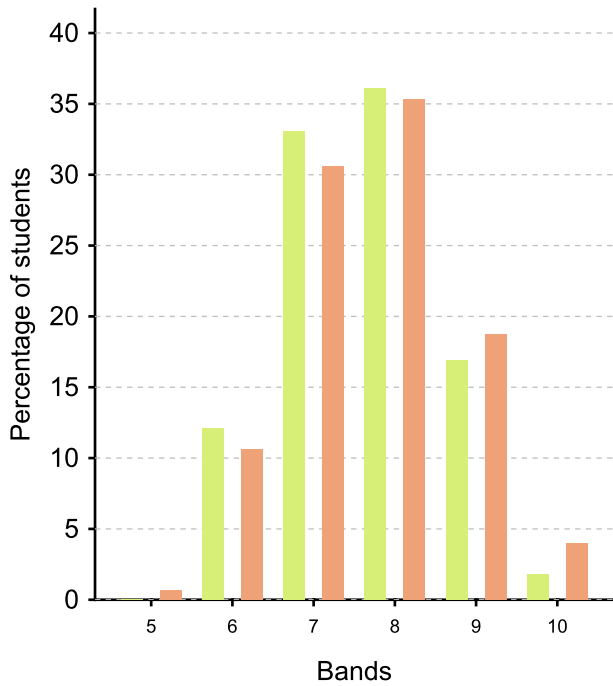
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 7 Numeracy



**Percentage in bands:
Year 9 Numeracy**

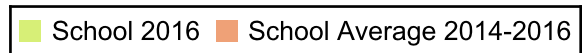
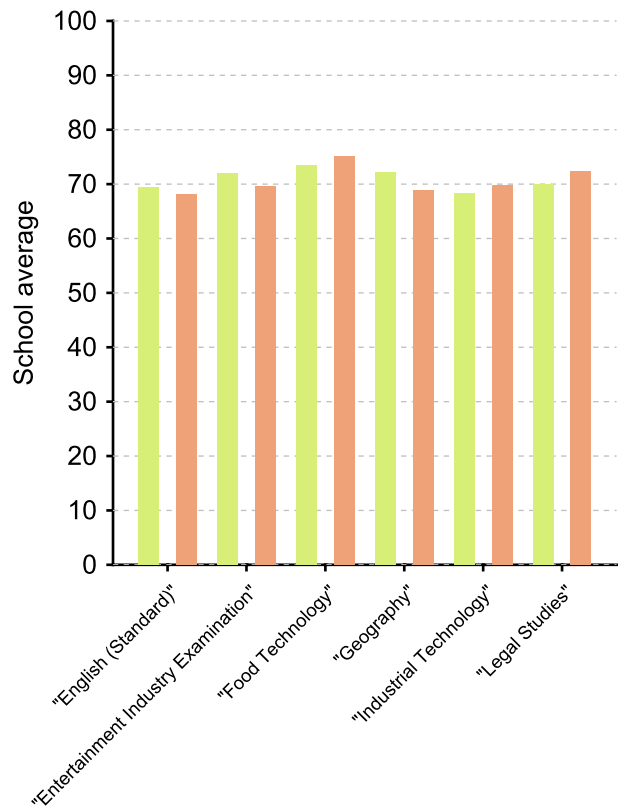
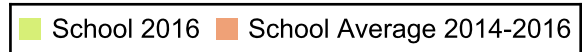
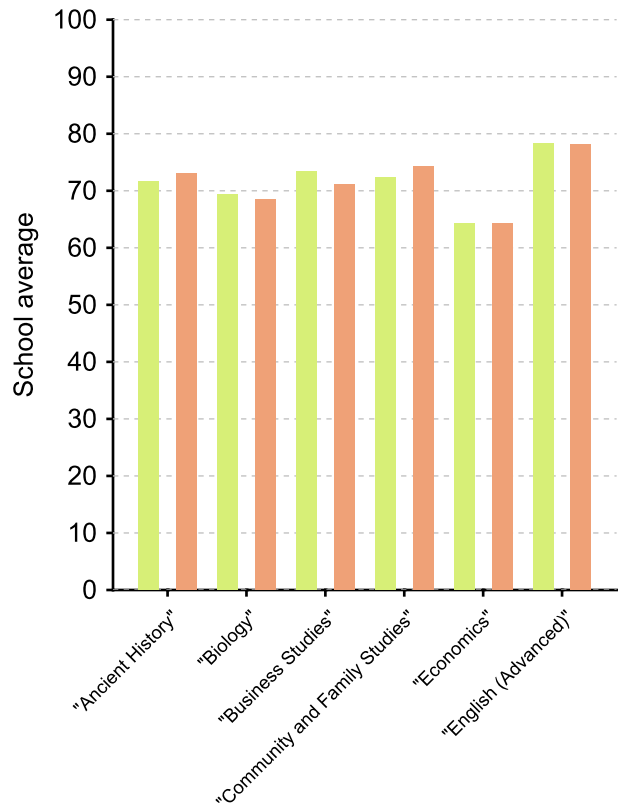


The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

The growth of students from Year 9 NAPLAN to the HSC is reported in 3 groups: lower, middle and higher. In 2016, the average difference from the state increased across all groups with a significant improvement in students in the lower and middle groupings.

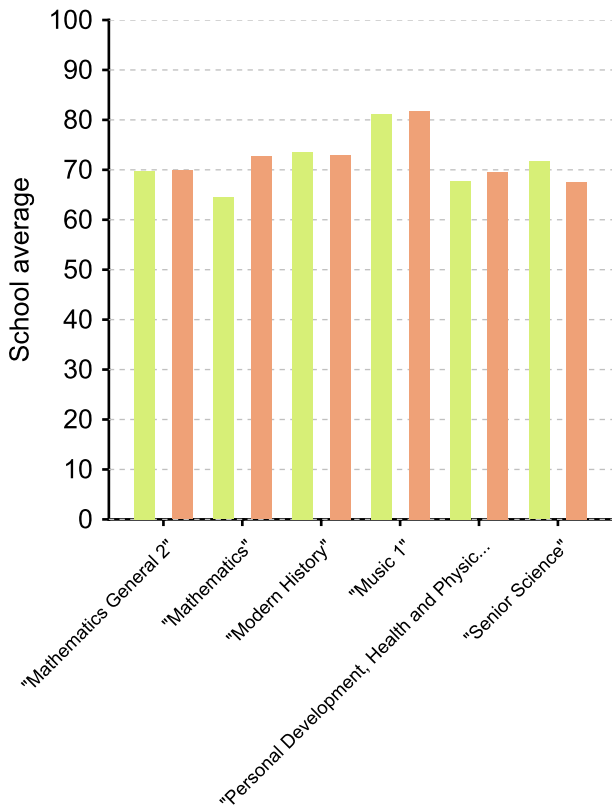


Parent/caregiver, student, teacher satisfaction

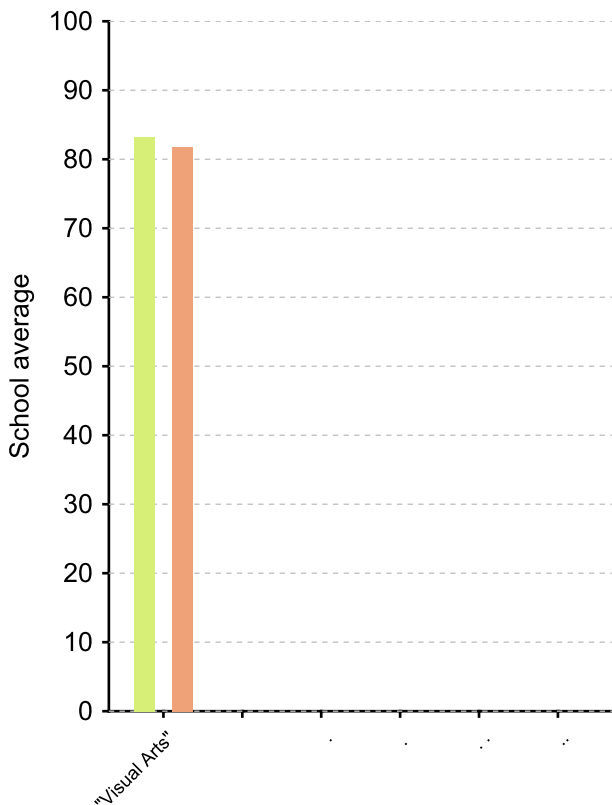
Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2016 the school sought the opinions of parents, students and teachers through surveys and evaluations of events. Their responses are presented below.

- 98% of teachers indicated they have a strong commitment to the work they do.
- Teachers valued collaborative development of programs
- Parents overwhelmingly indicated their child felt safe at Terrigal High School
- Students overwhelmingly indicated they had friends at school they can trust and who encourage them to make positive choices.



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



Policy requirements

Aboriginal education

Aboriginal education at Terrigal High School was very successful in 2016. Programs that are offered for Aboriginal and Torres Strait Islander students' include; literacy support; mentoring Transition, including University awareness days and scholarship advice for senior students and leadership opportunities including the junior Aboriginal Education Consultative Group (AECG).

A Stage 6 (year 11 and 12) post-school pathways program supported Aboriginal students through career mentoring, study goals, careers expos and university open day events with the aim of giving the students support in their goal setting and purpose to engagement and achievement at school.

In 2016, NAIDOC was celebrated at school year assemblies ensuring all Aboriginal students participated in some form. Students were able to showcase their achievements; academic, sporting and gifted and talented as well as educate and inform the school community about NAIDOC.

Our Aboriginal Education Team continued to assist ATSI students by identifying and responding to individual student needs, creating and maintaining

Personalised Learning Plans, working in class as learning support, providing welfare support and guidance and strengthening links between the school and families.

The Gulang Festival allows Aboriginal and non-Aboriginal students the opportunity to celebrate culture and demonstrate art, music, dance, performance and writing on a regional level. Terrigal High school was very honoured to be the last recipient of the message stick signalling the forthcoming Gulang Festival. Our students then had the honour to present the message stick at the opening of the event. Indigenous and non-indigenous students performed strongly in front of large audiences

The Five Lands Walk and other cultural and heritage excursions gave a range of indigenous and non-indigenous students a deeper understanding and perspective. Terrigal High School continued our connection with the Darkinjung Land Council and other community members in the delivery of Aboriginal Education and aspects of the curriculum.

The aim of the Cultural exchange with Coonamble High school was to increase knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people. The exchange gave students a platform for enriching their understanding of Aboriginal education and culture. It will also allowed direct sharing of knowledge with a group from an isolated community. The results included:

- increased understanding and awareness of the strength and richness of Aboriginal cultures and custodianship of country
- students practised their public speaking
- community involvement increased
- a continuing educational opportunity was established with a remote school.

PLPs are an important part of our support of Aboriginal and Torres Strait Islander students. All Aboriginal and Torres Strait Islander students have a Personalised Learning Plan (PLPs). Each plan is negotiated with the student; a mentor; parent/guardian and a small team. Each student is given a staff mentor of their choice to assist with the PLP targets and school in general. Funding is used to cover staff mentors during PLP meetings.

The school's dance and didgeridoo group continue to allow opportunities for cultural awareness and growth to occur in the Aboriginal and Torres Strait Islander students. RAM funding is used to cover a supervising teacher.

Multicultural and anti-racism education

The Multicultural Education policy and AntiRacism policy have supported the school community to acknowledge and respect cultural diversity and a sense of belonging. All faculty programs contain appropriate multicultural perspectives. Building on the introduction of new syllabi in 2015, the introduction of the new Geography syllabus in 2016 has seen a strengthening of multiculturalism.

In 2016 the school acknowledged Harmony day through designated in-class activities about inclusiveness, respect and a sense of belonging, prepared for each stage. Students created postcards, posters and in class debates supporting the message 'everyone belongs'. Student leaders continued the reciprocal arrangement with Beverley Hills Intensive Language sharing experiences and values and introducing students to the beach culture.

Students with backgrounds other than English comprise 5 % of the school population and are supported through English Language Proficiency funding equivalent to 1 day per fortnight.

Two members of staff are trained Anti-racism Conflict Officers and are the first link in support of students experiencing difficulties.