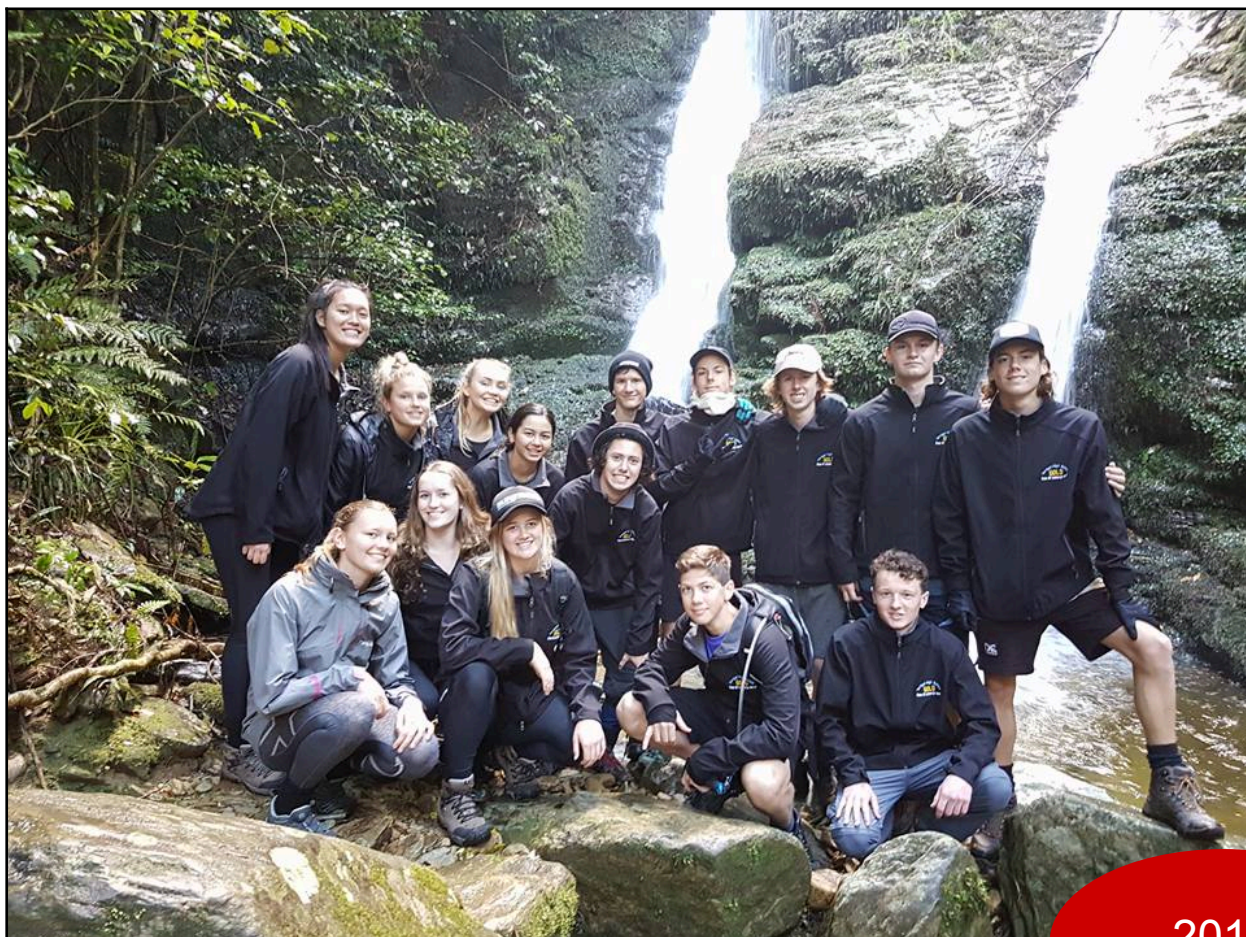


Terrigal High School Annual Report



2017



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Introduction

The Annual Report for **2017** 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

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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 1060 students, including 4% 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 has developed a strong 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. 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.

Through the process, teaching staff 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. This year we made the commitment to improving the learning culture, by promoting student wellbeing and analysing school performance data to identify trends in student performance. Student work samples and external data informed the creation of small groups and stand-alone classes, focused on reading and comprehending, writing scaffolds and numeracy skills. The wellbeing team reviewed examples of best practice in revising and developing new learning support and wellbeing structures.

In the domain of Teaching Terrigal High School is sustaining and growing. Teacher professional learning opportunities scheduled into the structure of the school day provides dedicated reflection time to build the capacity of teachers in differentiating learning; using data to inform teaching and learning; and developing as educational leaders. All teachers applied their knowledge and understanding of the Disability Act in planning accommodations and adjustments for identified students. Teachers also, collaborated with the local Aboriginal Education team to create authentic learning experiences for all students.

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 foster an understanding of health issues for teenagers. This year we drew upon expertise within the community to introduce a targeted sport program catering for talented athletes. The leadership team reviewed feedback from students and parents from the Tell them From Me surveys to reflect on school practices and procedures.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

The introduction of minimum standards for achievement of an HSC from 2020, resulted in the creation of stand alone Literacy and Numeracy classes for all Year 8 students, focused on skill development across reading, writing and numeracy.

The "castles of confidence" program supported identified groups of Year 7, 8 and 9 students in using their senses and scaffolds to improve their vocabulary and written response. The "creative writers" program supported high performing Year 10 students in developing sophistication in writing narratives.

All teachers engaged in workshops to analyse data and identify successful strategies to improve reading and numeracy. The data team worked with class teachers to analyse Year 7 and Year 9 NAPLAN responses and support teachers in developing learning strategies to improve literacy and numeracy outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All Year 8 students achieve at least one cluster higher in the writing elements of the literacy continuum by the end of each year	Literacy teacher 0.6 FTE. (RAM equity \$62,400) Novels and texts (RAM equity \$6,000).	Year 8 Literacy lessons focused on inference and interpretation to improve reading outcomes and the TXXXC scaffold to support writing outcomes. The "castles of confidence" program, support identified students in improving writing outcomes through explicit teaching. Attendance rates improved for these students.
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.	Dedicated Literacy and Numeracy lessons for Year 8 timetabled 1 period per fortnight, respectively..	The introduction of minimum standards as part of a stronger HSC provided the opportunity for students to pre-qualify through their NAPLAN results in reading, writing and numeracy. In 2017 31% of the Year 9 students pre-qualified in all three aspects, 50% in at least two and 70% in at least one.
All teaching and learning programs address the needs of identified student groups	Professional learning \$6,000	School professional learning sessions supported teachers in deepening their understanding of the role of assessment for learning strategies and how these activities provide evidence of the impact of teaching for students.
An increase in the number of students participating in leadership opportunities	\$5,000	All Year 10 students engaged in the Illuminate program to develop their leadership skills through a business proposal. The celebratory event on the last evening was highly valued and well attended by parents.

Next Steps

Engage students and staff in developing a culture of successful reflective lifelong learning.

Teachers engage in current, "best practice" to explicitly teach literacy and numeracy skills for all students.

Feedback informs individual learning goals.

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 professional learning workshops supported collaboratively developed teaching and learning programs incorporated assessment for learning strategies and quality feedback.

The successful introduction of the new finance system was supported by processes and procedures, developed to meet the needs of our school context.

Teaching and non-teaching staff engaged with professional development frameworks to reflect on practice, establish short and long terms goals and identify professional learning needs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching and learning programs are collaboratively developed and cater to the learning needs of our students.	\$5,000	Mathematics, English, Science and History teachers engaged in professional learning on the new stage 6 syllabuses and collaborated to develop programs for implementation in 2018. An agreed structure and pro-forma for registration of teaching and learning included the provision for acknowledgement of IEPs and PLPs and the specific accommodations and adjustments for each unit of work.
All teaching and non-teaching staff engage in reflective practice through the development of PDPs.	\$5,000	All teachers have prepared a professional development plan in consultation with their supervisor. These plans have informed the provision of professional learning across the school.
Nine school policies and procedures align with community expectations and departmental regulations.	\$8,000	Staff, student and community voice contributed to the review of learning support structures and processes, the wellbeing handbook and financial management.

Next Steps

Plan and implement evidence based wellbeing programs for students.

Teaching and learning programs are adjusted to support a high performance culture for all students.

Teacher professional learning supports a culture of collaboration and explicit teaching of skills.

Strategic Direction 3

Encourage productive community relationships.

Purpose

To communicate effectively and provide opportunity for connections to occur.

Overall summary of progress

A targeted sport program was successfully introduced into the school, supported by community partnerships with local sporting organisations and elite coaches.

The Terrigal Learning Alliance combined staff development day included guest speakers and workshops to support student wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teachers engage in school wide and inter-school collaboration to improve teaching practice	<ul style="list-style-type: none">Socio-economic background (\$5000.00)School Professional Learning: \$5,000 for guest speakers and workshop facilitators at the combined staff development dayLow level adjustment for disability (\$3000.00)	The Terrigal Learning Alliance combined staff development day promoted understanding of student wellbeing issues and strategies teachers can draw upon to support student learning and social-emotional growth.
An increase in the number of community partnerships to support student learning opportunities and social / emotional development.	Targeted sport program: \$15,000 from school and community funds covered the cost of specialist coaches, gym sessions, event days and transport. Leadership programs including the Duke of Edinburgh award, SRC planning days and student voice projects were funded through school and community and socio-economic background funds. Local Rotary clubs funded teams to participate in the Model United Nations and youth leadership camps.	<p>The Targeted Sport program (TSP) has proven to be highly popular and valued by students. Double the number of students have enrolled in TSP for 2018.</p> <p>Student feedback on leadership programs has indicated a valuing of student voice and expanded leadership opportunities for students.</p>

Next Steps

The curriculum provision is enhanced through alliances with other schools and organisations.

A collaboratively developed middle school project focuses on future skills.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Aboriginal SLSO • Short term casual relief to cover PLPs, Coonamble trip, literacy and numeracy specifics and Gulang fest • Junior AECG event • Construction of a yarning circle. Total = \$16,170	<p>Employment of a School Learning Support Officer to facilitate cultural learning, mentor students and be a resource for teachers.</p> <p>A cultural exchange with Coonamble High School developed relationships and increased knowledge and understanding of histories, culture and experiences.</p> <p>Student personal learning plans responded to individual learning, social and cultural needs provided support and guidance and strengthened links between the school and families.</p>
English language proficiency	Employment of a classroom teacher one day per fortnight Total = \$13,012	Employment of a classroom teacher one day per fortnight supported student in decoding class work and assessment tasks.
Low level adjustment for disability	Employment of a learning support teacher, 1 fulltime SLSO and 2 part time SLSOs Total = \$164, 388	In 2017 we employed three School Learning Support Officers (SLSOs) to assist student to develop personal and social skills, prepare resources and support teachers in implementing individual education plans (IEPs).
Socio–economic background	<ul style="list-style-type: none"> • Resources for whole school literacy and numeracy projects (\$8,000) • Textbooks for new syllabuses (\$36,000) • Extra laptops (\$10,000) • Additional staffing and resources (\$14,988) Total = \$68,988	<p>Terrigal High School engages in many programs, within the school and the community, that develop and sustain a positive and inclusive school culture and enhances student access to a wider range of curriculum experiences.</p> <p>Additional staffing and resources supported student engagement with the Duke of Edinburgh program and creative and performing arts events.</p>
Support for beginning teachers	Professional learning for beginning teachers and release from face–to–face lessons for the beginning teacher and their mentor. Total = \$21,576	Beginning teachers indicated the regular meetings with their mentor and the head teacher teaching and learning supported them implementing subject based programs and in understanding school processes and expectations.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	550	544	502	492
Girls	643	604	542	538

To ensure a quality learning environment, the school's enrolment panel is only offering places to out of zone enrolments with siblings currently enrolled in the school or with special circumstances. This has resulted in a decline in total student enrolments over the past 5 years and this trend will continue for a further 2 years.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	94	93	91.5	92.9
8	91.4	91.4	90.5	90.8
9	89.6	89.4	89.2	88.8
10	89.6	88.8	87.6	88.5
11	91	87.6	87.7	89
12	91.8	91.6	91.2	91.5
All Years	91.1	90.2	89.4	90.1
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

The school procedures include a variety of strategies to monitor and follow up on student absences:

- an SMS system notifies parents of daily absences
- electronic roll marking to identify fractional truancy in a timely manner
- whole day absences reported to parents, via mail, after four days
- students with a history of non-attendance are referred to the Head Teacher Administration and

the learning Support team.

In 2017, the school, created an attendance monitoring team to support teachers address fractional truancy.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	6.5
Employment	0	48	25
TAFE entry	86	45	10
University Entry	0	0	46
Other	14	7	21
Unknown	0	0	1.5

Year 10 and Year 11 students counted in the "other" category include students studying at private colleges and training organisations. Year 12 students counted in the "other" category have indicated they are taking a gap year in 2017 prior to tertiary studies or are completing studies at other registered training organisations other than TAFE.

Year 12 students undertaking vocational or trade training

In 2017 three students successfully completed school-based traineeships in Retail and Bricklaying.

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. In total 40 students successfully completed school delivered VET courses in Business Services, Entertainment, Information and Digital Technology (IDT) and Hospitality. Twelve students successfully completed the extra hours for the Entertainment Specialisation course.

Ten Year 12 students completed TAFE delivered VET courses in Travel and tourism (3), Animal Studies (3), Aged Care (1), Beauty (2) and Digital Animation (1).

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	49.2
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0.8
School Administration & Support Staff	12.77
Other Positions	1

*Full Time Equivalent

The teaching staff consisted of a blend of experienced (%) and early career teachers (%). The early career teachers met regularly with a subject specific expert and the head teacher (teaching and learning) for ongoing mentoring and coaching, were allocated extra time each cycle for preparation and sourced specific professional learning catering to their needs. The teaching staff are supported by an administration team, learning support officers, a general assistant and farm assistant and an Aboriginal community member. In 2017 6% of staff identified as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	5

Professional learning and teacher accreditation

At Terrigal High School we recognise the value of professional learning as a long-term investment in developing high-quality teachers. Terrigal teachers are highly committed to developing their individual qualifications, experience and ability to teach. Collegial

conversations and interactions based on student learning experienced has resulted in increased feelings of trust creating a positive climate of peer observations.

The Head Teacher of Teaching and Learning (HT T&L) monitored the professional learning of all teaching staff (permanent, temporary and casual), and non-teaching staff ensuring that mandatory training requirements were completed and mapped the learning against teaching standards and the school plan. Mandatory training included the child protection update, Code of Conduct, Face to Face Anaphylaxis and CPR training (Royal Life Saving). Throughout the year the HT T&L supported pre-2004 service teachers in understanding and preparing for new accreditation processes commencing in January 2018.

Professional learning is conducted on gazetted school development days as well as during executive and staff meetings. Dedicated professional learning meetings are also conducted as part of the scheduled meeting cycle on a Tuesday afternoon and in twilight meetings. School based professional learning focused on student engagement, Lifeline Safetalk (Suicide Prevention Awareness Program), Aboriginal Education, adjustments and accommodations, gifted and talented strategies and data analysis. The combined staff development day for the Terrigal Learning Alliance was hosted at Terrigal High School and focused on student wellbeing, including sessions on health issues, mindfulness, the adolescent brain and strategies to support students in the classroom.

Staff development days incorporated professional learning on the School Excellence Framework, new staff induction, Reading and numeracy, the Aboriginal Education and Training Policy (identifying professional learning needs in KLAS), 2016 HSC Analysis, MESH (new syllabus), Focus on reading across KLAS (developing a unit of work with NAPLAN style questions), SDD3 Terrigal Learning Alliance with keynote speakers Dr John Irvine "The nature of anxiety, why it's on the rise in the community and some basic school strategies to address the problem and James Cummins The Physiology of Stress.

In response to significant systemic changes the school executive have engaged in leadership learning and managing change. Examples of learning around policies included complaints handling, the school excellence framework, student engagement and the new finance system. The Executive team engaged in professional learning both at our Executive meetings, lead professional learning at our PL afternoons, faculty and staff meetings, and at designated Exec Planning Days including, GATS, Forward Planning, Choice Theory, Discipline Review, NESA registration, SCOUT Training and the writing and implementation of the New School Plan (Implementing DOE School Planning practices).

In 2017 the school was chosen at random for a NESA inspection of our professional learning offering and structures. The inspection process provided an opportunity to demonstrate the impact of teacher professional learning on student outcomes. The

inspectors rated our evidence and procedures as "best practice".

Great Teaching, Inspired Learning funding supported four early career teachers in working toward accreditation at the proficient standard. All early career teachers worked with a faculty mentor and the HT T&L to deepen their understanding of content knowledge, pedagogy, school procedures and expectations. The support included an induction program, observations, feedback, reflection and the collation of evidence aligned to standards.

Three teachers completed their maintenance of accreditation in 2017.

Pre-service teachers were offered the opportunity to develop their teaching skills at THS with AITSL trained colleague teachers. This was a valuable experience for both pre-service teachers and experienced staff, and developed community relationships with these partner universities.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

In 2016 the school changed financial operating systems to SAP as part of the Department of Education's Learning Management and Business Reform (LMBR). The changeover occurred on the 22nd May, 2017. Hence the financial information below shows financial statement from the previous system (OASIS) as well as the SAP financial information.

The school asks families to contribute to the costs of educating students via a voluntary contribution set at the minimum value indicated by the Department of Education. Subject fees cover the cost of consumables in elective classes and a technology levy supports students with Bring Your Own Device (BYOD), by contributing to the cost of Technology Support Officer.

Receipts	\$
Balance brought forward	650,445
Global funds	467,837
Tied funds	136,388
School & community sources	271,359
Interest	5,728
Trust receipts	22,124
Canteen	94,256
Total Receipts	997,692
Payments	
Teaching & learning	
Key Learning Areas	128,598
Excursions	64,874
Extracurricular dissections	50,532
Library	6,924
Training & Development	12,156
Tied Funds Payments	75,939
Short Term Relief	41,159
Administration & Office	54,908
Canteen Payments	71,664
Utilities	72,777
Maintenance	51,302
Trust Payments	42,833
Capital Programs	0
Total Payments	673,666
Balance carried forward	974,471

	2017 Actual (\$)
Opening Balance	0
Revenue	1,943,930
Appropriation	1,562,421
Sale of Goods and Services	149,369
Grants and Contributions	228,848
Gain and Loss	0
Other Revenue	0
Investment Income	3,292
Expenses	-1,202,383
Recurrent Expenses	-1,202,349
Employee Related	-412,900
Operating Expenses	-789,449
Capital Expenses	-33
Employee Related	0
Operating Expenses	-33
SURPLUS / DEFICIT FOR THE YEAR	741,547
Balance Carried Forward	741,547

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The school's finance committee includes the Principal, School Administration Manager, Deputy Principals and the executive team. Meetings of the Principal, SAM and Deputy Principals occur on a fortnightly bases and the executive review the financial situation each month. New school processes have been developed to support the introduction of LMBR.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	8,845,121
Base Per Capita	159,551
Base Location	0
Other Base	8,685,571
Equity Total	276,119
Equity Aboriginal	26,327
Equity Socio economic	68,988
Equity Language	13,012
Equity Disability	167,792
Targeted Total	55,000
Other Total	128,184
Grand Total	9,304,424

School performance

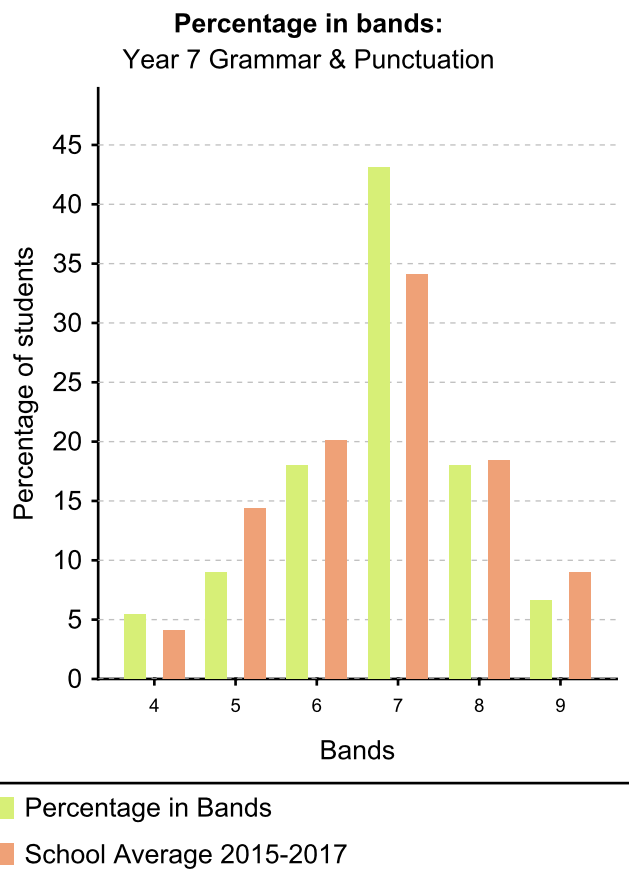
NAPLAN

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.

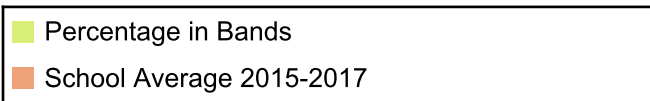
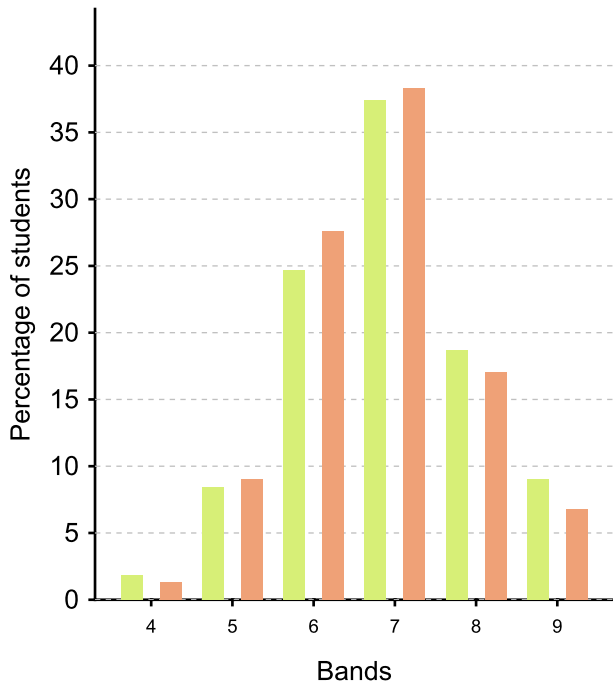
The 2017, Year 9 NAPLAN reading results are above the average for statistically similar schools and well above the average for state schools. The improvement is indicative of the school's focus on improving reading outcomes throughout 2016 and 2017. The percentage of students achieving in the top two bands in Year NAPLAN writing has improved from 7.9% to 12.2%.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

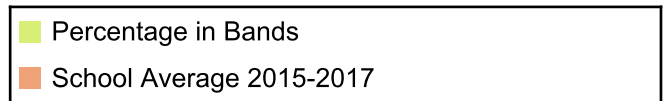
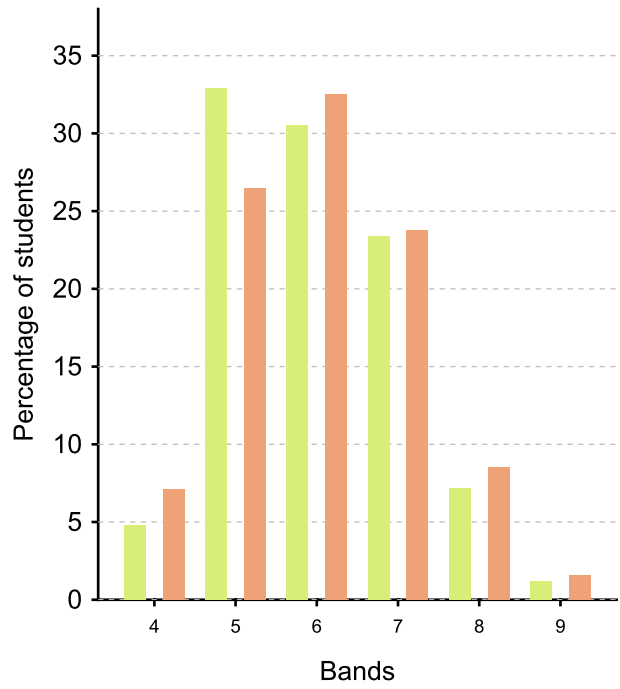
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.



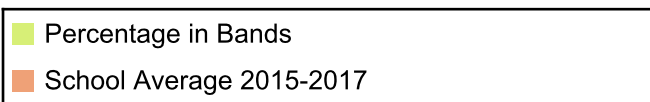
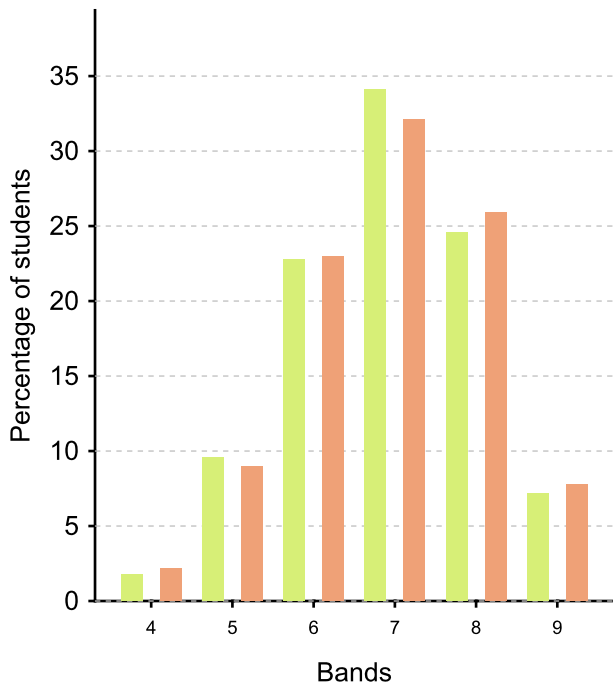
Percentage in bands:
Year 7 Reading



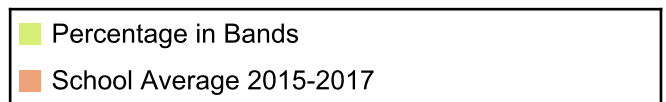
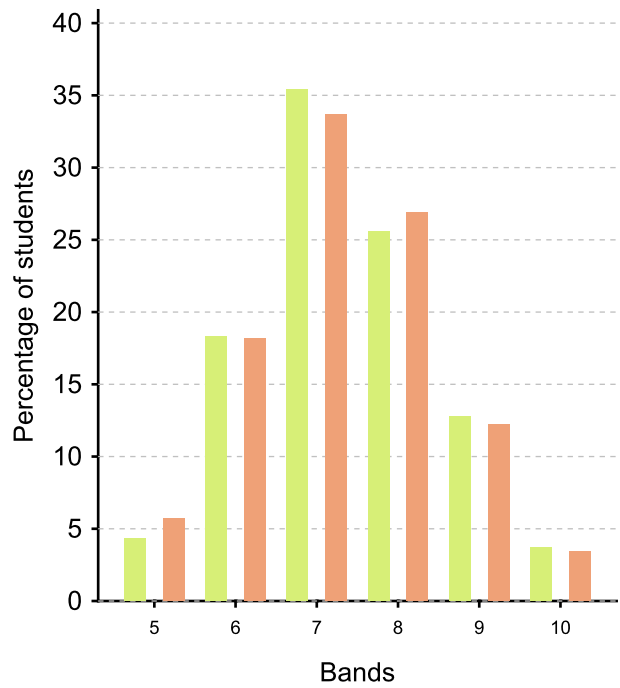
Percentage in bands:
Year 7 Writing



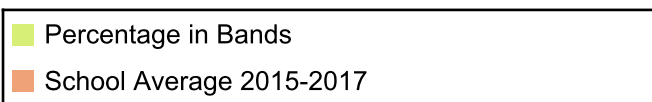
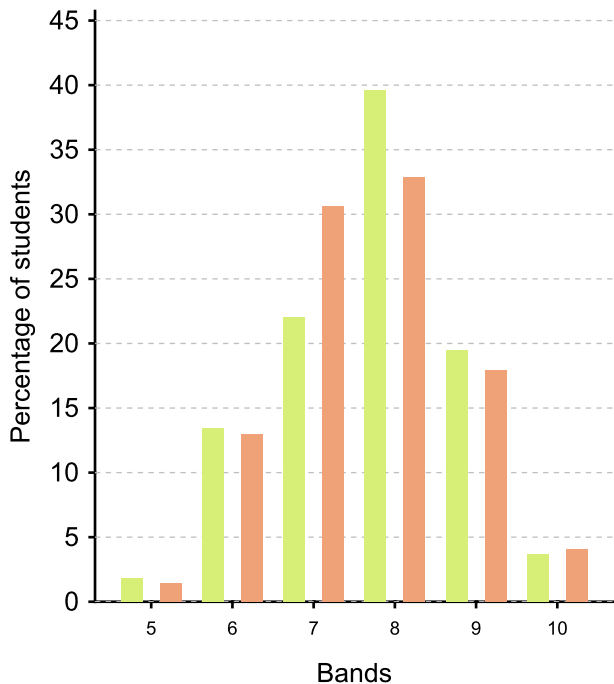
Percentage in bands:
Year 7 Spelling



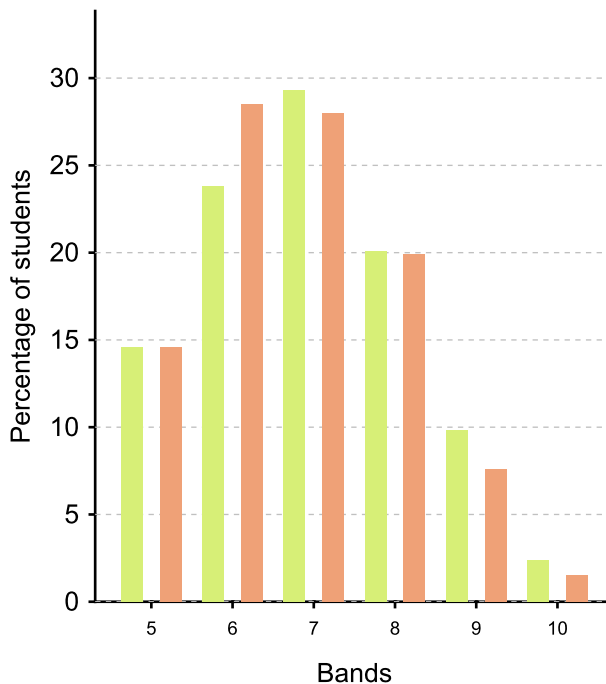
Percentage in bands:
Year 9 Grammar & Punctuation



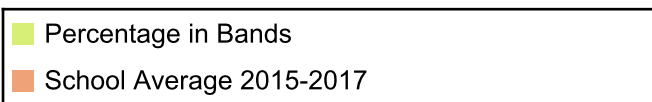
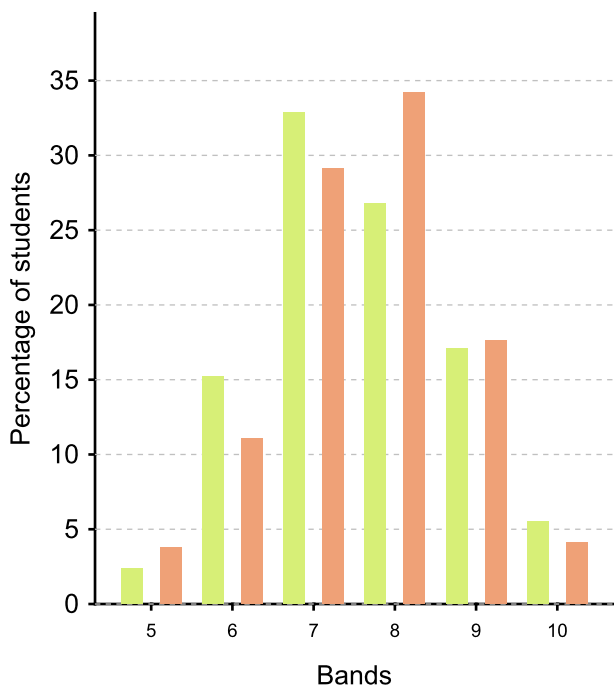
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

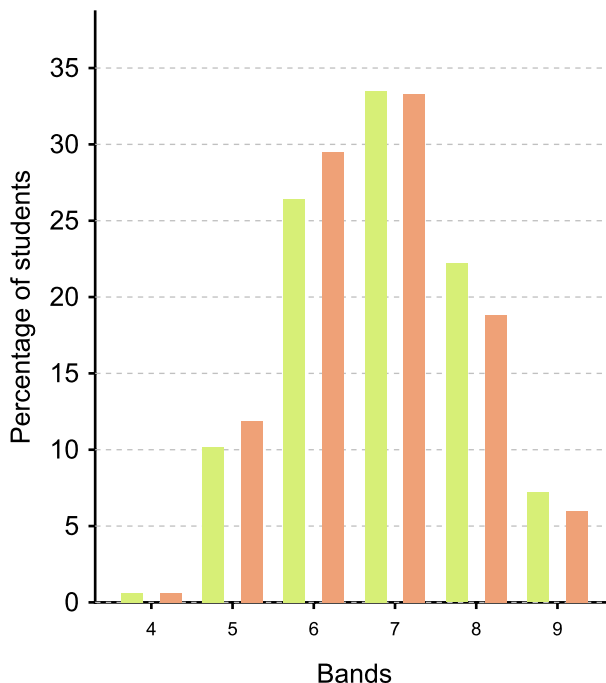


Percentage in bands:
Year 9 Spelling

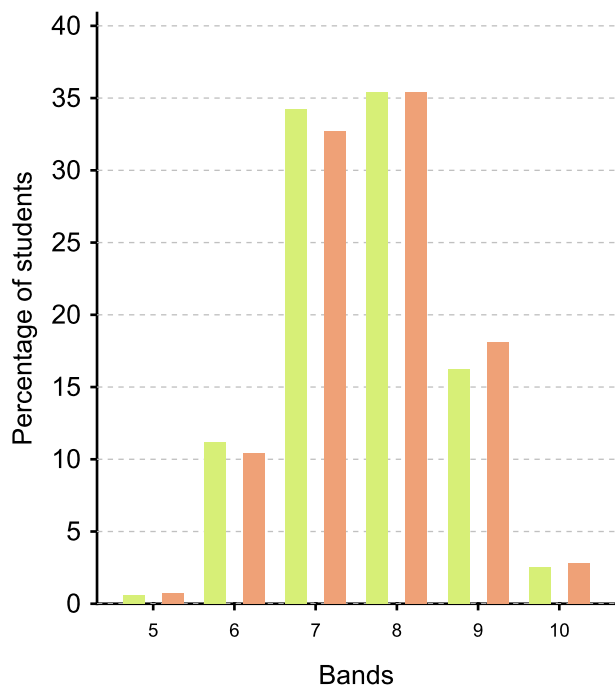


The 2017 NAPLAN numeracy results have remained consistent for the past three years.

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. Go to <http://www.myschool.edu.au> to access the school data.

Entertainment Industry Examination	75.6	72.5	73.5	71.1
Food Technology	59.9	72.9	69.3	71.7
Industrial Technology	63.5	69.6	64.8	69.2
Legal Studies	77.5	75.3	72.1	72.1
Mathematics	76.1	76.0	73.2	73.8
Mathematics General 2	70.8	68.8	63.6	70.1
Modern History	76.9	72.4	69.6	74.1
Music 1	82.7	83.0	79.7	82.5
Personal Development Health and Physical Education	65.5	71.0	67.7	69.7
Physics	63.9	70.7	70.4	66.4
Senior Science	69.8	72.1	68.3	68.9
Society and Culture	71.0	78.5	76.4	74.2
Textiles and Design	77.2	75.5	75.2	76.6
Visual Arts	79.5	80.5	77.7	81.4

Higher School Certificate (HSC)

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

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	61.3	72.0	68.1	70.7
Biology	70.6	73.3	70.9	69.6
Business Studies	70.3	71.4	68.2	71.4
Chemistry	69.0	73.3	72.1	68.7
Community and Family Studies	72.1	74.0	70.7	74.3
Drama	81.2	76.3	75.5	79.9
English (Advanced)	80.4	80.0	77.6	78.1
English (Standard)	71.5	69.7	65.6	68.5

The 2017 trend data shows positive improvements for most HSC subjects. Our growth data for individual students is considered "above average" compared to other similar schools. Of particular note was the performance of students in the creative and performing arts with six students receiving nominations for their major projects or performances.

Parent/caregiver, student, teacher satisfaction

Terrigal High School participated in the Tell Them From Me (TTFM) Survey which sought opinions about school, from parents and students. This survey provided valuable feedback on what our parent/caregivers and students think about aspects of school life and levels of engagement with our setting.

The parent survey responses included:

- Teaching staff are clearly committed to student learning and to ensuring each child reaches their maximum potential.
- Behaviour expectations are clear and reinforced.
- Student sat Terrigal High are well dressed in the community
- There are lots of opportunities for students at Terrigal High – sports, creative arts, subject selection, duke of ed program, extra curricula activities.

- Teaching staff spend their own time ensuring that student's have access to additional opportunities
- Communication and support networks between students, teachers and parents was identified as an area for improvement.

The student survey responses:

- 88% of the girls and 79% of the boys in this school had positive relationships. The NSW Govt norm for girls is 80% and for boys is 77%.
- 96% of the girls and 88% of the boys in this school with positive student behaviour at school. The NSW Govt norm for girls is 92% and for boys is 82%.
- Students find the classroom instruction is well-organised, with a clear purpose, and with immediate and appropriate feedback that helps them learn

Policy requirements

Aboriginal education

Aboriginal education at Terrigal High School was very successful in 2017. Programs that are offered for Aboriginal and Torres Strait Islander students' include: literacy support; student mentoring; a post school transition program; and leadership opportunities, including a junior AECG.

The post school transition program supported Year 11 and 12 Aboriginal students through University awareness days and guest speakers, specific career guidance, scholarship advice and support in developing career and study goals. The program increased student engagement, provided invaluable advice to students and their families and increased achievement in learning outcomes.

In 2017 NAIDOC was celebrated at school year assemblies. All Aboriginal students participated in some capacity, educating students and staff and showcasing achievements in academics, sport, creative arts and performing arts.

The Aboriginal Education Team supported 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.

Each year the Kuriwa AECG organises GulangFest, a community event celebrating Aboriginal culture and achievements. In 2017 Terrigal High School students participated in the art exhibition, played music and danced. The school was honoured to return the message stick to elders, signalling the opening of the event and performed the Welcome Dance, in front of a large community audience.

Terrigal High School continued our connections with the Darkinjung Land Council and other community members in the delivery of Aboriginal Education and aspects of the curriculum to support student outcomes.

The school has an established Aboriginal cultural exchange with Coonamble High School which aims was to increase knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people. The exchange gives 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 aims include

- increased understanding and awareness of the strength, diversity and richness of Aboriginal cultures and custodianship of Country,
- authentic opportunities for leadership and public speaking,
- increased community involvement with the school,
- partnership 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 (PLP). Each plan is negotiated with the student, a mentor, a parent or guardian and a small team. Each student is supported by a staff mentor of their choice to assist with the PLP targets and school in general. RAM Aboriginal background funding supports relief for staff mentors as well as the employment of an Aboriginal mentor.

The Terrigal High dance and didgeridoo group continues to provide opportunities for cultural awareness and social and academic growth for students. Special recognition must be given to Bruce Waia our Aboriginal student support officer for the outstanding work he has done with this group .

Multicultural and anti-racism education

The Multicultural Education policy and Anti-Racism 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 Years 8 and 10 in 2017, has seen a strengthening of learning about multiculturalism.

In 2017 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 actively debated 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