

# Terrigal High School

## Annual Report



2018



8533

## Introduction

The Annual Report for **2018** 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](http://www.terrigan-h.schools.nsw.edu.au)

[terrigan-h.school@det.nsw.edu.au](mailto:terrigan-h.school@det.nsw.edu.au)

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## School background

### School vision statement

Terrigal High School will evolve as a future focussed learning community, empowering students and staff as successful and engaged, lifelong learners.

### School context

Terrigal High School is a large co-educational, comprehensive school on the Central Coast of NSW, with an enrolment of 1004 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 wellbeing programs and a wide ranging complementary curriculum.

Terrigal High School has 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.

**Learning Culture:** In schools that excel, the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

The schools on-balance judgement for this elements is: Sustaining and Growing

**Wellbeing:** In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

The schools on-balance judgement for this elements is: Delivering

**Curriculum:** In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.

The schools on-balance judgement for this elements is: Sustaining and Growing

**Assessment:** In schools that excel, consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

The schools on-balance judgement for this elements is: Sustaining and Growing

**Reporting:** In schools that excel, reporting that is clear, timely and accurate provides information that supports further progress and achievement for all student learning across the curriculum.

The schools on-balance judgement for this elements is: Delivering

**Student Performance Measures:** In schools that excel, students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.

The schools on-balance judgement for this elements is: Delivering

**Effective Classroom Practice:** In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching

strategies.

The schools on–balance judgement for this elements is: Sustaining and Growing

**Data Skills and Use:** In schools that excel, student assessment data is regularly used school–wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

The schools on–balance judgement for this elements is: Delivering

**Professional Standards:** In schools that excel, all staff demonstrate personal responsibilities for maintaining and developing their professional standards. Professional Standards are a reference point for whole school reflection and improvement.

The schools on–balance judgement for this elements is: Sustaining and Growing

**Learning and Development:** In schools that excel, professional learning is aligned with school plan, and its impact on the quality of teaching and student learning outcomes is evaluated. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

The schools on–balance judgement for this elements is: Delivering

**Educational Leadership:** In schools that excel, the principal is the primary instructional leader in the school. The principal and school leadership team model instructional leadership and support a culture of high expectations and community engagement, resulting in sustained and measured whole school improvement.

The schools on–balance judgement for this elements is: Delivering

**School Planning, Implementation and Reporting:** In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is well–conceived, effectively implemented and effects improvement.

The schools on–balance judgement for this elements is: Delivering

**School Resources:** In schools that excel, resources are strategically used to achieve improved student outcomes and high quality service delivery.

The schools on–balance judgement for this elements is: Sustaining and Growing

**Management Practices and Processes:** In schools that excel, administrative systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

The schools on–balance judgement for this elements is: Delivering

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

### Engage

#### Purpose

- Engage students and staff in developing a culture of successful, reflective, lifelong learning.
- Engage parents in the learning process to support their child's growth.

#### Overall summary of progress

This year Terrigal High School introduced the Writing Improvement Now (WIN) program for all students in Years 7 to 10. Teachers scheduled regular opportunities for students to capture their learning in 200 words and shared exemplar pieces for judging by the Literacy team. Each Term one student received recognition on assembly for outstanding writing on school assemblies. The WIN program has been developed from the whole school focus on the TXXXC writing scaffold.

The ACE program provided opportunities for Year 10 students to spend one period a fortnight focussed on improving numeracy skills in preparation for the minimum standards testing. A stand alone Literacy lesson was dedicated to support students achieve the minimum standards for reading and writing. A maths teacher and an English teacher were employed for 2 days a week to facilitate these programs.

The Personalised Senior School Tutoring (PSST) program provided opportunity for senior students to receive individualised or small group tuition in organisational skills, decoding assessment tasks and self-reflection.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A 10% increase in the number of Year 9 students achieving in the top 3 bands in writing and numeracy, from 32% (in 2017) to 42% (in 2020) and from 52% (in 2017) to 62% (in 2020) respectively.	From the staffing entitlement 0.4 FTE supported the employment of a numeracy teacher and 0.3 FTE for a literacy teacher. (\$72,000)	Evaluation of the impact of scaffolds, work samples and teaching resources to improve writing outcomes for students in Years 7 to 9. Teachers identified improved skills in writing a paragraph using the TXXXC scaffold. 97% of Year 10 students achieved the minimum standard in writing in 2018, 81% in writing and 91% in numeracy.
An increase in the percentage of Aboriginal students achieving greater than or equal to expected growth across all elements of NAPLAN from 54.2% to 65%.	Aboriginal Teacher coordinator (\$20,000).	The review of students plans identified a need for cultural learning, support for students in unpacking assessment tasks and future directions for the Aboriginal team in 2019.
An increase in the number of students achieving the "consistently" standard on the learning attributes of school reports increases from 66% in 2017, to 80% by 2020.	Employment of a teacher for 0.6 FTE for PSST \$60,000.	Teachers identified a variety of strategies to provide feedback to students and shared strategies during the twilight professional learning meeting. A greater number of senior students seek feedback than the junior school and engage in structured programs such as Personalised Senior School Tutoring (PSST).

#### Next Steps

Collaborative development of strategies to improve student writing in the areas of spelling and writing to an audience.

Aboriginal student coordinator supports students in understanding requirements for assessment tasks and improving their literacy skills. Complete the construction of the yarning circle to ensure a site for spiritual growth.

The Quality Teaching Framework informs a review of faculty programs and supports teacher feedback.

## Strategic Direction 2

### Empower

#### Purpose

- Empower students in developing as successful and engaged learners.
- Empower teachers as collaborative educational leaders.

#### Overall summary of progress

Year 9 students participated in the Black Dog Institute program, Youth Aware of Mental Health (YAM). YAM is a school-based peer support and mental health literacy program. This year we have reviewed research and literature and surveyed parents and students to inform a review of the school's Anti-bullying plan and procedures.

Our continued focus on teacher professional learning was enhanced through the introduction of a range of twilight sessions. These sessions included effective feedback, classroom management, future focused learning, literacy and student engagement and has informed adjustments to teaching and learning programs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase from 60% to 90% of students who can identify a staff member with whom they can confidently turn to for advice and assistance. This is measured through the Tell Them From Me students survey.	Wellbeing officer at 0.4 FTE (\$21,000).	Surveys of students, parents and staff, data from the school's wellbeing data base, teacher professional learning on successful strategies and DoE policy has informed a review and update of the school's Anti-bullying plan and procedures. The plan and procedures will be implemented in 2019.
The percentage of students with high levels of academic self-concept, as measured on the Tell Them From Me survey, increases from 64% to 70%.	Staff professional learning time + \$6,000 in course fees.	Teachers have engaged and learned from schools who have adapted their curriculum and teaching to improve student engagement and performance. This learning informed collaboratively developed programs to enhance student resilience, organisational and technological skills. These programs will be delivered to all Year 8 students in 2019.
The number of Terrigal High school teachers sharing practice at school professional learning sessions increases from 20% to 90% across the 3 years, as recorded in the school's professional learning register.	Professional learning budget and time (\$70,000).	Evaluations of the twilight sessions and the combined Terrigal Learning Alliance Staff Development Day indicated the value placed on the session on high expectations, collaboration, student feedback and explicit teaching and the alignment of learning directly connected to their work in the classroom

#### Next Steps

The school is planning the implementation of a Peer Mentoring program and is starting to develop a suite of programs to enable all students to be resilient and feel empowered to stand up to bullying, both at school and in the future. Student voice will be employed to review the changes to procedures.

Implementation and review Rock and Water and Project Based Learning programs with Year 8.

All teachers will participate in a collaborative, personalised learning project supporting students to look at the impact of learning accommodations and adjustments on student performance.

## Strategic Direction 3

### Evolve

#### Purpose

- Evolve as an innovative, future focused learning community.

#### Overall summary of progress

In 2018, Year 10 students were engaged in the Illuminate challenge. This challenge is a week long program where students learn to market a business concept to an authentic audience and receive feedback from local business leaders.

The project based learning team have drawn on experiences and learning from other schools in developing an engaging course for Year 8 students. These courses will be implemented in 2019.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school self-assessment, in the domain of pedagogy, as measured against the middle years transition matrix, improves from level 2 to level 4.	professional learning \$5,000	TAS teachers indicated a greater understanding of engaging learning, the design process and thinking strategies to support the integration of new activities into stage 4 programs.  Cross school collaborations on new syllabuses have ensured programs are robust and has increased teacher efficacy.
Student's are engaged in the curriculum offering and as a result student attendance rates increase from 88% in 2017 to 92% in 2020.	Illuminate challenge \$10,000	Year 10 students not only participated in the Illuminate challenge, but had a voice in planning and the evaluation tools. The Illuminate challenge was highly rated for engagement, student participation and students were able to articulate the business skills they developed throughout the activities. The projects were innovative and filled voids in the market. The value of one project was verified when a local business offered to fund the business.

#### Next Steps

Creation of project based learning and STEM electives for implementation in 2020.

Increased collaboration with partner schools to share an embed strategies to improve student and teacher efficacy.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Aboriginal SLSO</li> <li>• Short term casual relief to support student cultural activities</li> <li>• Coonamble exchange</li> <li>• Construction of the yearning circle</li> </ul> Total = \$42,079	<p>There has been an increase in the number of students engaging in cultural activities including the dance and didg program and performing for community groups. The junior AECG has a voice in school programs to improve learning for students.</p> <p>The Aboriginal SLSO has been actively engaged by HSIE, Science and CAPA teachers to enhance learning on cultural perspectives within their curriculum.</p>
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>• Employment of classroom teacher one day per fortnight.</li> </ul> Total = \$13, 826	<p>The employment of a teacher one day per fortnight has supported students in understanding the metalanguage of the courses they are studying, the requirements of assessment tasks and socialisation within the school.</p>
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Employment of three part time SLSOs.</li> <li>• Literacy teacher for PSST</li> </ul> Total = \$75,340	<p>In 2018 we employed three School Learning Support Officers (SLSOs) to assist students to develop personal and social skills, prepare resources and support teachers in implementing individual education plans. We also employed a teacher at 0.6 FTE for the Personalised Senior School Tutoring program.</p>
<b>Socio–economic background</b>	<ul style="list-style-type: none"> <li>• Resources for whole school literacy and numeracy projects (\$5,000)</li> <li>• Textbooks for new syllabuses (\$20,000)</li> <li>• Additional staffing (\$2,914)</li> </ul> Total = \$72, 914	<p>Terrigal High School engages in many programs, within the school ad the community, that develop and sustain a positive and inclusive school culture and enhances the student access to a wider range of curriculum experiences.</p>
<b>Support for beginning teachers</b>	<p>Professional learning for beginning teachers and release form face–to face lessons for the beginning teacher and their mentor.</p> <p>Total = \$37,453</p>	<p>Beginning teachers value the regular meetings with their faculty based mentor has supported them in implementing the curriculum whilst meetings with the Head Teacher, Teaching and Learning has supported their understanding of the teaching standards and the accreditation process.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	544	502	492	483
Girls	604	542	538	520

To ensure a quality learning environment, the school's enrolment panel is only offering places to out of zone enrolments with siblings enrolled in the school or students with special circumstances. This has resulted in a decline in the total student enrolments over the past 6 years.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	93	91.5	92.9	91.3
8	91.4	90.5	90.8	88.5
9	89.4	89.2	88.8	87.2
10	88.8	87.6	88.5	85.8
11	87.6	87.7	89	87.5
12	91.6	91.2	91.5	88.3
All Years	90.2	89.4	90.1	88
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### 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 Learning Support Team.

- an attendance monitoring team supports 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	7
Employment	6	14	20
TAFE entry	6	4	12
University Entry	0	1	38
Other	0		9
Unknown	0	0	13

The Year 11 and 12 students recorded in other includes students who are continuing their study with private organisations, whilst the majority of Year 12 students included in unknown are those taking gap years before university entry.

### Year 12 students undertaking vocational or trade training

Four students completed School Based Apprenticeships or traineeships in Retail. Nine students completed vocational education training at TAFE.

### 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 54 students successfully completed school delivered VET courses in Business Services, Entertainment, Information and Digital Technology (IDT) and Hospitality. Nine students successfully completed the extra hours for the Entertainment Specialisation course.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	49.2
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Counsellor	0.8
School Administration and Support Staff	12.77
Other Positions	1

\*Full Time Equivalent

The teaching staff consisted of a blend of experienced (91%) and early career teachers (9%). 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 2018 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	8

### 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 new accreditation processes. All Early career teachers have completed their induction to THS and were aligned to a Mentor Teacher, as well as mentoring and coaching from HT Teaching and Learning regarding their Proficient Accreditation with Beginning Teacher Support Funding (available under the Great Teaching Inspired Learning (GTIL) reforms. Two teachers completed their accreditation. Seven teachers are engaged in annotating evidence for their accreditation to be completed in 2019 and have engaged in PL to support their teaching.

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 sessions. School based professional learning included the wellbeing framework, writing strategies, responding to mental health complexities, get healthy at work programs and the CESE suite of research on What works best. . The combined staff development day for the Terrigal Learning Alliance was hosted at Terrigal High School and focused on student engagement and creating consistent and effective classroom practices for all students.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	741,547
<b>Revenue</b>	10,750,234
Appropriation	10,138,224
Sale of Goods and Services	112,289
Grants and Contributions	484,824
Gain and Loss	0
Other Revenue	2,763
Investment Income	12,135
<b>Expenses</b>	-10,626,074
Recurrent Expenses	-10,626,074
Employee Related	-9,213,721
Operating Expenses	-1,412,353
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	124,160
<b>Balance Carried Forward</b>	865,707

The school's finance committee includes the Principal, School Administration Manager, Deputy Principals and the executive team. Meetings of the Principal, SAM, Principal support officer and Deputy Principals occur on a fortnightly basis and the executive review the financial situation each month.

### Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	8,976,933
Base Per Capita	199,228
Base Location	0
Other Base	8,777,705
<b>Equity Total</b>	300,684
Equity Aboriginal	31,423
Equity Socio economic	72,914
Equity Language	16,895
Equity Disability	179,453
<b>Targeted Total</b>	68,596
<b>Other Total</b>	132,267
<b>Grand Total</b>	9,478,480

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.

## School performance

### NAPLAN

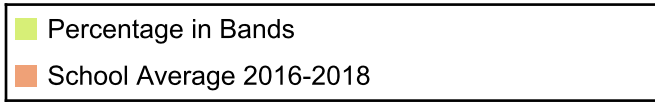
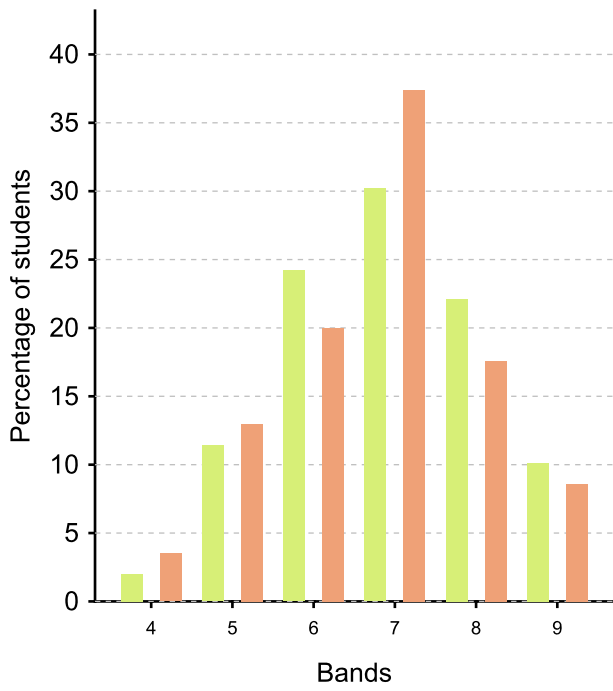
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. In 2018 students completed the pen and paper format for NAPLAN. The school will transition to the online format in 2019.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

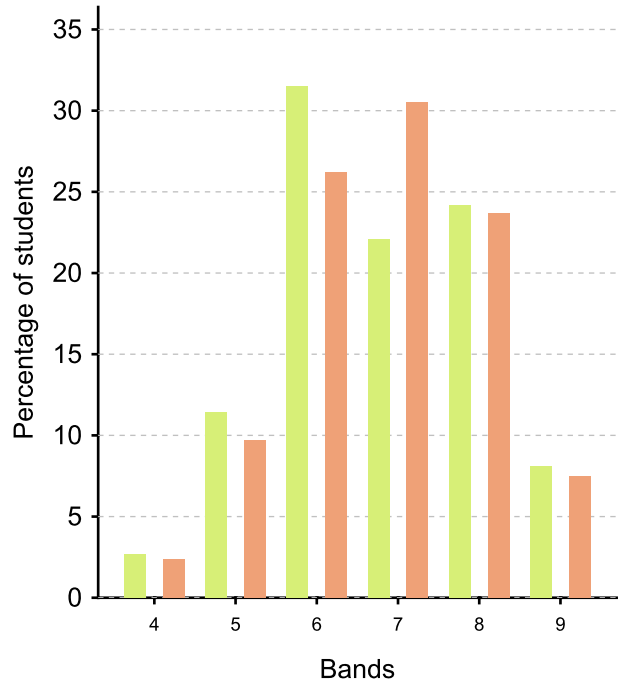
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 Terrigal students completed the written format of NAPLAN. The growth of students from Year 7 to Year 9 continues to be described as "sustaining and growing". There has been a significant increase in performance of Year 9 students in grammar and punctuation and spelling since 2016.

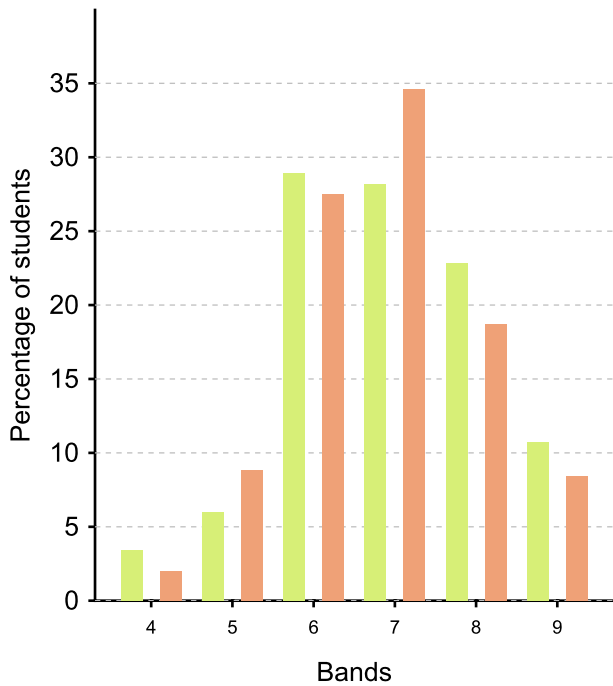
**Percentage in bands:**  
Year 7 Grammar & Punctuation



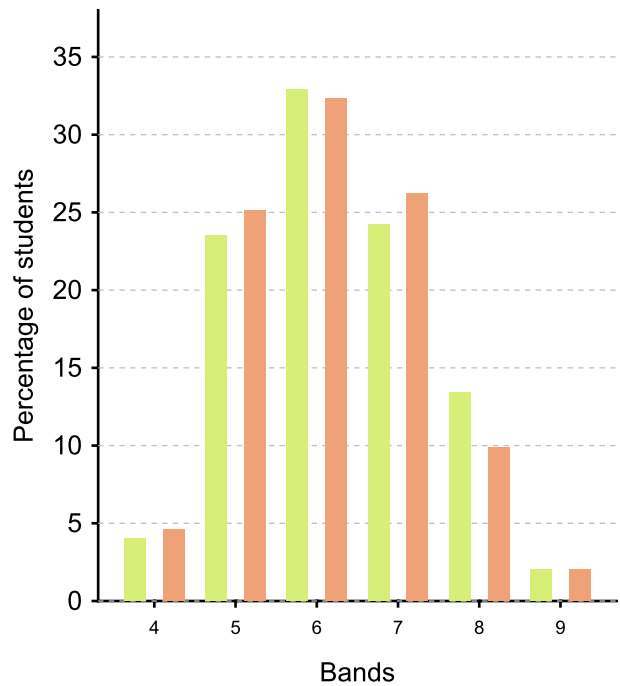
**Percentage in bands:**  
Year 7 Spelling



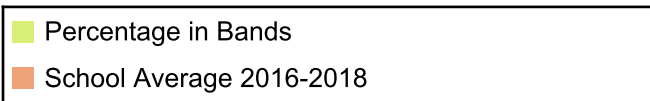
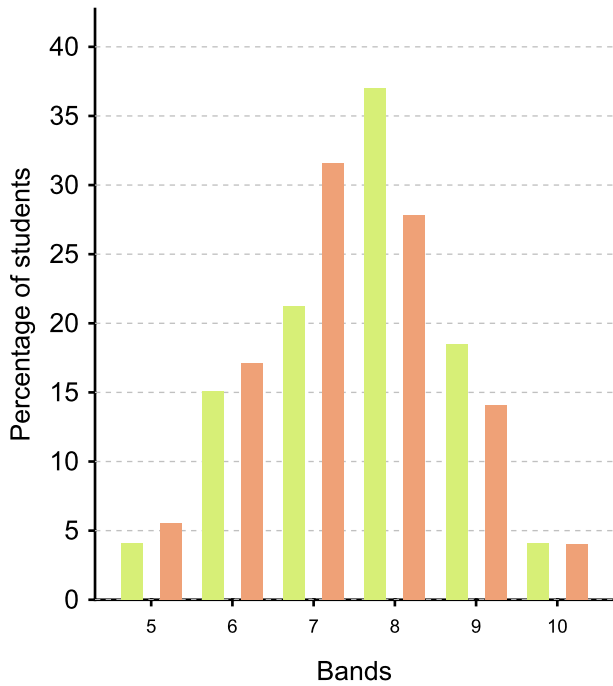
**Percentage in bands:**  
Year 7 Reading



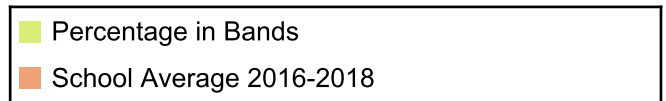
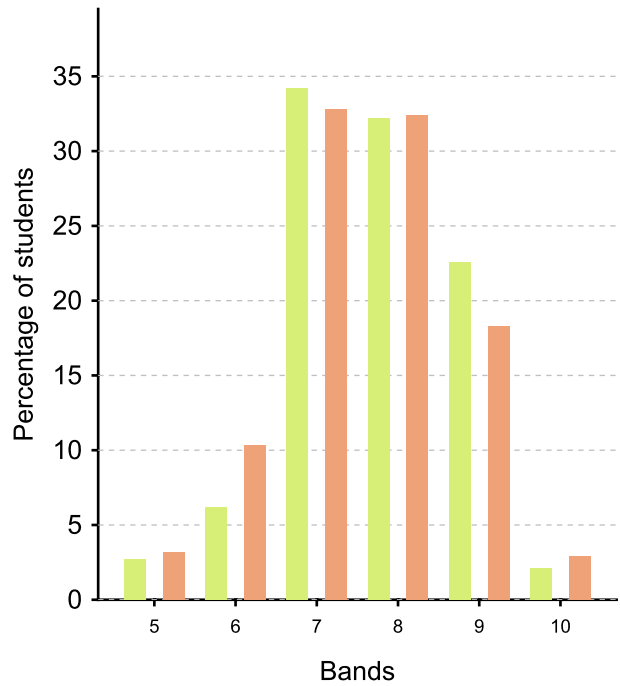
**Percentage in bands:**  
Year 7 Writing



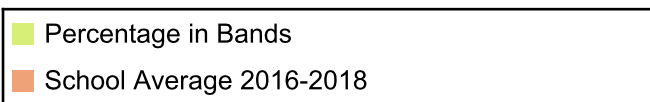
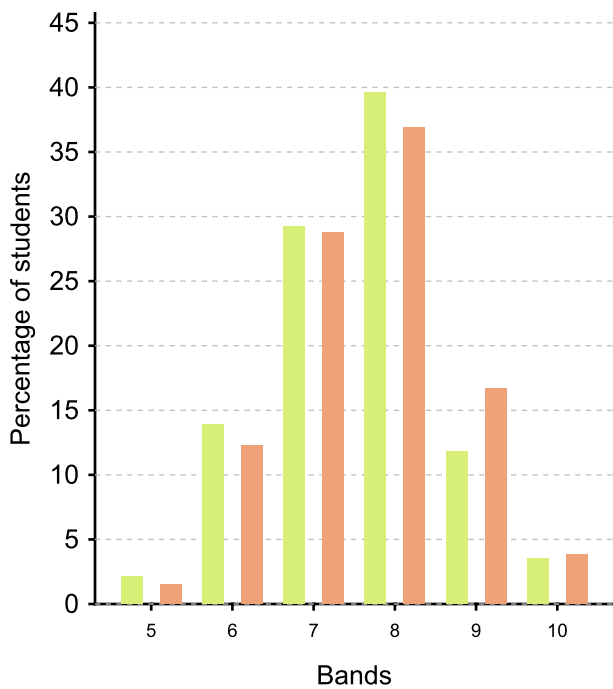
**Percentage in bands:**  
Year 9 Grammar & Punctuation



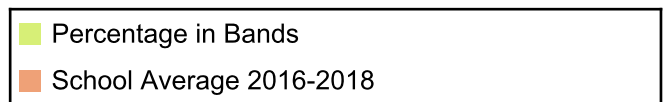
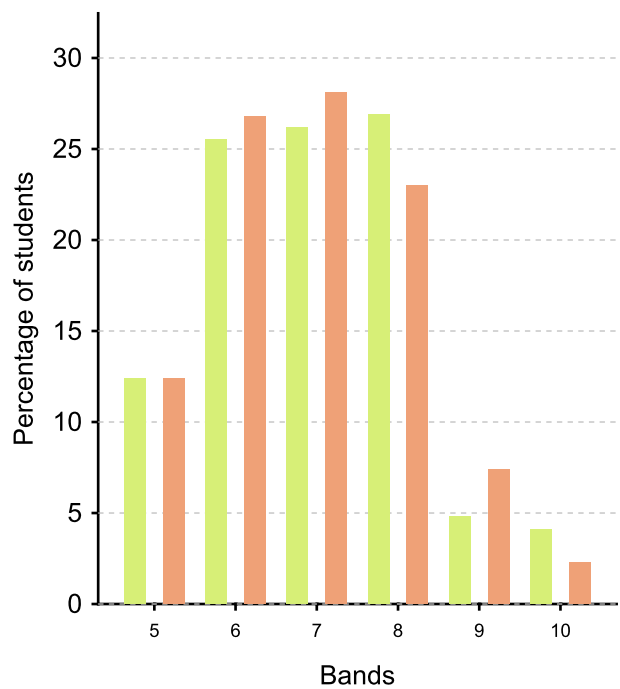
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 9 Reading

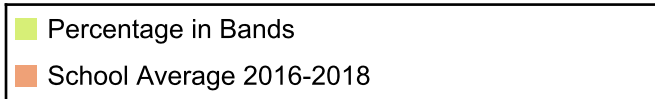
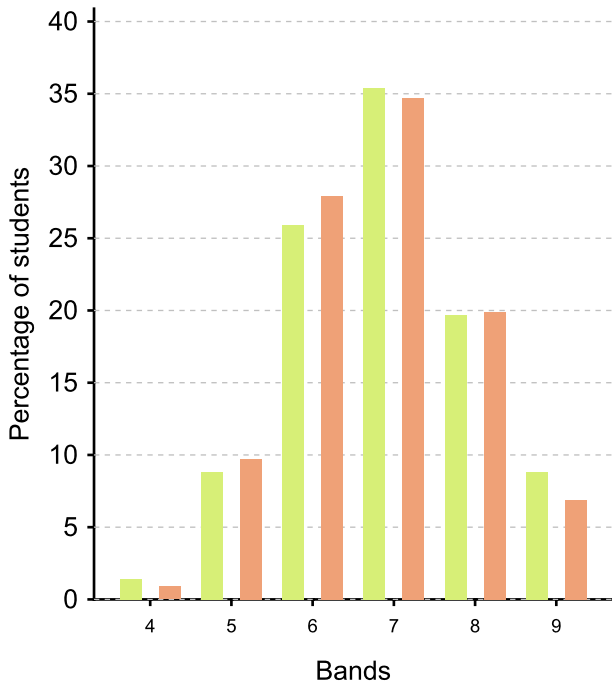


**Percentage in bands:**  
Year 9 Writing



Student performance in Numeracy indicates an increase in the percentage of students achieving in the top 2 bands in both Years 7 and 9. The average scaled score for Year 9 Numeracy is greater than similar schools and above the state.

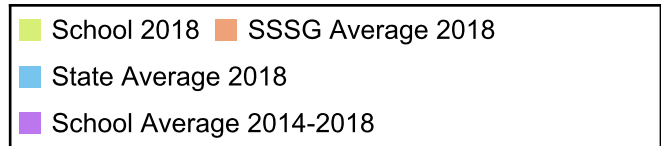
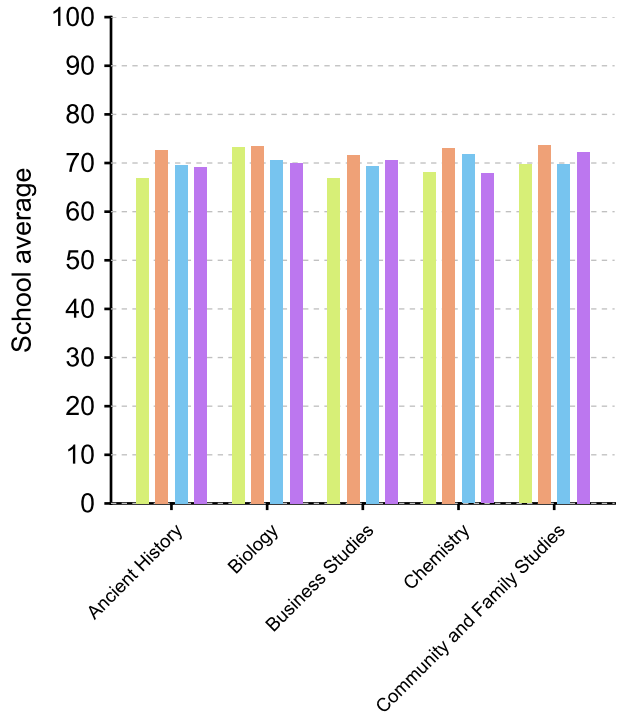
**Percentage in bands:**  
Year 7 Numeracy



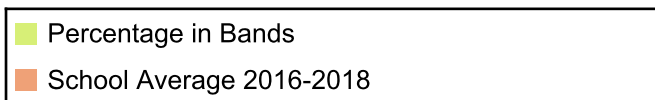
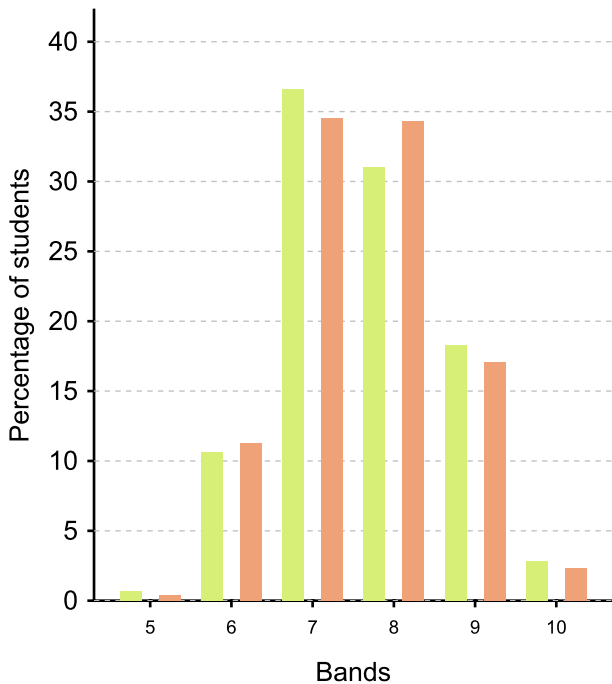
2018. The percentage of Aboriginal students achieving in the top 2 bands for reading and numeracy has increased from 13% in 2016 to 23% in 2018.

### Higher School Certificate (HSC)

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

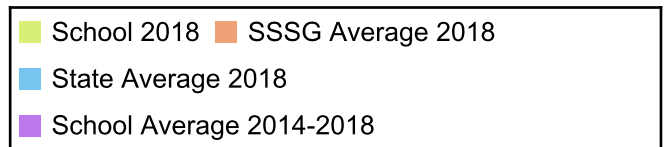
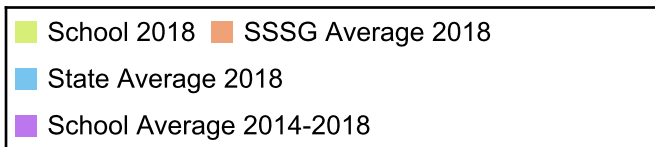
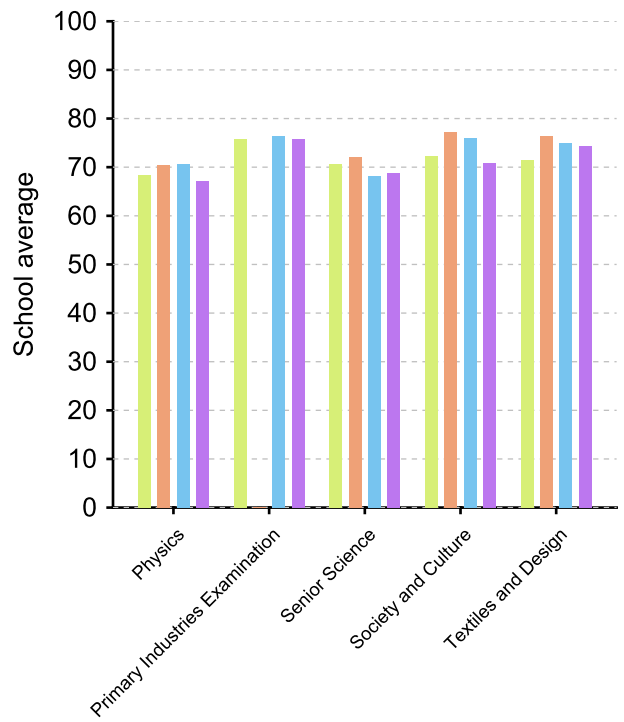
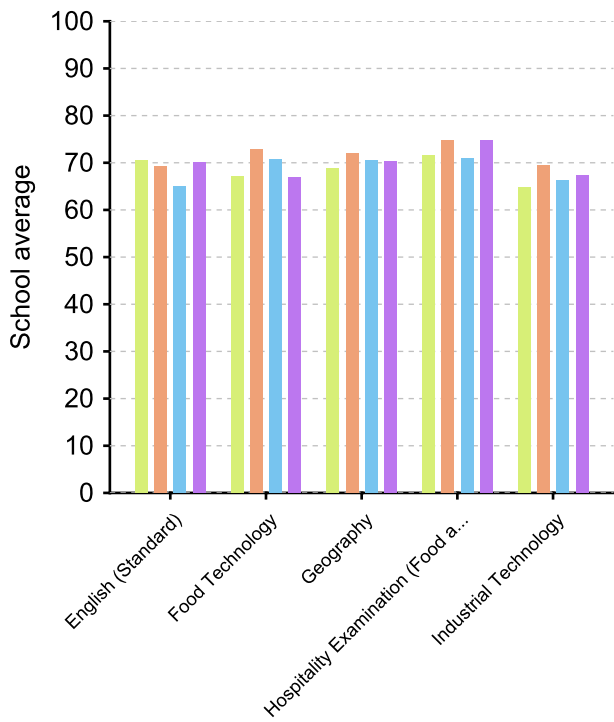
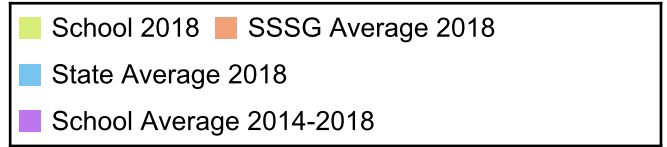
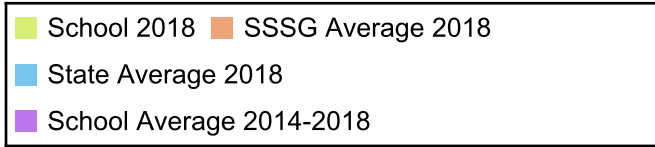
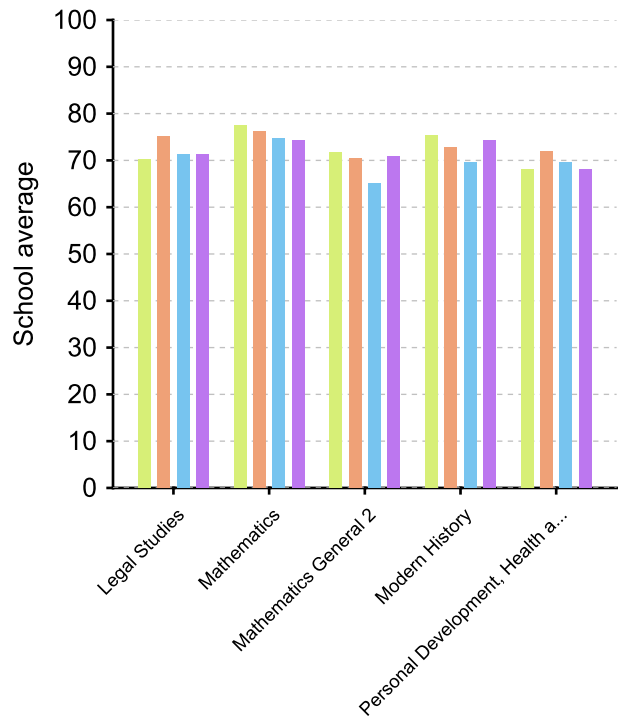
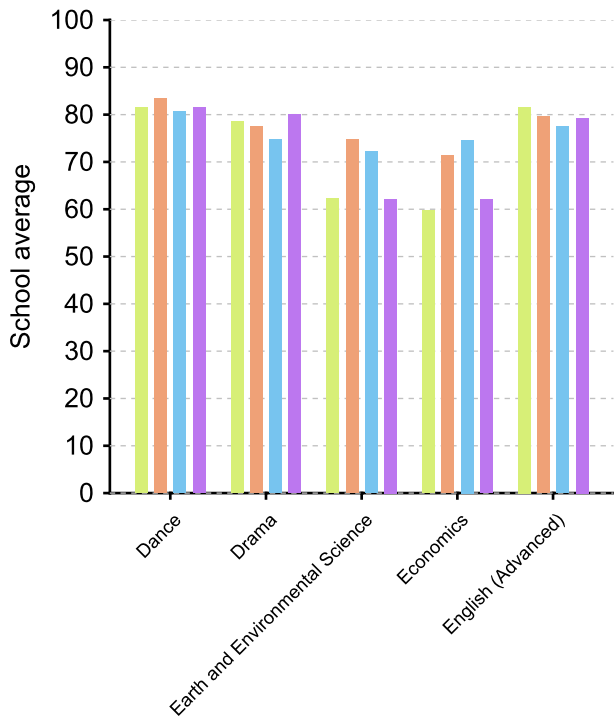


**Percentage in bands:**  
Year 9 Numeracy

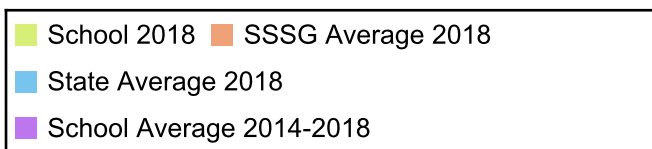
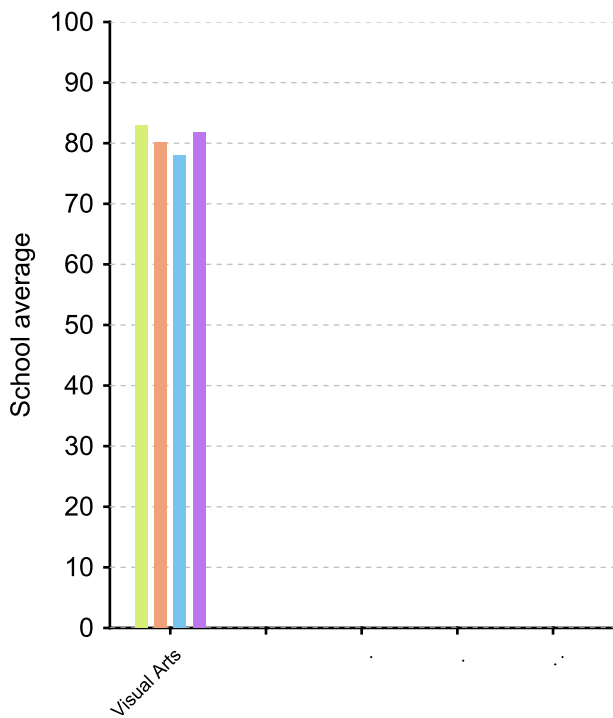


The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The percentage of results in the top 2 bands for reading and numeracy has grown from 21% in 2016 to 25% in







The 2018 HSC results continues to demonstrate the improvements made across the school in extended responses and the interpretation of complex questions. Of note were the impressive results of students in Visual Arts, Music and Standard English.

## Parent/caregiver, student, teacher satisfaction

This year we surveyed parents and students about satisfaction with the school, with a particular focus on our Anti-bullying strategy. The following is a summary of the survey results:

- 64% of surveyed parents, indicated their child has never been bullied at Terrigal High School
- 55% of students indicated they had not been bullied
- 40% of students reported bullying
- Students indicated bullying activity was more likely to be reported to the classroom teacher (39%), the main form of bullying was verbal eg name calling (33%) that occurs in classrooms (64%)
- The Year Adviser is the first person parents make contact with to answer questions or report incident

This data has informed the school's Anti-bullying procedures.

In 2018 the school community raised funds and collected food to support the farmers. Over 10,000 items were donated and teachers drove the donations to rural Country Women's Associations, including Bathurst, Albert, Cassilis and Tamworth. The Rugby League team delivered boxes to the schools they

played against in Inverell and Singleton, whilst the Aboriginal students delivered boxes to Coonamble Central School. This initiative brought the community together with a common cause. In the words of a recipient: "the generosity and community spirit, is a credit to you all and very much appreciated".

## Policy requirements

### Aboriginal education

A great year for our Aboriginal students that always starts with the Indigenous Surf Camp. This is a two day event designed to enable Aboriginal and Torres Strait Islander students the opportunity to try the sport of surfing but more importantly to give the more troubled youth access to contact with elders and mentoring from former students who have found success in life by overcoming their hardships. It is run by Matthew Sonter of Central Coast Council and is a very powerful and effective tool to help our fantastic Aboriginal students.

Our Dance and Didge group were invited to perform at a function at Crown Plaza at the invitation of Uncle Gavi Duncan. This gave our students a unique opportunity to build their skills and confidence in front of a group of people unknown to them. The team was a great success!

Our Dance group also performed at Terrigal Public School for its NAIDOC celebrations and did our school proud with their dancing skills and manners.

Erina Heights Primary School once again invited us to their annual PLP Celebrations, only this time there was a change in procedure as we involved teachers and students in an Aboriginal dance and game workshop before the assembly. This was a great hit and will be repeated again this year.

Many University enabling programs are run for Aboriginal students at this school and 2018 was no exception. Programs included the year seven and eight iBelieve Schools to Uni program, the Schools to University (S2U) Insight Day program for Year Ten and the Year Twelve pathways program all through the Wolltooka institute of the University of Newcastle. Students also attended Macquarie University and the UTS live in program.

The Coonamble students visit was probably our most successful, with friendships developed and life sharing experiences. Many thanks must go to the members of Toowoona Bay Surf Life Saving Club who offer their clubhouse and personal time every year free of charge.

Every year the Kuriwa AECG host the Gulangfest which is a gathering of all the schools and preschools on the Tuggerah Lakes and Terrigal learning areas. Part of the celebrations involve the passing of an Aboriginal artefact, a message stick, which was specifically made for Gulang. Its journey ends at our school where we hold a passing over ceremony. Before the stick is handed back at the festival thus completing its journey. A message stick is possibly the most ancient form of communication in the world and was used by Aboriginal

people to communicate as they travelled out of country when on walkabouts as there are many different languages in this nation. Our dance group opened Gulangfest with a traditional welcome Dance from the east coast and also performed other dance from up north.

Our students participated in the Talented Sports ID day also run by Central Coast Council for our Aboriginal students. Two of our students, Logan Steinwede and Jordan Julius were successful and received a sports scholarship through the Central Coast Academy of Sport for one year.

The year finishes as it starts with another day organised by Central Coast Council. We once again contested the Margaret Merritt Cup which is a touch football competition held at Toukley and is open to all schools in the area. We did not bring home the silverware but had a great time renewing friendships from the surf camp.

Our dance room mural project was completed early in 2018 and looks great as it signifies the salt water connection Terrigal High School has with the local community as well as influences from the Frazer Island mob all guided by Bruce Waia a proud Butchlla man and an credit to our school.

### **Multicultural and anti-racism education**

There is a school wide emphasis on ensuring that all faculties include appropriate multicultural perspectives in teaching and learning programs through a variety of topics. In mathematics, the use of stories links content back to origins or makes connections to other cultures. HSIE units covering Years 7 to 10 supports student understanding of Maori culture, the ancient societies of China and Egypt and influences of European and Asian cultures on Australia whilst the study of Diversity in PDHPE and dance enhances student understanding. In Stage 6 courses, such as Society & Culture and Studies of Religion, students learn about cultural diversity and the nature of multiculturalism in Australia and overseas.