The primary focus for years 7 & 8 is on reading skills. Research tells us that students need to integrate four main skills to become “good” readers and each student has their preferred learning style. The success of this program is based on that research. We carefully analyse each student’s skill set and learning style and design a program which is individually tailored to their specific needs. Students also benefit from individual instruction with writing, spelling, punctuation, grammar and, where needed, handwriting.

The primary focus for year 9 and 10 is preparation for senior studies. Once again each student’s individual skills are considered but more broadly across the literacy areas. The program aims to enhance reading fluency but moves into designing writing programs for individual needs. Students may participate in a figurative language course learning to recognise and use a variety of literary techniques and/or vocabulary enhancement activities, responding to extended tasks, essay and report writing, creative writing and short answer tasks. All students are encouraged to seek assistance with assignments. Students are paired with experienced tutors who they work with on a daily basis. Determination and diligence is rewarded with amazing results.

Shyanne Bullock – Harding is an amazing, determined and courageous year 7 student who commenced the program with exceptionally limited reading skills and has significantly increased her reading age by three years in two terms. Congratulations Shyanne.

Sue Winsor - Learning Support Teacher

The student’s average improvement rate is 1.4 years in reading age over a 10 week term.

Over the page is an example of a student’s work.
Intensive Literacy Program continued

Below is an example of what can be achieved through hard work.

Day 1

Task 1: Write a brief description of a shark attack.

I was swimming at my local beach like every other weekend and all of a sudden I saw a big, dark, sluggish and scary shark. I felt something bite my leg and I turned around and there it was big, dark and slow.

Five weeks later:

Task: Use the stimulus picture and write a narrative.

Gran with Attitude

The old woman is as ancient as a T-Rex. She sits on an old rusty bed protecting her valuables from soldiers. In her arms she is holding a firearm with a red dot sight. Outside she can hear the gunshots in the distance coming from the advancing soldiers. She sits hunched on her rusty, iron bed concentrating, concentrating through the gap in the cracked window. In her scaly old hands she holds a field tested AK47 that she has been holding forever. Her mouth is dry and her shrivelled stomach aches from dehydration and hunger but she refuses to move. She will not abandon her vigil until the soldiers leave. She smells smoke from the annihilated buildings outside and gunpowder from the soldiers’ arsenal of weaponry.

Suddenly she hears the sound of a rifle shooting; crack, crack, crack. Before she knows it a bullet pierces her fragile skull. This is the end for the brave old gran. Death; maybe a relief?

By an anonymous, shy and talented year 9 student

Quotes from students...

‘I like this class and it helps me to read’,

‘This class is helping me with my reading and my writing, the teachers are so kind and so much fun.’

‘I like this class I have learned new words and now have more knowledge. It’s also fun. I recommend this class to others who need help with a few things to move up a level. I will remember this class.’

‘I like getting help with my work.’

‘I like this tutoring because it helped me learn a lot and I like to come here too. All the people are good and nice to me and all the kids. It can help me read, write, spell so I can learn a lot.’

‘I love this class because it is loads of fun.’
The Year 12 Student Executive Team (S.E.T) holds an integral role in the running of school functions and represent the school in the wider community. The team are a visible force within the school, acting as positive role models for the younger students. They also work closely with the school’s SRC to coordinate large fundraising efforts and school projects.

Our 2016 S.E.T recently attended a Training Day at Bonville Golf Resort and students learnt about what it means to be a leader and build the group as a team. Students have also developed a better understanding of their own leadership qualities.

Laura McRae - Head Teacher Welfare

STUDENT INDUCTION CEREMONY WAS HELD AT THS LIBRARY ON THURSDAY, AUGUST 20. Photos are on the THS website and will be in next newsletter.
THS STATE REPRESENTATIVES

CONGRATULATIONS to the 13 Girls Relay and the 16 Boys Relay teams on the progression through to the State Athletics Carnival to be held at Homebush!

Team photos above: Rhiannon Barlow, Karli Rann, Shavannah Boota and Jada-Lee Brunton, Jason Donovan, Damien Dickson, Damion Dumas and Brad Clarke.

Individual athletes competing at the State Athletics Carnival are Zac Paunovic and Malakhi Donovan in the 800m, Alikkan Jerard in high jump, Jack Ingram for shot put and Damien Dickson in the 100 and 200 metres.

Good luck from the THS community!

Sheridan Watkins - PE Teacher

CONGRATULATIONS JAYDEN!

Congratulations to Jayden Kitchener-Waters on his selection in the New South Wales Under 15’s Rugby Union team in the position of scrum-half. Jayden will be travelling to Sydney every weekend for the next six weeks to participate in training sessions every Sunday morning to be held at St Ignatius College, Riverview. This will culminate in the team competing in a state representative carnival in October. A great representative for THS and NSW!

SPIRIT OF TOORMINA AWARD

Congratulations for showing a fantastic attitude that embodies the Toormina High School philosophy of caring, sharing and participating...

JOY NGONGO YA MBUTA

Skoolbag is a FREE app for your smartphone, ipad or tablet which allows you to receive alerts and information instantly from our school.

We are encouraging everyone to please install Skoolbag. This is an easy, cost effective means of communication for THS. Simple instructions are on the THS website or contact us for help on 66533077.
FUTURE LEADERS

Whilst at Lake Ainsworth, the students participating in the Future Leaders Program learnt some valuable lessons in communication and teamwork. They developed exciting proposals and participated in fun activities. Myself, and the supervisors at Lake Ainsworth were very impressed in the students achievement over the three days and how well they conducted themselves. They should be very proud of themselves.

The students involved were: Kaitlyn Bland, Sequana Hogan, Nadine Hughes, Taitum Browne, Jaime-Lee Buck, Zyla Steele, Jasmyn Newcombe, Ethan Bulled, Tori Rose, Melanie Hughes, Amanda Casey, Ryan Gilchrist.

Tanya Cheers - SRC Co-ordinator

We really enjoyed the leadership workshops at Lake Ainsworth. In between workshops there were fun, practical activities so we could apply what we had learnt. There were students from Bellingen High, Coffs Harbour High and Lismore High School and we learnt a lot about their schools. We did sessions about team building, trust, ethics, encouraging students, successful Student Representative Councils and we learnt about individual strengths within groups. We also split into two groups and developed and presented action plans for our school. It was a great experience.

Jasmyn Newcombe, year 9 and Melanie Hughes, year 8
SUPPORT UNIT STUDENTS SAIL THE HIGH SEAS

Students and staff from the THS Support Unit had a morning of adventure on the high seas with the Sailors with disABILITIES organisation on a ‘Sydney to Hobart’ yacht this week. Our students had a real hands-on experience in perfect weather, spotting whales as they sailed and learning how yachts work. This excellent organisation is run by volunteers and has taken 30,000 students with special needs sailing in all parts of Australia at no charge to the students!

Chris Browne - Head Teacher Support Unit

The Year 8 Excursion to the GREAT AUSSIE BUSH CAMP is in term 4, Wednesday, December 2 to Friday, December 4. Please continue to make regular payments to front office. Any enquiries please phone Year 8 Adviser, Adrienne Gillingham at THS 66533077.
Over the past 18 months Toormina High School (THS) has been receiving funding under the ‘Gonski needs-based model’ to facilitate a culture of educational change. With the view to accommodate the individual needs of our students and to educate each one to a high standard, there has been a range of exciting new programs implemented throughout the school.

One such initiative that is funded by Gonski, and one that is making big waves this year, is the CREST Senior Mentoring program. Delivered by Julie Roberts (Head Teacher – Teaching and Learning) the program understands the relevant needs, achievements and aspirations of its senior students, and through the one-one-one and/or small group in-school tutoring groups, the program is producing positive results.

The CREST Senior Mentoring program focuses on the best outcomes for the individual, is a unique program to the region and a growing number of year 11 and year 12 students have found the personal approach, provided in Ms Roberts teaching, makes a big difference to their learning and overall welfare. The one-on-one attention for senior students means you are not just a number at THS, for the program gives each individual every opportunity to improve their own HSC outcomes, across the broad range of senior subjects on offer at the school.

The Relieving Principal of THS, Dr Joanne Bellette, states, ‘The CREST Senior Mentoring Program is unique to Toormina High School and without the Gonski funding we would not be able to provide this level of individualised support and assistance for our senior students’.

Feedback from THS senior students indicates they are benefiting from the specialised focus and support given from the CREST program. In particular, they feel they are gaining a competitive edge as a result of them using the valid ‘tools’ on offer by the CREST program. Senior students say they can now better understand the very specific demands within a senior assessment task because they are given the invaluable skills of how to ‘decode’ the language of the syllabus.

Senior students at THS advocate the advantages of CREST by saying;

‘I like the extra help and mentoring I receive from CREST. It has helped with all of my assignments and study patterns’ Shaylee Poole.

‘The CREST Senior Mentoring Program is really helpful as Mrs Roberts helps with essay writing, assignments and study timetables’ Zoe Meiklejohn.

‘This program also allows senior students to ask any questions about any assignments or homework we receive’ Layne Murphy.

With the goal of helping students achieve band 6 levels, Ms Roberts says her ‘focus is on giving quality feedback on student work in a very timely manner’ so that those senior students who use the CREST program develop the important skills of structuring their assessment and exam responses using effective research, time management, drafting and editing skills.

As a consequence of receiving this specialised focus and the support, senior students who participate in the CREST program at THS are saying they simply can’t afford to miss out on what is on offer through the CREST program because they are now feeling more empowered, more enthusiastic about engaging with their work and are thriving on seeing their improved educational results.

Daniel Laing - ESL Teacher
In schools we are often in receipt of new research on education and the benefits of various programs for student outcomes. However, I recently came across a study conducted by Professor Michael Bernard on the effects of ‘Overparenting’ for young adults of all abilities. Below is a summary of the study and its key findings which I hope will be of benefit to you as parents in an era when we are all trying to juggle the competing needs of caring for our teenage children whilst encouraging their independence.

Most of us have heard the term ‘helicopter parenting’. It’s a term used to describe overly involved parents who hover over their kids, ready to swoop down and resolve any problems their child may encounter. The term is most often used in reference to parents of late adolescent or young adult children. It’s a version of overparenting in which parents demonstrate excessive involvement in their children’s lives and apply developmentally inappropriate parenting tactics by failing to allow levels of autonomy and independence suited to their child’s age.

In a recent study, overparenting was hypothesised to be associated with dysfunctional family processes and negative child outcomes. So researchers tested 500+ parents and young adult children in a study designed to examine associations between overparenting, the quality of parent-child communication and both positive and negative traits in young adult children. The findings showed that this is undoubtedly well –intentioned parenting practice is associated with otherwise flawed family processes, it does not contribute to flexible traits in young adult children, and appears to cultivate a sense of entitlement in young adult children.

Key messages:
• The study showed that overparenting is associated with lower quality parent-child communication.
• When children are overparented they come to expect that problems will be solved for them and that they should not have to tolerate going without what they want.
• Overparenting is associated with problems of emotional regulation in children.
• In very young children, overparenting has been linked to anxious, withdrawn, depressive and insecure tendencies.
• In young adults, parental control is similarly linked to problems with emotional regulation and management, especially in the areas of depression and frustration.
• Overparenting is often a by-product of tangled family systems in which the parents’ goals and desires are projected onto, and confused with, the child’s.

Things you can do:
• Keep a check on how much parental time and effort is being put into keeping your child constantly happy.
• Try not to be at the beck and call of your child or feel they must be constantly entertained.
• Allow them to try, have a go, make an attempt, experience mistakes.
• Encourage resilience and resist the urge to rescue.
• Don’t protect them for natural consequences, but rather allow them to learn from these.
• Instigate age-appropriate responsibilities that don’t require a high level of parental support or monitoring.

The essence of Bernard’s message is that when we attempt to solve all of our children’s problems and to assume responsibility for their wellbeing into adulthood, our kids are denied opportunities to develop a strong belief in their own ability to solve problems and achieve goals. Therefore, it is essential that schools and parents work together to foster independence and resilience in our youth so that they are prepared to embrace life’s opportunities and can overcome its challenges.

Source: ‘The Association Between Overparenting and Parent-Child Communication’, Segrin, et al., Family Relations; Apr 2012; 61, 2; ProQuest, p237

Dr. Joanne Bellette - Relieving Principal
Year 11 Biology, year 11 Senior Science and year 10 Marine Science students had an excursion last week to the National Marine Science Centre at Charlesworth Bay. The students toured the aquarium and learned about the Solitary Islands Marine Park which boasts 550 species of reef fish and over 90 species of coral. The SIMP is unique as it forms a functional boundary between the Coral and Tasman Seas and is home to both tropical and temperate marine species. They listened to a presentation by the curator, Stephan Soule, on fish biology and anatomy after which the students dissected a flathead. The students also toured the aquaculture facilities and learned about the Mangrove Jack Breeding Programme where scientists have been able to successfully hatch Mangrove Jack eggs in captivity for release in the wild. The students also learned about the climate change/ocean acidification projects which focus on the ability of marine organisms such as crayfish, oysters, and coral to cope with the changing chemistry of the ocean and the impact that carbonic acid from excess carbon dioxide emissions has on their ability to create and maintain their shells.

Dr. Andrew Willhoite - Science Teacher

On Friday August 7, I travelled to Taree High School for the North Coast division of the Legacy Junior Public Speaking Competition. There were 7 other students from schools all over the region. Topics ranged from The Amazon to chocolate. My prepared speech was on Homelessness and it turned out a person in the audience was once homeless. He spoke to me after the competition to tell me how much he appreciated my speech. My impromptu speech topic was ‘What’s worth fighting for.’ I talked about family and dogs - I believe both are worth fighting for.

It was a good day. Most importantly I learned about chocolate and how important it is. I looked forward to the next competition.

Matt Donnan, year 7.

Year 8 will be participating in the Uni-Bound High School Outreach Program on Thursday, September 10. UNI-BOUND is a Southern Cross University program designed to encourage high school students to learn about university. The program involves the students participating in interactive games about choice and decision making, discussions on who goes to university, how different university life is and what happens there. There is no cost for this experience and the program will be held at Toormina High School.

Information regarding this program has been sent home with Year 8 students. Parents/care persons are asked to please assist their children to fill out the participation form and return it to Mrs Gillingham before Week 9, September 10.

Thank you, Adrienne Gillingham, Year 8 Adviser
YEAR 8 ESTUARY STUDIES

During their Project Based Learning unit in Year 8 Science students analysed rubbish and biodiversity at both Boambee Bay and Bonville Creek. The classes also looked at water quality parameters such as air/water temperature, salinity, dissolved oxygen, pH and turbidity. These measurements are helpful to establish the health and productivity of these valuable estuary systems.

Dr. Andrew Willhoite - Science Teacher

U15’s AFL Swans Cup

Last Wednesday Toormina High School entered a boys Under 15’s AFL side in the Swans Cup. The event was run as a gala day with teams from JPC, BDC and Orara High also competing. Toormina High started slowly finding it difficult to find their feet against a strong outfit from JPC, eventually going down by a couple of goals. After some soul searching the boys rallied to win their next two matches convincingly against Orara High and BDC respectively and thus won their way to the event final which was a rematch against JPC.

In the final the Toormina boys demonstrated tough and uncompromising defence and some silky attacking skills. JPC had no answers and the boys ran away with the match finishing the final comprehensive victors. The day was a great success with teams from all participating schools playing the game in the right spirit, showing great sportsmanship and faultless behaviour. The Toormi boys credited lunch at the food court as the key to their outstanding performance in the final. They will now take on the best teams from the Macleay, Grafton, Kempsey and Port Macquarie districts in the regional final on Wednesday the 9th of September. The venue has yet to be announced but we can only hope there is food court nearby!

Ky Shwartz - Team Coach

TOP BLOKES

Five Year 10 students attended the Chamber of Commerce Breakfast at Opal Cove Resort on Tuesday 4th August. Melissa Abu-Gazelah, the CEO and founder of the Top Blokes Foundation was the guest speaker and she discussed how we all can empower young men and teenage boys and bring attention to improving their overall health and wellbeing.

Laura McRae - Head Teacher Welfare

IMPORTANT DATES

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<tr>
<th>DATE</th>
<th>EVENT</th>
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<tr>
<td>28/8</td>
<td>REWARD EXCURSION to Dreamworld</td>
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<td>1/9</td>
<td>P&amp;C Pie Drive Fundraiser Delivery Day</td>
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<tr>
<td>3/9-4/9</td>
<td>CHS Athletics Carnival Homebush</td>
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<td>4/9</td>
<td>‘Wear it Purple’ Day</td>
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<td>4/9</td>
<td>DISABILITY EXPO THS Library 9:30-1:00pm</td>
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<tr>
<td>7/9-14/9</td>
<td>FINAL EXAMINATIONS</td>
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More pictures for Year 10 Work Experience and thanks again to...

OSSIE O Outdoor Screen Solutions
JR CYCLES at the Promenade
TOORMINA PHYSIOTHERAPY & Sports Injury Clinic
HUNT & MOORE Bricklaying
EAGLE COPTERS AUSTRALASIA
WINDSONG TRAVEL
KUTTERS HAIR DESIGN
GOODSTART Early Learning
K&J TRUCKS
FOOTPRINTS Early Learning
BARINGA Private Hospital
FEATHERDALE Wildlife Park
GEOFF KING MOTORS
FAIRCLOTH & REYNOLDS
VICTOR RULLIS Funerals
CAMESCO FABRICATIONS
BLUSH Make-up & Beauty Studio
REG LATTER ELECTRICAL
DEALER DIRECT
OPEN STUDIO
HELPTECH Computers
Coffs Harbour COURTHOUSE
TREEHOUSE Early Learning
Sawtell PUBLIC SCHOOL
PACIFIC VETCARE
Coffs Harbour CITY COUNCIL
AMART SPORTS
Information will be available for young people with a disability (aged 15 – 18 years) and their parents/guardians to assist with the transition from school to a range of post school options which may include the pursuit of further education, employment, volunteering and/or prevocational training.

Service Providers who attended in 2014: ACCnet21, ADAHC, Ability Options, CHESS, Australian Hearing, ETC Ltd, TAFE NSW, Nambucca Valley Phoenix Ltd, On Track Community Programs Ltd, Community Care Options, New Horizons Enterprises Ltd, Northcott Disability Services, Key Employment, ACI – NSW Health Transition Care, Coffs Harbour Support Services Nambucca Valley Disability Services, Nortec, Lifestyle Solutions, Mid Coast Communities, Open Arms Care, NDCO (National Disability Coordination Officer), Carers NSW, Mercy Centre Lavington Ltd. Including schools from Maclean to Macksville.

Contact organiser – Robyn West, Careers Adviser
Toormina High School
66533077 or robyn.west@det.nsw.edu.au

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**2015 Disability Expo**

Friday, 4 September 9.30am – 1pm
Toormina High School Library

Information will be available for young people with a disability (aged 15 – 18 years) and their parents/guardians to assist with the transition from school to a range of post school options which may include the pursuit of further education, employment, volunteering and/or prevocational training.

Service Providers who attended in 2014: ACCnet21, ADAHC, Ability Options, CHESS, Australian Hearing, ETC Ltd, TAFE NSW, Nambucca Valley Phoenix Ltd, On Track Community Programs Ltd, Community Care Options, New Horizons Enterprises Ltd, Northcott Disability Services, Key Employment, ACI – NSW Health Transition Care, Coffs Harbour Support Services Nambucca Valley Disability Services, Nortec, Lifestyle Solutions, Mid Coast Communities, Open Arms Care, NDCO (National Disability Coordination Officer), Carers NSW, Mercy Centre Lavington Ltd. Including schools from Maclean to Macksville.

Contact organiser – Robyn West, Careers Adviser
Toormina High School
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**COFFS COLTS CRICKET CLUB**

Senior & Junior REGISTRATION DAYS

Saturday, 5 September
Saturday, 12 September
10am - 12 noon
LEISURE PARK, STADIUM DRIVE

2015/16 Age Groups
JUNIOR U/10, U/12, U/14, U/16
SENIOR Grades 1, 2, 3, 4

BBQ on the day - See you there!
For more information, phone Matt 0423 613 820

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**NATIONAL SELF-DETECTION PROGRAM FOR SCOLIOSIS**

A self-detection brochure can be accessed at www.scoliosis-australia.org

The website contains comprehensive information about the symptoms and treatment of scoliosis (spinal curvature).
PARTY Program

THS students participated in a collaboration between Royal North Shore Hospital and Coffs Harbour Hospital in a program called P.A.R.T.Y. This is an acronym for the Prevention of Alcohol and Risk-Related Trauma in Youth. This program exposes students first-hand to the consequences of risk-taking behaviour through trauma experiences of health professionals and patients.

Advocate visit to Coffs Harbour PCYC

The Advocate is coming to your PCYC:

When: Wednesday 2nd September

Why: To hear from children and young people about their hopes for their lives. This will inform a new NSW Government plan for children and young people.

How: By participating in small group discussions of about one hour.

Who is the Advocate for Children and Young people?

Andrew Johnson is the NSW Advocate. His role is to listen to children and young people and ensure they have a say in the decisions that affect their lives.

What is the Advocate doing?

The Advocate is visiting children and young people around NSW and listening to what they say. This will inform a new NSW Government plan for children and young people, and the work of the Advocate.

Do you have to take part in this?

No, you don’t. If you don’t want to take part, that is okay.

What will happen during the discussions?

Andrew Johnson, or a member of his team, will ask you some questions to help start a conversation. We will take notes to keep a record of your views, ideas and suggestions.

Can I be identified?

You will not be identified in any way. If we use your words in any of our reports or on our website, your name will not be used.

How do I take part in this?

Complete the consent form and return it to your PCYC before the day of our visit. Your parent only needs to sign if they do NOT want you to take part.

Who can I talk to if I have more questions?

You or your parent/carer can call or email the team at the Office of the Advocates:

Melissa Goldman – 9286 7241
melissa.goldman@acyp.nsw.gov.au

Gregor Macrie – 9286 7243
gregor.macrie@acyp.nsw.gov.au

Consent forms to participate in Advocate visit to PCYC available at THS front office

Attention Yr 10, 11, & 12 Students

Do you want to get active on Wednesday evenings?

Do you want to meet new people?

Under 18’s Hockey is for you!

New players are welcome – Boys and Girls

COST: $5 each week

WHERE: Coffs Coast Hockey Centre, Hogbin Drive

Contact: Debbie 0417 429 788
dbaldwin665@gmail.com

Hockey Coffs Coast
You’re invited to participate in the Tell Them From Me (TTFM) Partners in Learning survey designed for parents and carers. This survey complements the TTFM student and teacher surveys, which focus on student engagement, wellbeing and effective teaching practices. All Department of Education schools have the opportunity to participate if they choose.

Why should I participate?
Parents and carers are an important and valued part of the school community. Schools can use survey feedback to make practical improvements and inform school planning.

What does it involve?
This online survey takes about 15 minutes to complete. It is anonymous and voluntary.
If you have more than one child at this school, and feel that your children’s experiences differ, you can complete the survey more than once.

How can I participate?
https://nsw.tellthemfromme.com Username: parent18280 Password: Too8527
You can access the survey in your own time, between 17 August and 16 October 2015. Follow the link below on your computer or tablet:
Toormina High School has their Parent/Teacher interviews on Tuesday 18th August from 3:30 to 6:00 in the school library. Computers will be set up and available for parents to access for completion of this VERY IMPORTANT Survey.

More information on the Partners in Learning survey can be found on the NSW Department of Educations’ TTFM website: http://surveys.cese.nsw.gov.au/

REMINDER TO ALL STUDENTS!!!
THS HOMEWORK CENTRE IS OPEN EVERY MONDAY AND THURSDAY 3.30PM - 5PM THS LIBRARY
This is a wonderful asset and a great opportunity for student’s to receive extra tuition!

WHOOPING COUGH WARNING
Once again there have been several cases of Whooping Cough (Pertussis) reported in our area. Whooping Cough can be a life threatening infection in babies and young children. Please be aware that even those who have been vaccinated are at risk of developing Whooping Cough as immunity fades over time.

For information go to the NSW Health website www.health.nsw.gov.au or phone the Public Health Unit 1300 066 055