2010 Annual School Report
Toormina High School

NSW Public Schools – Leading the way
Our school at a glance

Students
In 2010 there were 901 students, down from 946 in 2009. This is mainly due to demographic changes in the community with fewer young people in the secondary school age group. Attendance has remained very close to the 2009 figure and is still above the regional average with the continued implementation of procedures to manage non-attendance.

Staff
The school had 68.4 teaching positions allocated in 2010 and 17 administrative and support staff. This included 14 executive staff and 54.4 class room/specialist teachers. The teaching staff were supported by 17 administrative and support staff. All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives
Our school runs many programs and initiatives to improve and broaden the knowledge and empathy of all our students from every academic and physical level each and every year. Some are school specific, whilst others are community programs which the school encourages and assists students to engage with.

Programs include:
- Prefect training
- Rock and Water
- Police Liaison visits
- Aboriginal Education
- Multicultural Education
- Love Bites
- NSW Premier’s student volunteering award
- Norta norta
- Relay for Life participation
- Fund raising
- School Band
- Zumba
- Clinics for various sports
- Anti bullying
- 10% on top
- V tracks
- Deadly Days

Student achievement in 2010
Toormina High School performed well overall on external test measures.

Year 7 performed well in reading, grammar and punctuation while spelling and writing were just above the SSG average. In all Year 9 literacy components, students as a cohort scored higher than the SSG. In years 7 and 9 numeracy, the overall achievement was very pleasing with students scoring well above the SSG average overall.

In the School Certificate, our students bettered SSG averages in all School Certificate subjects as a cohort. This demonstrates that our students are continuing a steady improvement in Literacy from NAPLAN in Year 7 to NAPLAN in Year 9 and the School Certificate in Year 10.

The Toormina HSC Students performed very strongly overall with five subjects exceeding the state average.

Messages

Principal’s message
2010 was a year of continued development and success for students at Toormina High School.

The federal funding for the Digital Education Revolution (DER) saw the second roll-out of laptop computers into the homes and hands of all Year 9 students. IT based lessons in Stage 5 classes have increased markedly and consequently this has seen a change in the lesson structure and teaching delivery by staff.

The service clubs of Sawtell Rotary, the Zonta Club of Coffs Harbour and Bonville-Sawtell Lions continue to support our students with scholarships and other award and public involvement opportunities and we appreciate their ongoing commitment to our school.

The P&C has been endeavouring to help the school financially with fundraising and we appreciate this but their most significant support comes from policy development and advice, participation in staff merit selection and from their school promotion.

Mr Stafford Cameron received a promotion as Principal of Duval High School in term 1 after 6 years as Deputy Principal at Toormina. We wish him well and are very proud of his achievement.
In reading this report, you will identify student achievement and engagement. We are extremely proud of our students from Year 7 to the SRC and Prefect body and we look forward to working with another enthusiastic group of Year 7 students in 2011.

We acknowledge staff and families for the opportunities they have provided for student learning, leadership and participation. My thanks go to Mr Greg Detering for his very able work in compiling this report and I commend it to you all.

I certify that the information in this report is the result of a rigorous self evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Elizabeth Donnan, Principal

P & C message

Toormina High School P&C Association is a small group of parents and friends with an enthusiasm and dedication well out of proportion to our size. Members of the P&C are very proud of this school and of our affiliation with its record of academic, creative, civic and sporting achievement.

We share a close and co-operative relationship with Principal Liz Donnan and her outstanding team. Consequently, we feel a valued part of the consultative process used in determining the direction of school policies.

2010 was a good year for Toormina High School and equally so for the P&C. Once again we provided input and feedback on a broad range of policy issues and were able to support some outstanding staff initiatives. We continued to deliver parent representation on selection panels for teaching and executive staff, and to make available financial assistance to those highly skilled students representing the school at State and National level.

We saw modest progress in the development of fundraising activities and strong representation at both Regional and State level of the P&C Federation.

We believe that 2010 has provided a strong foundation to ensure future success for both Toormina High School and the P&C.

Kevin Jeffery, P&C President

Student representative’s message

The year of 2010 was another eventful and successful year for the SRC. As fundraising is a vital part of Toormina High School’s community efforts, many of our biggest events were yet again on the agenda. “Shave for a Cure” saw many students shave their heads, wax their legs or colour their hair to raise much needed funds for the Leukaemia Foundation. One of our greatest and most worthy fundraisers, “Relay for Life” once again was a massive success, this time increasing again the number of our participants and the money that we raised as a school. Through the efforts of 200 students, a number which we were limited to due to massive popularity, we were able to raise over $10,000 for the Cancer Council of Australia.

2010 saw the continued success of multi-days, school socials and BBQ’s. Through the money raised by these events, the SRC raised much needed funds for sportsmen/women students, and student leaders within the student community, helping them to achieve at an elite level.

The SRC also continued the support of our “sponsor-a-child” student, George. He lives in Kenya and due to our sponsorship was able to complete year 10 at school which ensures that his education enhances his opportunities for the future. In addition, funds were raised for a school in Haiti. Mrs Cheryl Ward delivered the funds to the school on a trip to Haiti. The SRC are excited to have raised enough money to fund the school for another year.

As members of the SRC, we are representatives of the student body and therefore need to learn how to represent the students with a strong and confident voice. Various conferences and leadership workshops were held throughout the year to help improve the skills necessary for a good leader within the school community. For some, this was their first time in a leadership role and the workshops and training days were a helpful way for these students to learn how the SRC actually operates. However, these days were also a great opportunity to get to know fellow SRC members and share individual ideas.

In 2011, we hope to further build upon the great foundations we have already created from our previous leadership efforts in past years.
Rebecca Symonds and Nicholas Thorp (2010 SRC Presidents)

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

In 2010, there was a further contraction in student numbers to 901 from 946 in 2009. In 2010, the ratio of male to female students was more even compared to 2009 at 50.4% and 49.6% versus 52% and 48% respectively.

The reduction in numbers is in line with a decline in numbers over the respective years from the feeder primary schools in the region.

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Student attendance profile

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<td>89.9</td>
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Management of non-attendance

Toormina High has completed a three year program of review and implementation of policies and procedures to significantly improve the attendance rate across all years. The procedures for the management of non-attendance now involve:

- Reporting of all fractional truancy in every lesson and interviews by head teachers the next morning of those students with unexplained absences,
- Daily notification to parents via SMS of a student absence,
- Weekly written notification to parents for unexplained absences,
- Prompt parental telephone contact for those students who have a number of significant unexplained and/or explained absences,
- Referral of repeated non-attendees to the Learning Support Team for possible notification to the Home School Liaison Officer,
- Provision of a mentor to assist repeated non-attendees in improving their attendance rate,
- Closer monitoring of attendance rates by the senior school executive,
- Positive rewards for both individuals and groups to recognise the benefits of high rates of attendance,
- Meetings with parent groups to reinforce the fundamental importance of attendance in learning.

Retention to Year 12

In 2008, 178 students completed year 10. In 2010, there were 104 year 12 students, so the retention rate was 58.4 percent, an increase of nearly seventeen percent over 2009. The change in school leaving age from 15 to 17 years of age taking effect in 2010 was a major factor in this increase. Of the students who left, some gained employment, others relocated, and the remainder transferred to another educational institution.

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<tr>
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<th>SC05-HSC07</th>
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Post-school destinations

Destinations for those who completed the HSC were still being compiled as at March 2011. Early indications are that the significant majority of those who did not pursue full time study have gained full or part time employment. Data on University offers had not been received at this point. We estimate that close to 50% of students would have matriculated to University in NSW and Queensland. Typically 96% of these students receive offers to university in both states. The take up of offers has not been finalized and similar take up of positions at TAFE and other training providers have not been determined.

Year 12 students undertaking vocational or trade training

Student involvement in Vocational Education has increased with the inclusion of TAFE delivered vocational courses for stage five students and increased involvement in stage six school delivered and TAFE delivered VET courses. In 2010 almost 65% of stage six students were involved in VET. Students were also involved in the School Based Traineeship programs.

Year 12 students attaining HSC or equivalent vocational educational qualification

At the completion of the 2010 school year, 72% of the students who commenced the HSC in 2010 attained the certificate.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies

Toormina High School has a large complement of extremely competent and experienced teachers. Most have been teaching for many years and include professional development courses and/or programs to develop their capacity each year.

Staff establishment

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<tr>
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<td>Assistant Principal(s)</td>
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<td>Classroom Teachers</td>
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<tr>
<td>Teacher of Emotional Disabilities</td>
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<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Approximately 5% of staff at Toormina High School are of indigenous extraction.

Staff retention

In 2009, the school was entitled to 71 teachers, whereas in 2010 the entitlement had dropped to 68.4 due to a fall in student numbers. As a result, the equivalent of 2.6 teaching positions were lost. This was accounted for by retirements and discontinuation of temporary staff.

Teacher qualifications

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

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<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<tr>
<td>Degree or Diploma</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2010

As can be seen below, all faculties in the school have been incorporating a wide range of experiences into the curriculum to create the best educational environment possible for our students.

Achievements

Creative and Performing Arts

MUSIC IS HAPPENING in 2010

The Toormina High School band is up and running again with the amazing help from Mr. Peter Morgan employed as band Conductor and Mrs Beverly Babbage (Music Teacher) as the co-ordinator. The band offers students the opportunity to learn a variety of new instruments and practice a wide range of styles. In 2011 the band hopes to start entering into eisteddfods and other local performances.

This year we were lucky enough to have two great music tutors from the region to run private lessons with our junior and senior students, Nadine Flick came and taught singing lessons and Michael Bollen taught acoustic and electric guitar. This proved very successful especially with our HSC students who were able to make use of the extra support.

Shekinah Moye of Year 12 was chosen as one of nine students nation-wide to attend a mentored song writing workshop in Sydney for Music Count Us In. Furthermore, Shekinah’s song was chosen as the song to be sung by hundreds of thousands of students Australia-wide in September. Shekinah was flown to join choirs singing her song on the Opera House steps.

All music students from year 7, 9, 10, 11 and 12 were involved in Music Count Us In on September 2, where students from around the country sang the same song at the same time to celebrate the value of Music education in schools.

Year 11 and 12 senior students attended the Regional HSC Music workshop in Lismore to help increase their knowledge of theory and performance. Students travelled to Lismore with Mrs. Babbage and said that it was a worthwhile experience.
Shekinah Moye (Year 12) and Jacob Shand (Year 7) were selected for the Talent Development Program for their talents in singing.

CAPA has also developed music as part of COGS (Connected Outcomes Group) with 7 Blue where Climate Change was studied as a cross-curricular unit across all subjects.

**THS Outstanding Cultural and Community Achievements:**

- Seven Blue student Beau McAuley was nominated for State Wind Band, playing Saxophone.
- Three trophies were won by choir groups with Mrs. Lucy Watson at the Coffs Harbour District Eisteddfod.
- Billy White of Year 10 was awarded the CHIMES award for Outstanding Contribution To Music in the School and Community
- In Music, three Year 7 students; Alyce Reid, Brianna Hawkins-Cain and Angela Bennett, composed an outstanding song that has been sung at school assemblies.
- A Zumba instructor was brought in for a class with Music in P.E. which linked to a study of Music from other Cultures.
- Three Year 11 students, Rhiannon Willersdorf, Gabriella McDonald and Nikki Cluff, performed at the Make A Wish charity dinner and auction at Sawtell RSL in November.

**CAPA IS MAKING ITS MARK**

Our creative HSC students performed outstandingly across all the C.A.P.A subjects of Drama, Music, Vet Entertainment and Visual Arts. Most students results ranked in the top 20% of the state with several outstanding students rating in the top 10%. These achievements were showcased in a Performance Art Evening where parents and the community could enjoy captivating performances by our leading Vocal, Instrumental and Drama students.

The Art Department once again participated in a successful and enjoyable Year 6 GATS (Gifted and Talented Students) program for our Bongil Bongil community of schools Primary students. They attended workshops on Printmaking and Music. All students had a fantastic time and were well behaved. We have already observed some extraordinary talent and style from these young artisans/musicians.

Once again our Creative Arts Drama Students were invited to entertain at the Quality Teaching Conference at Opal Cove.

The amusing acts including such characters as clowns and police enthralled teachers from all over the district attending the conference. In addition, our creative vocalists enchanted the crowds at the local Education Week celebrations held at Toormina High School.

Anna McAuley, Head Teacher

**Sport**

2010 was a successful year for Toormina High School on the sporting fields with both individual and team success.

Individually we had students qualify for the Australian Athletics and NSW All Schools U16 Touch Championships.

A number of students medalled at Australian Athletics, NSW All Schools Athletics, as well as CHS Athletics, Swimming and Cross Country Carnivals. At Australian level we had one bronze, NSW All Schools 2 silver, and CHS carnivals 1 silver and 5 bronze medals.
Thirty six Toormina High students were selected to represent the North Coast in 11 different sports. Toormina’s boys Softball progressed through to the State finals.

Three Toormina High students were awarded regional recognition certificates.

Simon Billsborough

**Human Society and Its Environment**

2010 saw a major change at Toormina High School with the History and Social Science faculties joining together to form the faculty of Human Society in its Environment (HSIE).

The year has seen many achievements. Senior subjects have been popular and students have been actively engaged in learning. This also has involved opportunities outside the classroom. Mr Day’s Year 12 Geography class has participated in studies of urban consolidation and suburbanisation in the Sawtell/Toormina area. The group also visited the Coffs Harbour Botanical Gardens to study mangroves.

Senior students have been given opportunities to attend HSC study days. In February we had the History Extension study day and the Modern and Ancient History study day in June.

Another opportunity which the HSIE faculty is providing for senior students is an excursion to Italy, France and Belgium in April 2011, visiting the sites of Pompeii, Herculaneum and the Western Front. We hope to make this a biannual senior school excursion.

There have also been varied learning opportunities provided in the junior school. Year 10 Geography classes carried out mandatory fieldwork at Sawtell beach and village area. Year 10 History classes were visited by Vietnam War veterans as part of their mandatory School Certificate course studies.

A major first for HSIE in 2010 was the inaugural Year 9 Canberra and snow excursion. This excursion was for one week and visited many sites of geographical and historical significance.

The HSIE staff are including more ICT in their teaching with the availability of new equipment. Smart boards are being used and laptop resources e.g laptopwraps and TALE are being implemented in Quality Teaching. We are also beginning to prepare for the Australian National Curriculum, keeping on top of new resources available and professional in-services available. Mr Mike Ferguson and Mr Stephen Elsley attended a day in Lismore in March where the
new curriculum was discussed for History. Mr Elsley also attended a History Teacher’s Association National conference in Sydney in July, where the main theme was the national curriculum, its implications and how it can be taught.

The HSIE faculty is working towards technological and modern classrooms in the coming years to improve quality teaching and learning opportunities.

Overall, it has been a challenging and rewarding year and we look forward to the continuing growth and achievements of the HSIE department.

Mr Stephen Elsley, Head Teacher

Technical and Applied Studies

The Home Science and Industrial Arts faculties once again saw improved numbers in the elective subjects. HSC results were very pleasing with Electronics students sitting for the HSC for the first time. The quality of their major projects was outstanding with a diverse range from amplifiers to GPS clocks and music recorders. The Electronics content is continually changing to keep pace with changes in industry. Our students did extremely well embracing this challenge and gaining outstanding results.

Industrial Technology Timber and Furniture also saw a number of quality items produced demonstrating a wide range of skills. Toormina High School has a long tradition of gaining excellent results in this subject and this year was no exception.

Engineering students were engaged in various pre-vocational studies with two of our students gaining scholarships to assist them in completing their HSC course. All students enrolled in this subject gained insights in engineering careers through industry case studies, guest speakers from the profession and excursions.

The hospitality course is still proving to be popular with students, with many of them already gaining part-time work in the Hospitality industry due to skills they have acquired at school. Students organised a Melbourne Cup two course luncheon for staff members offering a number of menu options. Those that attended were treated to a choice of two mains and two deserts. Next year’s plan is to offer a senior Café utilising our new Barista.

Exploring Early Childhood, Food technology and Community and Family Studies are also very popular subjects where students gain valuable life skills with the prospect of gaining employment or further study in these fields. Exploring Early Childhood students undertook work experience at local preschools gaining valuable experience working with children. Other units included working with simulated real life babies; writing and illustrating a child’s book; making a toy; and studying child rearing practices in other cultures.

Food Technology students gained experience in the more difficult aspects of food preparation. This prepares them for careers in Hospitality and Food Technology industries such as Food Chemistry, Nutrition and Dieting.

Community and Family studies students developed their skills in parenting and social work, resource management and the development of ethics and time management. One of the highlights of this course is the “interactive classroom”, where babies and toddlers are observed in relation to their developmental stages. Students then prepare an Independent Research project and a report which they present to the class.

These electives continue to provide a diverse range of opportunities for senior students. These centre on a flexible approach to student learning outcomes that are in line with industry standards and expectations.

School certificate results were also pleasing, with a considerable number of students achieving above average results in most electives including Food Technology, Wood Technics, Power Mechanics, Multi Media and Electronics.

Technology Mandatory subjects in years 7 and 8 continue to be very popular with students, providing them with a range of both practical and computer based technology subjects. A number of teachers delivering these courses were involved in ongoing professional development activities which ensure students receive a range of educational learning outcomes in line with current technologies.

Stephen Todd, Head Teacher
LOTE

Our LOTE students often comment that the most enjoyable aspect to the course is *A Taste of LOTE*
All students in each of the six LOTE classes across Spanish and Japanese prepared and cooked a meal chosen by their teacher. The meals ranged from fajitas, cabbage omelettes to guacamole. Students had a fantastic experience and it was great to see a number of parents attending.

The standard of bookwork is improving across all languages indicating a greater sense of pride in their work. Book vouchers were again awarded to the student with the best book in each of the six classes.

The use of computers is playing an increasing role in LOTE with more lessons being held in a computer room. Training has been undertaken by the HT LOTE and one teacher in the use of interactive whiteboards. A number of classes will be timetabled in rooms next year which contain interactive white boards.

Russell Murchie, Head Teacher

Physical education, Health and Personal development

PDHPE HSC results continue to excel with four students receiving band 6, which is 90% or more. The entire candidature of 32 students was 4.47% above the state average, which is the fourteenth consecutive year an above average result has been achieved.

The new COLA was a fantastic asset for the delivery of many practical lessons during both wet and dry days. The school will be attempting to finish the landscaping and drainage of this facility to enhance its usage in 2011.

Stage 5 elective PDHPE classes continue to remain very popular with students participating in a number of challenging and interesting activities. The Premiers Sporting Challenge saw a number of students gain certificates for their efforts in both school and weekend sporting endeavors.

Finally, a big thank you to all families who supported COLES sporting vouchers program which will see some sporting equipment delivered to the school for use in 2011.

Greg Deam, Head Teacher

Science

The Science faculty has supported our student’s entries into numerous science competitions and science educational shows throughout the year. These include Science in the Bush at Armidale, CSIRO Science Show, HSC Physics study day at Armidale, International Science Competition and Senior Chemistry competitions in which some students achieved fantastic results this year. A number of girls succeeded in their applications to attend the Girls Science Summer School at the University of Newcastle during summer.

Student results have continued to improve throughout this year in ESSA, School Certificate and the Higher School Certificate, with very pleasing results in this year’s School Certificate in particular. With continued staff professional development the Science faculty will move forward to improving student results into 2011. This will include the continued implementation of quality teaching programs and assessment, acquisition and update of quality resources and equipment. The continued integration of technology into the teaching and delivery of information and resources to the senior students will provide greater learning flexibility and model current methods of communication and information processing that exists in today’s scientific environment.

Year Reports

Year 7

Year 7 2010 have made a wonderful start to their high school years of learning. All were preceded by accolades from their respective primary schools and these proved to be correct. All faculties have commented on their behaviour and high level of commitment to their studies.

The year group has thrown themselves into the school community in a way that is both
noticeable and positive. The response for Student Representative Council members was unprecedented, with so many students applying. That for the first time a regime of speeches and voting by the whole year was instigated. This high level of involvement was carried over to sport with students involving themselves with the swimming and athletics carnivals. Also a high number of students attended regional and state representation. In the academic fields there were high numbers of students in Science and Maths competitions and another first with some very successful Tournament of the Minds teams.

Anti-bullying initiatives featured very highly this year. For the first time we had an Anti-bully day for Year 7 early in the year. Where a variety of games and activities explained to students the different types of bullying that can take place. So if students were to find themselves in these situations they were informed as to what they should do. This day was successful due to the generous sponsorship from the Pet Porpoise Pool, Woolworths Toormina and the school canteen. This anti-bully theme was continued later in the year with another first having by having a professional tour group, Brainstorm Productions, put on a show, “Verbal Combat”. It was related directly to Cyber-bullying, covering social networking sites and texting etc.

At the time of writing students were looking forward to the highlight of the year, the annual Great Aussie Bush camp. This exciting excursion enables students to push their own personal boundaries of coordination, strength and agility. The camp also emphasises teamwork, problem solving and peer group development.

Greg Driscoll, Year Advisor

Year 8

Our major focus for year 8 students in 2010 was bullying – how to recognise it, how to cope with it and ultimately how to stop it. Students participated in a whole day of activities at Sawtell Caravan Park where they learned about the legal and social issues surrounding this very important problem. Team-building exercises, hands-on activities and a barbecue lunch made this a very enjoyable day.

Toormina High School prides itself on its charitable endeavours and Year 8 students are no exception. This year we decided to support the National Medical Children’s Research Foundation by organising a Jeans for Genes Mufti Day from which over $500 was raised.

Students of year 8 were successful in a wide range of sporting endeavours. John Lovett captained our school cricket team to the semi-finals of the North Coast Schools Competition. The team was well represented by year 8 students including Tyh Murphy who was a successful batsman/wicketkeeper in the series. The boys also played a major role in the indoor cricket team who became Mid North Coast undefeated champions and the Junior Boys Soccer team who reached the final of the Bill Turner Cup. Lauren Dam was our most successful female athlete winning medals in cross country, surf life saving, swimming and athletics.

Students were rewarded at the close of the year with a trip to Movie World on the Gold Coast and must be commended for the manner in which they conducted themselves. They were praised by the coach drivers for their good manners; they showed patience as they queued for their meals on the trip and they demonstrated inclusiveness and supported each other whilst at the Fun Park.

It is with sadness that I say farewell to the year 8 cohort. I feel privileged to have been their year advisor for the first two years of their high school careers. During this time I have been able to share many joyous moments with the students and helped them through some tragic times too. I am proud to have known them and I wish them the very best in the future.

Alison Hollier, Year Advisor

Year 11

The opportunity to be Year Advisor for Year 11 became available when Tony Bone was appointed Head Teacher Mathematics at CHEC earlier this year. Tony had enjoyed mentoring these people and I have also found them to be a wonderful group.

Year 11 have been very involved in a variety of activities and responsibilities. Our Head Teacher Welfare, Lisa Mullin, initiated a blood bank visiting scheme for the Year 11 students and this has seen good participation by the group. The Blood Bank has been very impressed with the students, reporting that they have been the best school group ever involved.
Again we have students representing the school at the Lions Youth of the Year competition, a tradition that has seen THS performing strongly for many years.

For the first time we have two students being awarded Department of Housing Scholarship to assist with senior school pursuits. This is a great achievement with the students addressing a rigorous array of qualifying criteria.

This year saw 27 students nominate for the available 14 prefect positions and with the high quality of candidates was a very difficult choice. All these people are to be congratulated for their commitment to THS and for presenting themselves as great role models. The prefects have fully involved themselves from the onset and are proving to be a very positive influence on our junior school.

Now is the time for students to start thinking about future direction in regard to higher education and employment. John Bear and myself are available throughout the week to talk with students in regard to this and can assist with enquiries regarding traineeships, apprenticeships, Tafe courses and University courses. I am also available to students experiencing any difficulties which prevent them from reaching their potential.

Rob Berry, Year Advisor.

**Academic**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

**Literacy – NAPLAN Year 7**

The following four graphs show Year 7 students performance in NAPLAN.

Students performed very well in reading, improving the school average in Bands 7, 8 and 9. In comparison to the Statistically Similar Group (SSG), Toormina High School had more students in Bands 8 and 9 and less students in Bands 4 and 5 than the SSG.

In spelling, students were just above the SSG average as a cohort but below State averages in bands 7, 8 and 9 and over-represented in Bands 4 and 5.

Writing was also just above the SSG average but over represented against State averages in bands 4, 5 and 6. The cohort was, however, above 2008-2010 school average in Bands 8 and 9.

In grammar and punctuation the students were well above the SSG average as a cohort but over-represented statistically in Bands 5 and 6 against SSG and State averages.
The following graph shows Year 7 student performance in NAPLAN Numeracy in 2010. Students performed very well in Numeracy, scoring well above the average mark of the SSG as a cohort and especially in Band 9.
Literacy – NAPLAN Year 9

The following 4 graphs show Year 9 student performance in NAPLAN Literacy in 2010. In all literacy components students as a cohort, scored higher than the SSG but below State averages.

In reading the percentage of students in Band 5 improved markedly but there seems to be some stagnation in Bands 6 and 7 which will be a discussion point for the Teaching and Learning team at the school.

In writing the school results again reflected the reading results with less students in Band 5 but an over-representation of students in Bands 6 and 7.

As a cohort in 2010, spelling saw the percentage of students in Bands 5 and 6 falling and increasing in Band 10 in comparison to previous years.

Grammar and punctuation in 2010 saw improvement in Bands 5, 7, 8 and 10 when measured against 2008-2010 school averages.
Numeracy – NAPLAN Year 9

The following graph shows Year 9 student achievement in NAPLAN Numeracy in 2010. Overall achievement is very pleasing with students scoring well above the SSG average overall and improving the school average in Bands 5, 7 and 9 which reflects pleasing progress across the cohort.

Progress in literacy

Literacy continues to be a major priority at Toormina High School, supported by the Teaching and Learning Team, the Bongil Bongil COGS project in Middle-Years Literacy, and the Norta Norta Indigenous Literacy tutors. As a result, students continue to demonstrate a steady improvement in Literacy achievement from NAPLAN in Year 7 to NAPLAN in Year 9 and the School Certificate in Year 10.

Progress in numeracy

Numeracy is also a major priority at Toormina High School, supported by the Teaching and Learning Team, the Bongil Bongil COS project in Middle-Years Numeracy, and Norta Norta Indigenous tutors.

School Certificate

The following six graphs represent Year 10 student achievement at the School Certificate in 2010. As a cohort our students bettered SSG averages in all School Certificate subjects. Toormina High School is still under-represented in Band 6 results, this appears to be a state trend but the Teaching and Learning team need to work with all staff in order to translate these results into higher numbers of students in Bands 5 and 6 in the future.
The above graph shows relative School Certificate performance when compared to Year 5 NAPLAN scores. In 2010 the school fared well in comparison to the SSG averages in Science, Geography and Computer Skills.

**Higher School Certificate**

The following graphs show Year 12 student performance at the Higher School Certificate in 2010.

Students performed very strongly overall with Ancient History, English (Advanced), Legal Studies and Visual Arts all exceeding SSG averages. The following subjects exceeded both SSG and State averages: Business Studies, Drama, English (Standard), General Mathematics and PDHPE.

Students and staff are to be congratulated on their efforts.
Higher School Certificate relative performance comparison to School Certificate (value-adding)

The following graph shows relative Higher School Certificate Performance when compared to School Certificate results from 2007.

The graph clearly highlights the need to plan for the educational success of our mid-range and high range group of students but it also shows the successful efforts being put into improving the results of our lower-achieving students. This can be seen by the 2010 school results and 2006-2010 school average results when compared to the SSG average for 2010 for low-achieving students.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.7</td>
</tr>
<tr>
<td>Writing</td>
<td>89.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>90.3</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>90.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>94.1</td>
</tr>
</tbody>
</table>

89.7% of students in Year 7 achieved at or above the minimum standard in 2010 in all areas with very strong results in Reading and Numeracy.
Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Reading</td>
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<td>Writing</td>
</tr>
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<td>Spelling</td>
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<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

87.9% of students in Year 9 achieved at or above the minimum standard in 2010 in all areas with very strong results in Reading and Numeracy.

Significant programs and initiatives

Aboriginal education

Toormina High School is a significant entity in the Community and has an Aboriginal Student population in excess of 10%.

2010 saw a student complete requirement for a School-based Traineeship in Business Services - Banking with graduation held at Opal Cove Resort.

Aboriginal students engaged with university experience programmes ‘Nura Gili’ Winter School at University of New South Wales, and ‘Girls Choices’ at Newcastle University.

Aboriginal student leadership saw students involved in SRC, addressing assembly groups to present Acknowledgement of Country and Zonta Women’s Day breakfast.

Junior students were engaged in Supporting and Nurturing Culture (SANC) groups that enjoyed presentations from National Parks and Wildlife, Uncle Mark Flanders, Dental Clinic personnel, TAFE Hair and Beauty Educators, and Community Elders.

The 10% on Top Club consolidated its position within the Community and outstanding student results were achieved. Students in the club were committed to raising all their marks by 10%. They were assisted by a mentor for assignments, organisation and goal setting.

The NAIDOC celebration assembly was run entirely by Indigenous students, with Christian Lugnan, Reuban Robinson and Uncle Mark Daley sharing the stage to share school and life experiences, and the importance of staying at school to have a positive future.

The Homework Centre increased the homework returns and engagement of students in learning.

Community involvement included students preparing ‘Birthting Kits’ for Zonta, serving at ‘Coffee in the Courtyard’, Blood Donations and ‘Relay for Life’.

NAPLAN results for Indigenous students at Toormina High School showed improvement. Norta Norta Funding assisted Y8 and Y10 students, needing support with literacy and numeracy.

Norta Norta funding also provided Y11 and Y12 students with 1:1 tutorial support in subjects of their choice. This was a major factor in lifting the results of senior Indigenous students.

Aboriginal student attendance rates rose to be above North Coast attendance rates for the first time in ten years.

Toormina High School employed Aboriginal support staff for Literacy and Numeracy through Schools in Partnerships funding for 2010-2012.

V Tracks and Deadly Days ensured a range of post school options were explored.

The School Transition Programme continues with students in Year 6 at local Primary Schools adding to the school through mosaics while being introduced to the school and staff in a relaxed manner making the transition to Toormina High School an enjoyable experience.

Toormina High School is raising educational outcomes for Indigenous students in partnership with Community and the AECG.

Multicultural education

Toormina High School has an Anti-Racism policy that promotes tolerance and respect for students of all ethnic and indigenous backgrounds. Aboriginal and Torres Strait Islander students are encouraged to participate in the SLIKK program; SRC and any other available opportunities to develop their leadership skills. Boys are involved in the DREAM program to develop their pride and assertiveness as young indigenous men.

There are a small number of students from other countries, and they are encouraged to share their cultural heritage. They are also encouraged to
report any racist behaviour displayed towards them.

The LOTE (Languages Other Than English) faculty especially promotes an understanding of differences and a realisation of the similarities found between the many cultures of this world, while Geography, History and English all incorporate units of work which encourage student’s understanding and to be tolerant of others. The Creative and Performing Arts faculty also include studies of Art from many cultures which perform the same task.

Respect and responsibility

Rock and Water

This program focuses on social skills including communication, anger management and raising self esteem. During the weekly sessions, these skills are learned through a range of fun, competitive and action oriented physical exercises. Students explore issues such as standing strong (mentally and physically), conflict resolution, body language, body awareness, boundaries (self and other), breath strength, stress management, using inner focus (goal setting, problem solving), and how to self reflect before taking action.

These acquired skills are linked to improved academic performance, positive peer interactions and act as buffers against mental health problems such as depression and anxiety.

The program was once again delivered by Mr Steve Place who was joined by Mr Brad Poidevin with the aim to have more students involved in the program.

Students enjoyed participating and were able to transfer the skills taught in the program to classroom and real life situations.

School Police Liaison Visits

Senior Constable Bernadette Snow visited the school on many occasion in her role as the school Police Liaison Officer. She spoke to students in small groups on issues ranging from bullying and cyber-bullying and drug and alcohol behaviours. These visits are proving to be invaluable opportunities to strengthen ties between the police and the community.

Prefect Training

At the start of term 3, the 2011 prefects, led by Mrs Lisa Mullan, attended a training day where they developed leadership skills and set goals. This day enhanced their communication and teamwork skills, in order to develop an effective and cohesive prefect body.

ENVIRONMENT REPORT 2010

In 2010 students from the environment club have been heavily involved in gardening around the school. Once again our main focus has been the establishment of native plants which not only means a water wise garden but also has the benefit of attracting native birds to our school.

We had many gardening projects in 2010 and, for the first time, offered gardening as a sport which enabled a broader range of students to enjoy this very rewarding activity. Students have established a new garden in the senior playground, removed many exotic plants and weeds, moved endless wheelbarrows of wood chip and pruned numerous established shrubs. These efforts were recognised by the Coffs Harbour Garden Club with an encouragement award in their annual garden competition.

We are very grateful to have received a $500 Green Schools Grant from the Coffs Harbour City Council as well as a donation of $100 worth of native plants from the Coffs Harbour Garden Club to help us continue to improve our school gardens.

Once again we participated in the National Tree Planting Day in which 5 semi-mature Illawarra Flame Trees were planted at the front of the school. These trees will grow to approximately 5m in height and will provide a spectacular
display of red flowers to beautify the school grounds.

Our participation in Clean Up Australia Day was a great success. We had approximately 60 volunteers from the school and were able to remove over 90kg of rubbish from the forests and creek that surround our school. Over half of this rubbish was able to be recycled. This was a difficult but rewarding job and students were happy to play a part in the activity.

Finally, we are pleased to report our successful application for a $2000 Climate Clever Energy Savers Grant. This grant required students to investigate energy usage within the school and propose a project designed to reduce energy usage. Students found that lighting was our highest energy user and that we could easily save energy by installing motion sensors to control the lights within student bathrooms. This project has been approved and the sensors will be installed early in 2011.

Ms Alison Hollier

N.S.W. Premier’s Student Volunteering Award

The first roll out of the N.S.W. Premier’s Student Volunteering Awards occurred at the end of the last school term. The aim of the program is to assist students to become active and responsible citizens, caring for their community and environment while contributing to academic and character development.

Students from Years 9 and 10 across the region have had their volunteering efforts recognised through the awarding of certificates for their contributions to the community and their schools. A number of certificates ranging from Bronze for twenty hours of volunteer work through to Diamond for eighty plus hours of contribution were awarded.

Ten students from Toormina High School received awards. Kiara Greenway received a Diamond Award for over 200 hours of volunteer work so far this year through her efforts with Sawtell Surf Club, Boambee Soccer Club, Toormina High School’s S.R.C. and her assistance in co-ordinating a Parliamentary Petition which helped ensure Sawtell Police Station remained operational. Klaryse Dam, John Jensen, Tiarne Saunders and Brad Smith received Silver Awards for over 40 hours contribution while Simon Greenway, Amber Holmes, David Read, Keely Vickers and Amy Watt received Bronze Awards.

Student volunteers from all schools are to be commended for their efforts in the local community.

Other programs

Love Bites

Love Bites is a program for Year 10 students, to help them understand the issues of domestic violence and sexual health. It is an excellent example of interagency cooperation as it involves staff from Department of Community Services, the police, Sexual Assault Services and Youth and Women's' refuges, as well as members of the school welfare team in the delivery of the program. At Toormina High School Love Bites is coordinated by Adrienne Gillingham and Shar Valentine.

The program consists of two interactive workshops on Domestic Violence and Sexual Assault. Students then complete two activities that consolidate the information from the workshops where they write, perform and record a hip hop song and develop a poster around one of the issues explored throughout the day.

Vaccination Program

In 2010 the North Coast Area Health service conducted a vaccination program throughout schools. Year 7 students at Toormina High School received the Varicella vaccine and were vaccinated against Hepatitis B. Girls also received the HPV vaccination. Year 10 students received the Boostrix injection, which is a combined Whooping Cough, Tetanus and Diptheria vaccination.

Progress on 2010 targets

Retained Target

Promotion of the Bongil Bongil Community of Schools (CoS)

Communities of Schools are favoured in applications for commonwealth, state and regional funding. Our school has strong links with our feeder primary schools of Boambee, Bonville, Crossmaglen, Toormina and William Bayldon, particularly at transition between primary and secondary schools. We are working within this community of schools on numeracy and literacy.
strategies and we will be creating increasingly more opportunities for primary students to access our secondary resources and teacher expertise, especially in specialist practical areas, such as Science and Technology and Applied Studies. We are seeking the community to recognise us as part of a learning community so that they identify us as part of a continuum of learning for their children.

Our achievements include:

- Developed feeder school relationships through activities such as the combined Education Week display and show with feeder primary schools.
- Continuing to further links with primary schools via inter-school visits

**Target 1**

**Development of Aligned Curriculum between Coffs Harbour High Schools**

The development of a broad and inclusive curriculum is essential to catering for the learning needs of all students and the retention of students into the senior years. Working collaboratively with other public High Schools within the area not only gives the opportunity for this broad curriculum, but also better utilises the skills, talents and passions of our teachers, the facilities at our disposal and helps to maintain market share for Public Education. The benefit for participating schools and the DET will be that a community of schools operating as a bloc, with a sense of common purpose and unity generates much greater influence and opportunities to facilitate change.

Our achievements include:

- Establishment of Super Wednesdays from 2011 onwards
- Developed cross school lines with planning to expand subject choices across the C4 schools in future years
- Published a C4 advertisement in December 2010 to celebrate the HSC success of the Combined Coffs Harbour High Schools.

**Target 2**

**Development of Executive at Head Teacher and Deputy Principal Levels**

Toormina High School prides itself on its focus on leadership development and building capacity for Leadership Density amongst staff. The school has successfully mentored a number of staff into promotions positions in recent years, and actively encourages teachers and Head Teachers to prepare for and undertake higher duties opportunities. With significant recent changes within the executive structure of the school, an opportunity exists to further develop coaching and mentoring skills amongst a variety of staff.

Our achievements include:

- TPL opportunities for HT and aspiring school leaders.
- Development of common role statement and management procedures for executive staff

**Target 3**

**Developing and accessing a support network for students at risk – seeking partnerships within the community**

Discussions between the school, the community, DET representatives and various agencies have highlighted concerns about students at risk of disengagement with education, particularly students on Long Suspension. The school intends to build better support networks and pathways to employment for these students, and seek support in offering alternative educational settings for students currently on suspension.

Our achievements include:

- Post school work experience opportunities provided for students at risk of disengagement, through agencies such as NORTEC.
- Defined identification process for students at risk.

**Target 4**

**Working with the community, including the Indigenous support network, in support of purchasing a school bus to enable easier access to programs including the PCYC, AIME, Deadly Days, V-Tracks, Work Education etc.**

Transporting students to worthwhile extracurricular activities is becoming prohibitively expensive. With the number of students who need to access these activities growing, the school needs to look at options for providing
transport. The purchase of a school mini-bus is seen as the most cost-effective solution to this problem in the long term.

Our achievements include:

The continued investigation into the cost effectiveness of a school bus and alternate sources of income for student transport.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of leadership capacity and the streamlining of processes associated with gaining support for students at risk of disengagement and with learning support needs.

Educational and management practice

Background

Two investigations were carried out in this area in 2010: a continuing review of Leadership capacity amongst the school executive and staff and streamlining of processes associated with gaining support for students at risk of disengagement and with learning support needs.

Findings and conclusions

The school’s mentoring and coaching system for executive staff was found to be highly effective, and resulted again in the promotion via merit selection of staff.

A role statement was developed for Head Teachers with supporting documentation in the form of a booklet. This was presented at a professional learning conference with existing head teachers and other aspiring leaders within faculties. Guided questions allowed for reflection on areas of need for both the faculty and staff.

Some of our identification processes for students at risk were time consuming and did not provide, in some instances enough detailed information for the intended audience. Training in online access requests was given to all members of the Learning Support Team and structures developed across the school to enable streamlined access to information needed in electronic formats.

Future directions

Both areas will continue to be evaluated in 2011. We will continue to offer opportunities for staff to experience the responsibilities of higher duties.

We will continue to increase the use of technology to gather relevant information on students, and further refinement of proformas to deliver information.

Evaluation of School Certificate and Higher School Certificate program delivery will remain major focuses at the school, and will be informed by analysis of results through Smart Data and the Principal’s Results Analysis Package.

Curriculum

The Curriculum team continued to work on improving options for students in all stages of learning.

Throughout 2010 consultation occurred to develop the most appropriate structure of the timetable to enable our school to be in alignment with other High Schools within the Coffs Coast Combined Curriculum (C4) Community of Schools for 2011. This will involve a change to a six period day in 2011. We were able to offer classes on the ‘Super Wednesday’ that may struggle to get enough students to run. Over 150 students from across the four schools are initially involved. This will enable our year 11 students’ access to broader curriculum choices in Stage 6, including a wider choice in TAFE.

In Stage 6, the delivery of the SPY (Skills Pathways for Youth) program, which provides a shared school/TAFE pathway was successful, with a continuation of the programme in 2011.

The provision of work studies in Stage 5 was successful with a number of students securing work experience. This re-engaged the majority of students to complete the requirements for the School Certificate, with an understanding of school to work pathways. The program will continue in 2011, with staffing being allocated to a Transition Advisor, with particular attention paid to Stages 5 and 6.
Parent, student, and teacher satisfaction

The THS Parents & Citizens Association has provided input into school issues and, through consultation with the school executive, influenced decisions made in the running of THS. Some areas of concern which were identified as requiring attention, such as amenities, have or are being addressed by the P&C demonstrating that there is overall satisfaction with the school at a parental level.

In the regular staff meetings, teachers express concerns for various issues and, where necessary, these issues are addressed in the appropriate forum such as through the welfare department.

The student voice, heard through the Student Representative Council, indicates that students feel that they exist in an environment which supports their interests, challenges them educationally and places great importance on a safe environment. Many students participate in various community and sporting endeavours supported by the school which demonstrates a positive school spirit.

Professional learning

The majority of our teachers at school participated in formal professional learning sessions throughout the year. Forty-four attended recognised courses ranging from locally presented DET courses to national courses as far away as Melbourne.

These courses included workshops and conferences covering New Scheme teachers; music, marking development; web training; ICT; literacy and numeracy; quality teaching; PDHPE; sports; ceramics; SC and HSC results analysis; English; HSIE; syllabus implementation; history; hospitality; welfare including anti-bullying; and Science. Professional Learning funds also went towards faculty professional memberships.

The Teaching and Professional Learning budget of $54628 was fully allocated and on average $798 per teacher was spent across the school.

Staff participation in the five school development (SD) days was very high with over 94% of staff attending. The staff decided to hold the extra two SD days at the end of term four rather than use the option of Saturdays or Sundays during the year as organising nearly seventy teachers to agree to have a weekend day off is difficult.

Our school had two new scheme teachers maintaining their accreditation of Professional Competence while another six new scheme teachers were working towards accreditation.

School development 2009 – 2011

A three year plan has been developed which was contributed to by members of all stakeholder groups. Literacy, Numeracy, Aboriginal Education, Teacher Quality, Student Engagement and Retention and Connected Learning are the focus areas for the plan.

Targets for 2011

Retained Target

Promotion of the Bongil Bongil Community of Schools (CoS)

Communities of Schools are favoured in applications for commonwealth, state and regional funding. Our school has strong links with our feeder primary schools of Boambee, Bonville, Crossmaglen, Toormina and William Bayldon, particularly at transition between primary and secondary schools. We are working within this community of schools on numeracy and literacy strategies and we will be creating increasingly more opportunities for primary students to access our secondary resources and teacher expertise, especially in specialist practical areas, such as Science and Technology and Applied Studies. We are seeking the community to recognise us as part of a learning community so that they identify us as part of a continuum of learning for their children

Strategies to achieve this target include:

• Seeking marketing assistance from School promotions. Creating and developing a School Promotion Team
• Building stronger links within the schools through enhanced curriculum development.
• Engaging in activities together.

Our success will be measured by:

• Increased participation of students, staff and parents across the CoS.
• Retention for the primary schools of students from Stage 2.
• Successful transitioning of all students to our secondary setting.

Target 1

Literacy and Numeracy

Literacy and numeracy skills are a pre-requisite for beneficial post-school opportunities. The experienced teaching staff at THS prides itself on providing students with the opportunities to avail themselves of lifelong skills.

Strategies to achieve this target include:
• Literacy and numeracy are acknowledged as whole school priorities.
• Students are regularly informed as to the importance of strong literacy and numeracy skills for post-school opportunities.
• Increased perception that all staff members are teachers of literacy and numeracy.

Our success will be measured by:
• Improved results in external testing.
• Increased engagement in classroom learning activities.
• Development of writing portfolios by Teaching and Learning Team.

Target 2

Aboriginal Education

Aboriginal students make up 13% of the THS school population. The Aboriginal Education Team, in conjunction with the rest of the staff, is focused on providing all of our Aboriginal students with the opportunities to achieve and excel in their chosen career path post-schooling. Creating positive community links is also a focal point for Aboriginal education at THS.

Strategies to achieve this target include:
• Continued growth of 10% on Top club
• Increased involvement in AIME program
• Continued ‘skill-building’ of Aboriginal Education Team via TPL activities.

Our success will be measured by:
• Increased retention of Aboriginal students through to Year 12
• Increased presence of Aboriginal education across school community
• Increased interaction between school and representatives of the local Aboriginal community

Target 3

Student Engagement and Retention

Acknowledging the new school leaving age, THS is actively attempting to engage all students with the idea that they are all heading towards a HSC. The C4 project has enabled THS to cater to Stage 6 students of all abilities and to provide them with positive and worthwhile educational experiences.

Strategies to achieve this target include:
• Strengthening ties within the C4 community of schools.
• Continued investigation of various technologies into C4 course delivery modes
• TPL time provided to assist staff in improving teacher delivery

Our success will be measured by:
• Increased number of students participating in Super Wednesdays
• Increased engagement of Stage 6 students as a result of accessing course options available due to C4 Super Wednesdays.
• Increased retention to Year 12.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Liz Donnan, Principal
Simon McKinney, Deputy Principal
Erica Lynes, Deputy Principal
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Year 12 2010