2009 Annual School Report
Toormina High School

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

Students
There were 946 students at Toormina High in 2009, 52 percent male and 48 percent female. This is a decline from 1005 students in 2008 and in line with feeder primary school numbers. Attendance of students has improved above the regional average due to improved attendance policies, up from 87.4% to 88%.

Staff
The school had 77.5 teaching positions allocated in 2009 and 17 administrative and support staff. This included 14 executive staff and 63.5 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
The school ran a number of significant programs in 2009 to give students extra educational support to meet the needs of all students at the various levels of academic participation. These included:

- Student Leadership;
- Vocational Education;
- Peer Tutoring;
- Girls’ Education;
- Aboriginal Education;
- School Police Liaison Visits
- 10% on Top Club;
- The Homework Centre;
- V Tracks and Deadly Days;
- SLIKK;
- DREAM;
- Rock and Water;
- Love Bites;
- Risk workshops
- Personal Learning Plans;
- Work experience;

Student achievement in 2009
Year 7 Students performed well in Reading, improving on the school average in Bands 8 and 9 and bettering the Local School group (LSG) average in Band 9. Performance in Writing was near or above school average and LSG in Bands 7 and 8, and showed some improvement in Band 9. They performed very well in Numeracy, scoring above the LSG in Bands 7, 8 and 9, and showing a general improvement over the school average 2007-9.

In reading, year 9 students achieved very well, scoring results equal to or higher than the LSG. Writing results are generally below State and LSG average and spelling achievement is also below State and LSG averages in Bands 9 and 10, with the bulk of our students falling in Bands 7 and 8. Student results in Grammar and Punctuation in Bands 7, 8 and 9 are very close to State or LSG averages. Overall numeracy achievement is very pleasing with student scoring above LSG average in Bands 8, 9 and 10, and higher than state average in Band 8.

Our School Certificate students performed strongly in all areas, reaching or bettering LSG averages in Band 6 in most subjects, and State average in Band 5 in English, Mathematics, Science and Geography.

HSC Students performed very strongly In Ancient History, Biology, Business Studies, CAFS, Advanced English, English Extension 2, Industrial Technology, Legal Studies, General Mathematics, Maths Extension 1, Modern History, PDHPE, Senior Science, Visual Arts, VET Entertainment, Information Technology and Retail Services, all of which exceeded LSG and/or State averages.

Messages

Principal’s message
2009 was a year of development and success for students at Toormina High School. The Federal government’s Building the Education Revolution (BER) funds of $200 000 were self managed and were applied to the building of a covered outdoor learning area over the double basketball courts, allowing students protection from rain and sun for break time games and for sports and PE.

The federal funding for the Digital Education Revolution (DER) placed laptop computers into the homes and hands of all Year 9 students. This represents an enormous breakthrough for teaching and learning as teaching delivery has changed, as has the nature of access to information of students. We also had installed our first “Connected Classroom” for lesson sharing, video-conferencing and school connectivity across settings.

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.

Mrs Patti Kearns received promotion as Principal of Coffs Harbour High School in term 4 after 7 years as Deputy Principal at Toormina. We wish her well and are very proud of her 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 new Year 7 students in 2010.

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 and/or School Council message

Members of the Toormina High School P&C Association are very proud of this school and of our affiliation with it. Ours is a small group of parents and friends with an enthusiasm and dedication well out of proportion to our size.

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. 2009 was a year in which the P&C:

- provided input and feedback on a broad range of policy initiatives;
- assisted in some of the physical preparations for the school’s musical (an outstanding production);
- enthusiastically supported the very successful process of self-managing major construction of the new COLA;
- was represented on panels to select teaching and Executive staff;
- provided financial assistance to students representing this school at State and National level;
- began an awareness campaign at the P&C Federation Annual Conference on the need to mandate seat belts in school buses; and
- for the first time in many years, took a tentative step back into the realm of fundraising.

It is a record we intend to expand and develop into the future of Toormina High.

Kevin Jeffery

Student representative’s message

The year of 2009 was an 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.

2009 was yet another great year in the tradition 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. We also undertook to improve our school environment and tone— including shade cover, memorial plaques and increased participation in whole-school events.

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.

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 2010, 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
(SRC Joint 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 2009, there was a further contraction in student numbers to 946 from 1005 in 2008. In contrast to 2008, there were more male students at 492 or 52% than there were female students at 454 or 48%. This reduction in numbers is in line with a decline in numbers from the feeder primary schools in the region.

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<tr>
<td>Male</td>
<td>542</td>
<td>531</td>
<td>526</td>
<td>506</td>
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<tr>
<td>Female</td>
<td>511</td>
<td>531</td>
<td>512</td>
<td>499</td>
<td>454</td>
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Management of non-attendance

Toormina High has completed the second year of a three year program of policies and procedures to significantly improve the attendance rate across all years. In particular, our aim by the end of the three years is for our attendance rate for both senior and junior students to be better than the regional average. In working towards this outcome a variety of measures will be pursued, namely:

- Closer monitoring of attendance rates by the school executive,
- Prompt parental contact for those students who have a number of significant unexplained and/or explained absences,
- Positive rewards for both individuals and groups to recognise high rates of attendance,
- Meetings with parent groups to reinforce the fundamental importance of attendance in learning,
- Daily notification to parents via SMS of a student absence,
- Weekly written notification to parents for unexplained absences.

The Future

In addition to maintaining the above policies and procedures the school will closely monitor fractional truancy in 2010. We will be introducing a system whereby all teachers will be required to report fractional truancies each lesson and the follow up, to be done on the following day, will be shared amongst all head teachers.
Retention to Year 12

In 2007, there were 195 year 10 students. In 2009, there were 81 year 12 students, so the retention rate was 41.5 percent, a decrease of nearly five percent over 2008. A number of the original year 10 students moved away or transferred to another educational institution for personal reasons.

Retention to Year 12

<table>
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<tr>
<th></th>
<th>SC03-</th>
<th>SC04-</th>
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<tr>
<td></td>
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<td>43.5</td>
<td>46.7</td>
<td>46.0</td>
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</tr>
<tr>
<td>SEG</td>
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<td>51.3</td>
<td>44.9</td>
<td>47.4</td>
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</tr>
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<td>61.1</td>
<td>60.8</td>
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<td>61.0</td>
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Post-school destinations

Year 12 students undertaking vocational or trade training

In 2009, 65.9% of year 12 students undertook vocational or trade training as part of the HSC, both in school or at other venues.

Year 12 students attaining HSC or equivalent vocational educational qualification

Of the 95 students who began year 12 in 2009, 81 completed the year and attained HSC or equivalent qualifications.

Staff information

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 each year.

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

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

Staff establishment

The total of 77.5 full-time teaching staff in 2009 has decreased from the 83.5 staff in 2006 and this reflects the decrease in numbers from 1062 to 946 students in the same period.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>60</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>95</td>
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</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

Enter a statement describing the Indigenous composition of the school workforce. Principals are strongly advised to refer to the Support Document for further information.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2009

Income

Balance brought forward 305 646.22
Global funds 748 986.06
Tied funds 653 171.14
School & community sources 252 095.48
Interest 15 877.76
Trust receipts 53 008.00
Canteen 0.00
Total income 2 028 784.66

Expenditure

Teaching & learning

Key learning areas 139 396.22
Excursions 109 331.12
Extracurricular dissections 105 473.83
Library 10 759.93
Training & development 6 060.33
Tied funds 510 892.06
Casual relief teachers 268 697.63
Administration & office 153 994.89  
School-operated canteen 0.00  
Utilities 120 075.18  
Maintenance 102 813.06  
Trust accounts 42 670.92  
Capital programs 36 769.00  
_Total expenditure_ 1 606 934.17  
Balance carried forward 421 850.49

Approximately 90% of the balance carried forward is committed to tied and trust funds. Approximately 33% of available tied and trust funds are committed to the construction of a Covered Outdoor Learning Area (COLA) which is currently under construction. These funds were provided through the “Building the Education Revolution” (BER) Program. The remaining 10% of the balance carried forward is committed to unpaid orders, invoices and casual teacher salaries.

Of continuing concern to us is the high percentage of our global budget funding required to be used for casual relief salaries. This has been an ongoing issue at Toormina High for many years which we make every effort to address, while still providing educational, sporting, cultural and community-building programs of the highest order.

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**Achievements**

**Creative and Performing Arts (CAPA) 2009**

The CAPA faculty at Toormina High once again performed outstandingly in 2009. High standards were achieved in Music, Visual Arts, Photography and Digital Media and Drama in both the junior and senior classes.

The result of the hard work and dedication from the Creative and Performing Arts staff, continue to achieve a high standard in School Certificate and H.S.C.

This year we focused on the biggest musical production the school has ever produced, "Behind the Shimmer and Lights, Cirque Du Miracles”,

Over 120 talented T.H.S. students – along with some primary students from our local Bongil Bongil Community of schools -sung, danced, acted and clowned there way through our amazing Circus show in 2009. Over 30 staff were also involved in all the different creative areas of our extravaganza.

CAPA staff led other talented staff and students in conceiving the show, choreographing the show, set building and painting the show, creating the masks and props for our show and rehearsing and preparing our show for the 10 wonderful performances.

The Year 11 and 12 ‘Entertainment’ Classes were also involved in leading a dedicated Crew with the ‘behind the scenes’ work of putting on such a large venture. These CAPA students learnt how to undertake many of the Promotions, Sound and Lighting, Staging, Ushering, and other vital areas. They were a great asset.

The team for our musical also included parents and community members at every level of this undertaking – from costuming to fundraising, from set-painting to make-up. Some local businesses – such as UnReal Real Estate and B.E.P. Entertainment also helped to sponsor our show. What a great team. Directed and written by Mrs Cheryl Ward, C.A.P.A teacher, ‘Cirque Du Miracles’ came together as our most successful musical yet.

Again in 2009, Year 10 wrote, directed, costumes and staged their own comedy production – this time we performed a hugely successful competition version of ‘Thank God, You’re Here’ – with both staff and students going up against each other in very funny Improvised scenes. A great production with laughs for our actors and the created video-commercials that we are still remembering!
Year 11 Drama performed an adaptation of a play for the Year 7 English students in Term 3. “HATING ALISON ASHLEY” touched on teenage issues such as family, friendships and accepting yourself and others and was a huge success.

Our Entertainment students went thru to even improve upon the fantastic 2008 results. With the majority of our students achieving Bands 5 or 6 results, and gaining the majority of their Work placement experience on our 2009 Musical, they certainly enjoyed a very successful year.

The Dramatic and Musical Arts continue to achieve outstanding results which are reflected in their grades and in the trophies they earn at the Eisteddfods.

The Visuals Arts continues to be one of the most popular electives with students able to select from a wide range of exciting courses including Photography and Digital Media, Ceramics, Drawing and Painting, Cartoon Design & Graphics and Mixed Media. The scope and diversity that these electives have offered helped to maintain the great results across the Junior School in their School Certificate and then onto their H.S.C.

Sport

This year Toormina High had a very successful year on the sporting fields with both individual and team success. Individually we have had students qualify for the Australian Athletics and Triathlon titles, medals at the Australian Athletics and Triathlon titles, Medallist at NSW All schools swimming, medallist at CHS Athletics, Swimming and Cross country and North Coast representatives in a wide variety of sports. Toormina High also had boys Netball and Australian Rules teams make the State final. In addition we had four girls, Leah and Nicola Bird, Breanna Jozeps and Siobhan Deam receive regional awards.

Other

TAS Faculty

The TAS faculty continued to focus on providing a diverse range of opportunities for both junior and senior students. This centred on a flexible approach to student learning outcomes that were in line with industry standards and expectations.

School certificate results were again pleasing in 2009 with a considerable number of students achieving above average results in most electives. Food Technology, Woodwork, Power Mechanics, and Electronics were all well supported with a large number of students choosing these subjects for their electives. This year was the first year that Electronics was run in year 11 and all students achieved above average results in this subject. Another highlight for Industrial arts was having several of our student's woodwork projects selected to be displayed at Park Beach Plaza. This was a competition organised by The Mid North Coast Woodworkers group, with four of our students receiving certificates and prizes for their work. Prime news filmed our students working at school and presented a segment as part of the news that evening, while the Advocate included a story and pictures in the local paper that week. These students went on to gain outstanding results in the HSC.

Hospitality will be offered again in 2010 after having one of our Home Science teachers re-trained in this area. It is an extremely popular course with students, providing them with valuable experience aimed at gaining employment in that industry. Some of our students have already had exposure to this when they helped the Home Science staff cater for the dignitaries and special guests at a function on the final night of our school musical.

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 ensuring students receive a range of educational learning outcomes in line with current technologies.

Social Science

The Social Science Faculty worked effectively to maintain high HSC standards in 2009. Senior students completed the HSC in Legal Studies, Business Studies, Geography, Retail Services and Society and Culture. Students in all courses achieved results that have been a credit to themselves, family, school and the community.

The School Certificate results from the external examination continued the outstanding results achieved in Geography, Civics and Citizenship in previous years.

Mandatory fieldwork opportunities were provided to the Year 8, Year 10, Year 11 and Year 12 Geography classes. These proved to be every
enjoyable and successful days for students who increased their awareness of the spatial and ecological dimensions in the study of Geography. Legal Studies students went to Sydney to experience parliament and the court system first hand. Commerce students undertook a successful “Mock Trial” and numerous local excursions to Centro Toormina to investigate and compare a variety of different business practices.

Students from the Year 11 and Year 12 VET Retail classes were very successful in completing their work placements where they practised many of the skills that they had learned in the classroom. Our host employers were pleased with our students’ level of professionalism and competency.

The Social Science staff have been involved in numerous professional development activities to improve the quality of their teaching and ensure students results and outcomes are maximised.

**History faculty**

2009 has been an interesting year for the History Faculty. One of the major objectives of the faculty has been to increase student interest in History and this has been achieved with a large number of students choosing to pursue Ancient and Modern History in 2010 for their HSC.

Another goal of the History faculty has been to promote excursions and make History engaging to the students. Once again we had the Vietnam Veterans visit the school on two occasions to speak to Year 10. In June, the Year 11 Ancient History students, accompanied by Mr Elsley and Mr Verran, travelled to Sydney for three days to visit the Nicholson Museum at Sydney University and the Museum of Antiquities at Macquarie University. We also visited the Jewish Holocaust Museum.

The faculty has plans to run an excursion for Year 9 to Canberra and the snow in 2010 and an overseas excursion for Years 11 and 12 in 2011.

Solid HSC and School Certificate results were achieved in 2009. This has been a credit to the work of students and the efforts of teachers. A long term goal is still to increase the number of Band 5 and Band 6 results in Year 10 and Year 12.

A major change for 2010 will be the establishment of a new HSIE (Human Society in its Environment) faculty. This will mean that History and Geography will combine as will the senior Social Science and History subjects.

**PDHPE**

PDHPE HSC results were 9.29% above the state average, the thirteenth year in a row. This included 15 out of 22 students above 80% (4 band 6’s, 11 band 5’s).

Stage 5 elective PDHPE classes continue to remain very popular with students. The new COLA over the basketball/netball courts should assist in the delivery of a more engaging practical curriculum on hot and wet days.

The Premiers Sporting Challenge saw 43 students from Elective year 9/10 classes participate and received 30 Diamond, 10 Gold and 3 Silver awards.

**Science**

2009 saw six of our science labs and our upstairs preparation room completely refurbished, to bring them in line with 21st century standards. The refurbishment included all labs having the latest safety features and equipment such as eye baths and emergency shut off devices. Also, students now have access to new technologies including interactive whiteboards, data projectors and wireless networking. Although throughout terms 1 and 2 there was a significant amount of disruption, the end result was certainly worth it.

The planning process for the year then turned to how best we can utilise the new technologies in our teaching, and staff have been attending professional learning activities to enhance their skills.

This year has also seen an increase in the number of students attending science extra-curricular activities at a state and national level, including a science camp for girls at Newcastle University, a science camp at Armidale University, and the National Youth Science Forum held in Canberra. We have also had students participate in excursions to “Science in the Bush” and to the National Marine Science Centre. The programmes run at the Centre aim to increase student interest in science and awareness of the myriad of career opportunities in scientific fields.

We have also had students participate in a state wide Jeopardy competition utilising the connected classroom for the competition. We were the North Coast champions, and competed in the semi finals against schools in Sydney. We also had a group of year 8 students compete in and win the North Coast Solar Challenge.

Our results in the state wide ESSA test and School Certificate were very pleasing, with a significant increase in the number of students in the top bands. We are continuing to further improve the number of students achieving top band results, and at or above state averages.

**Year 7 Report**

It was a very successful start to high school for the cohort of year 7 2009. In term one, they coped
brilliantly and waited patiently for the much anticipated new Science laboratories which were made available to them at the beginning of term two. They will be the first group to have the privilege to complete their high school years in these wonderful, modern facilities.

The year 7 students immersed themselves in school life by participating in the annual school swimming and athletics carnivals with some very colourful outfits to support their houses. It was wonderful to see the enthusiasm with which they competed and the support they showed their peers.

The school musical was a highlight for our students with many year 7 students being a part of the production and many more enjoying the spectacular performance from the audience. It was with delight and astonishment that we watched one very petite girl emerge from a very small suitcase within a circus act.

The highlight of the year for many students was the Great Aussie Bush Camp. The challenging activities meant that they moved out of their comfort zones to achieve tasks that seemed unachievable. It was wonderful to see the camaraderie and support that developed amongst the students and the confidence gained as they mastered the tasks.

**Year 8 Report**

Students involved themselves in a wide variety of activities throughout 2009. They supported a range of charity events such as Relay for Life, Legacy, and Shave for a Cure. They also participated in sporting events at school, regional and state level. Some students had resounding successes in Science and Art competitions both locally and nationally.

The finale was the annual rewards excursion with an excited group of over 140 students heading to Movie World on the Gold Coast. Students left the school bus bay at 6am in the morning returning some 14 hours later having had an action packed memorable day with their friends. All agreed that it was a great day with so many of the students attending this year’s excursion.

Thank you to Mr Holden, Ms Nicholls, and Ms Waters and Mr Belling for their assistance and supervision of students on this great day.

**Year 9 Report**

2009 was, in many aspects, a year of change for Year 9. While some students left during the year there was a continuous influx of new faces and personalities entering the year from near and far.

The largest change was the introduction of the much anticipated laptops. While traditional methods were still used the application of laptops in Term 4 exposed the students to a much wider scope of learning tools and experiences. The increase in student engagement, during lessons, was immediate and noticeably substantial.

Year 9, driven by their SRC members, engaged in their first, year based, charity drive by participating in the **OPSM Schools For Sight Program**. Year 9 participated in this program by collecting donated second-hand prescription glasses which are reconditioned by OPSM and then sent to people in developing nations who would not normally have access to reading glasses, thereby improving their literacy opportunities.

Year 9 participated enthusiastically at both the school’s athletics and swimming carnivals, as well as many other sporting and culturally based extra curricular activities. The Year also strongly supported the end of year excursion to Wet’n Wild, on the Gold Coast. Year 9 again had a thoroughly enjoyable trip which promoted positive bonding between students as well as students and staff.

**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 the 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 student performance in NAPLAN.

Students performed well in Reading, improving on the school average in Bands 8 and 9 and bettering the Local School group (LSG) average in Band 9. Although the school is still over-represented in Bands 4 and 5, it is pleasing that there has been an improvement against school average in Bands 6 and 7.
Performance in Writing was near or above school average and LSG in Bands 7 and 8, and showed some improvement in Band 9. The Teaching and Learning team will be working with the Bongil Bongil Community of Schools (COS) to implement strategies to improve results in Writing.

Results in Spelling were below State and LSG averages in Bands 8 and 9, and over-represented in Band 6.

**Students** performed quite well in Grammar and Punctuation, being equal with or above the LSG in Bands 8 and 9, above State average in Band 8, and showing solid improvement in Bands 4 and 5. However, students were still over-represented in Band 6. The school is implementing strategies to improve student results in this area.
Numeracy – NAPLAN Year 7

The following graph shows Year 7 student performance in NAPLAN Numeracy in 2009. Students performed very well in Numeracy, scoring above the LSG in Bands 7, 8 and 9, and showing a general improvement over the school average 2007-9. They also outperformed State average in Bands 5, 7 and 8. The school will work with the Bongil Bongil COS to improve students’ results in Band 9.

Literacy – NAPLAN Year 9

The following 4 graphs show Year 9 student performance in NAPLAN Literacy in 2009. In reading, students achieved very well, scoring results equal to or higher than the LSG. Writing results are generally below State and LSG average, although mirroring a similar pattern of over-representation as both in Bands 5, 6 and 7.

Spelling achievement is also below State and LSG averages in Bands 9 and 10, with the bulk of our students falling in Bands 7 and 8. The school is implementing Teaching and Learning strategies to improve these results.
The following graph shows Year 9 student achievement in NAPLAN Numeracy in 2009. Overall achievement is very pleasing with student scoring above LSG average in Bands 8, 9 and 10, and higher than state average in Band 8.

Progress in literacy

Literacy continues to be a major priority at Toormina High School, supported by the Teaching and Learning Team, the Bongil Bongil COS 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 6 graphs represent Year 10 student achievement at the School Certificate in 2009. Our students performed strongly in all areas, reaching or bettering LSG averages in Band 6 in most subjects, and State average in Band 5 in English, Mathematics, Science and Geography. The Teaching and Learning team will work with all staff to translate these results into higher numbers of students in Band 6 in the future. Students also achieved significantly improved results in the Computer Skills Test.
School Certificate relative performance comparison to Year 5 (value-adding)

The following graph shows relative School certificate performance when compared to Year 5 NAPLAN scores. Toormina High has performed strongly in Mathematics, Science, Australian Geography, Civics and Citizenship, and Computer Skills, which achieved at or above the scale. The school also fared well in comparison to the LSG averages.

Higher School Certificate

The following graphs show Year 12 student performance at the Higher School certificate in 2009. Students performed very strongly in Ancient History, Biology, Business Studies, CAFS, Advanced English, English Extension 2, Industrial Technology, Legal Studies, General Mathematics, Maths Extension 1, Modern History, PDHPE, Senior Science, Visual Arts, VET Entertainment, Information Technology and Retail Services, all of which exceeded LSG and/or State averages. Students and staff are to be congratulated for 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 2006.

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 2009

Approximately 90% of students in Year 7 achieved at or above the minimum standard in 2009, with very strong results in Reading and Numeracy.
Percentage of Year 7 students achieving at and above minimum standard

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>91.9</td>
</tr>
<tr>
<td>Writing</td>
<td>88.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>89.4</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>90.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90.5</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

The graph below shows the percentage of Year 9 students achieving the minimum standards in 2009, with greater than 80% of students reaching the benchmark in all areas. The school performed particularly strongly in Numeracy, reflecting its high priority in all KLAs.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86.9</td>
</tr>
<tr>
<td>Writing</td>
<td>82.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>87.6</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>81.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>92.0</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Learning Support

Students with a variety of needs were supported by a strong support team.

Mainstream students, supported through a range of funding initiatives, were assisted to make academic gains through intensive programs, School Learning Support Officer support and by careful monitoring and management of their programs of study.

Personal Learning Plans (PLP’s) were developed collaboratively with parents/carers, outside agencies and service providers. These were regularly reviewed according to student needs.

Support Classes

With a strong focus on teaching and learning and high expectations, students responded to systematic and explicit teaching by making measurable gains across the key learning areas.

Students participated in a range of school events both independently and with support. Students in Support Classes attended socials, school camps, mainstream excursions, carnivals and a range of other activities in the community and the workplace.

Two students were active participants on the Student Representative Council and others had roles and responsibilities within the school.

Strong parent/carer support and interagency collaboration enabled students to achieve the targets identified in their PLPs.

Students stayed on to achieve the HSC and participated in, and successfully completed, VET courses. A strong commitment, to ensure the integrity of work experience programs, enabled students to engage in a range of occupations and environments across the employment sector. Strong ties, forged with the community, enhanced this program.

In 2009 all students exited Year 12 to employment, training or community participation programs as set out in their individual transition plans. We acknowledge the support of the parent / carer community.

Aboriginal education

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. This funding also provided “in class” support for identified students in Y7 and Y9.

Norta Norta funding also provided Y11 & 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.

Members of the Indigenous Education Team attended Dare To Lead, where we discussed working with Community. Together with 10% on Top students, the Team attended the ITEEP Experience Day at UNE on the 6 July. This transpired in furthering academic ambitions within both staff and students.

Toormina High School was successful in an application for Schools in Partnerships funding for 2010-2012.

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 Mark Ella, an inspiring keynote speaker.

A “Yarn On” was well attended, with real talk and problem solving occurring. Members of the Rabbitohs engaged with community and students. They emphasised attendance, commitment and
goal setting. They focused strongly on the need for a solid education behind any life choice, even that of an elite athlete. V Tracks and Deadly Days ensured a range of post school options were explored.

Year 9 students had the opportunity to participate in AIME at Southern Cross University.

The Homework Centre, run by Judith Peen and Marcia O’Sullivan, increased the homework returns & engagement of students in learning.

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 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 students 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. In 2009, the school counsellor Kylie Vesperman also ran the program with a small group of year 8 girls.

Most 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. She spoke to senior students about consumer law and ran small group workshops on respectful and cooperative behaviour. Students were also happy to have her accompany them on the year 7 camp to Tea Gardens and year 10 excursion to Dreamworld.

Girls Program

2009 was the second year for the Girls Program, coordinated and delivered by Ms Gaye Devoy.
The aim of the program is to build respectful and healthy relationships, and develop self esteem. There were two groups in 2009, who met weekly to develop communication skills and discuss issues such as body image, friendships, dealing with conflicts and controlling emotions.

The girls participated with enthusiasm in their weekly meetings and openly shared their concerns and issues. They have developed skills to assist them in the classroom and in real life situations.

**Welfare and Other programs**

**Year 9 workshops**

Dr Kristy Lane and Dr Jo Walker visited the school to talk to year 9 students about safe sexual health and risk taking behaviours. These workshops were conducted in single sex groups of about 20 students.

**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. In 2009, the posters produced by students have been collated into a calendar.

**Year 12 ‘Keeping it Together’ day**

Year 12 attended a workshop on coping with the stress of the HSC. On this day they heard from a nutritionist on the importance of eating well, Dr Jo Walker and a youth worker on managing stress and anxiety, and a fitness instructor on the benefits of exercise while studying. Students were given practical strategies on how to manage and stay healthy during their HSC year.

**Vaccination Program**

In 2009 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.

**Leadership**

**Prefect Training**

At the end of term 3, the 2010 prefects, led by Mrs Erica Lyne, 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.

**Progress on 2009 targets**

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**Target 1**

**Promotion of the Bongil Bongil Community of Schools (CoS)**

Our achievements include:

- Regular meetings of the CoS Leadership group, and the development of joint projects
including planning for the proposed Education Week Gala in 2010 and Sports Gala days

- Active promotion of the CoS in the local community through displays at shopping centres, Post Office etc
- Successful completion of two Self-Nominated Projects – Middle Years Literacy and Middle Years Numeracy – within the CoS and the development of Literacy and Numeracy Teams which include both Primary and Secondary teachers.
- A joint Staff Development Day Session at the end of 2009, focussing on feedback of data from the SNPs, and planning for the continuation of sharing strategies beyond the end of the projects
- Successful transitioning of all students to our secondary setting.

**Target 2**  
**Developing Teacher Capacity in Mathematics**

**Our achievements include:**

- The establishment of a district-wide Mathematics focus group, led by our Principal and bringing together the leaders in Mathematics education to plan for curriculum change and innovative teaching of Mathematics
- District and school plans reflect strategies to achieve student performance in Mathematics at state average or better at the School Certificate and Higher School Certificate by 2011.
- Staff adopting the Quality Teaching model for Mathematics teaching.

**Target 3**  
**School Development**

**Our achievements include:**

- Effective submission writing by the Executive, resulting in the establishment of Two Self-Nominated Projects, the Norta Norta Indigenous Tutoring Program, and the SIPS Partnership Agreement to be implemented in 2010
- Self-management of our BER project, resulting in the funding and staff initiative to be able to manage the construction of our new COLA over the basketball courts
- Improved quality of learning through programs, resources and the improved school environment.

**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 2009 our school carried out evaluations of education and management practice; Curriculum; Parent, Student and Teacher satisfaction; and professional learning.

**Educational and management practice**

**Background**

Three investigations were carried out in this area in 2009: a review of Leadership capacity amongst the school executive, a review of the delivery of School Sport, and an evaluation of School Certificate program delivery.

**Findings and conclusions**

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

The delivery of School Sport was revised in 2009 to incorporate Year 7 into the normal Wednesday afternoon sport arrangements for curriculum and staffing reasons. Some logistical issues were raised by this change, but have been dealt with by the relevant staff as an opportunity for leadership and innovation.

Evaluation of School certificate delivery prompted significant investment by the school in training and development, and also in updating facilities. The school applied for and received the first Science Lab upgrade in the District. As a result, School Certificate learning outcomes were especially enhanced.

**Future directions**

All three areas will continue to be evaluated in 2010. Opportunities will be sought for all executive and aspiring executive to participate in Conflict Resolution training and, with the promotion of both deputies and two Head Teachers, there will be ample opportunity for staff to experience the responsibilities of higher duties.

School Sport arrangements will be re-assessed in 2010, and will be supplemented by a school focus on fitness and wellbeing for all students.

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. The introduction of the raised school leaving age has provided us with an opportunity to enhance our curriculum options and to personalise our programs to meet individual student needs. In Stage 5, a Work Education class ran as an elective choice and in 2010 we plan to deliver classes in Years 9 and 10 through the HSIE faculty. Students in these classes will have opportunities to participate in Work Experience at school and in the community for one day per week. This will increase their work related skills and provide pathways in their transition to work.

In Stage 6, we have been investigating non HSC pathways for students and will be able to deliver a program called SPY (Skills Pathways for Youth) in 2010 which provides a shared school/TAFE pathway.

Collaboration with other local Public High Schools is continuing and shared timetables to enable course delivery across different sites is being considered. This will greatly increase curriculum options across the Public High Schools for all students.

Other evaluations

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

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Their responses are presented below.

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

All teachers at Toormina High participated in professional learning activities in 2009. The total amount of money spent on training and development was $48,816.01. The areas of greatest expenditure were: implementation of Quality Teaching practices which accounted for $13,084.33 of the budget; Syllabus Implementation - $11,469.70; Welfare and Equity - $8,624.11; Use of Information and Communication Technology for Teaching - $5,859.94.

Three teachers attended the second North Coast Region Quality Teaching Conference at Opal Cove in May and then took responsibility for sharing this information with colleagues on the Term 2 Professional Development Day.

Ms Anna McAuley, Head Teacher Creative and Performing Arts, continued in her role as Mentor for beginning teachers at a regional level and Mrs Erica Lyne, Head Teacher Science, presented an induction course for New Scheme teachers at Toormina High. Two teachers gained their Accreditation through the Institute of Teachers and six more teachers will achieve this in 2010.

Executive members participated as interviewers for the graduate Recruitment Program during the July vacation. This gave them increased knowledge of the Institute of Teachers framework and allowed them to make a significant contribution to the renewal of the profession.

The school saw widespread use of its Connected Classroom throughout the year, including regular use by the Toormina District Office. Teams of staff from every KLA have participated in training in the effective use of the DER Student Laptops, Interactive whiteboards and video conferencing.

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 2010

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**

**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.

**Strategies to achieve this target include:**
- School team to attend e2 presentation in Lismore and report back to staff about successes of the model at Orange (http://www.e2educate.com.au/e2whatis.htm)
- Building strong links between Public High Schools in Coffs Harbour and Woolgoolga through aligning curriculum and timetable to provide a broader, more inclusive curriculum for all senior students
- Meetings between schools to plan for courses to be delivered, modes of delivery, staff access to various school premises and transport issues

**Our success will be measured by:**
- Establishment of a “Super Wednesday” for senior students to build stronger cross-school lines than already exist
- Negotiations between schools re alignment of Assessment practice and scheduling has taken place
- Senior student timetables of various schools come into alignment, enabling broader curriculum choices for students and retention of students in the Public Education system

**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.

**Strategies to achieve this target include:**
- Professional development of executive staff to foster leadership skills and the concept of distributed leadership within faculties and whole-school priority areas
- Mentoring and professional coaching of all staff
- Building leadership capacity in staff seeking career opportunities in promotions positions
- Encouraging involvement in whole-school teams and initiatives

**Our success will be measured by:**
- Staff utilising skills gained from professional development within their faculties and across the whole school
- Staff accepting leadership roles in various whole-school teams
- Executive trained and participating in mentoring or coaching of staff
- Visible leadership density within the school and a sense of staff/student/parent confidence in staff accepting responsibility for higher duties

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.

Strategies to achieve this target include:
- School will strengthen relationships with outside agencies including Nortec to build pathways for all students at risk to re-engage with learning
- Building a team of representatives from the school, community and various agencies to investigate alternative programs and activities to cater for students at risk of disengagement from education, particularly those on Long Suspension
- Investigate mutual support arrangements between the school, community groups and outside agencies

Our success will be measured by:
- Re-engagement of students at Risk with either the school curriculum or the provision of appropriate training (including School to Work options)
- Regular team meetings to discuss the provision of appropriate programs for individual students at risk
- Establishment of clear and logical structures and procedures for students to access support in these circumstances

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 extra-curricular 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.

Strategies to achieve this target include:
- Establishment of a Planning and Management Team, including representatives from the school, P&C, DET, the AECG and the local Indigenous community
- Active investigation of sponsorship possibilities within the local community and potential funding arrangements in the form of Government grants

Our success will be measured by:
- Regular meetings of the Planning and Management team, reflecting a genuine partnership with community groups in support of students at the school participating in special programs
- Securing community engagement in the form of sponsorship and support for the initiative
- Researching, applying for and securing available Grants in support of the initiative
- The purchase of a bus to enable student access to extra-curricular programs and opportunities
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.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: