Our school at a glance

Students

In 2011 there were 872 students, down from 901 in 2010. This is mainly due to ongoing demographic changes in the community with fewer young people in the secondary school age group.

Staff

The school had 65.8 teaching positions allocated in 2011. This included 14 executive staff and 51.8 class room/specialist teachers. The teaching staff were supported by 16.9 administrative and support staff.

All teaching staff met 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
- AIME
- Relay for Life participation
- Fund raising
- School Band
- The Vampire Shield
- Clinics for various sports
- Anti bullying
- 10% on top
- Deadly Days

Messages

Principal’s message

2011 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 third 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.

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 2012.

We acknowledge staff and families for the opportunities they have provided for student learning, leadership and participation. My thanks go to Mrs Lorraine Ross for her 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 it.

We share a close and co-operative partnership 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.

2011 was another good year for Toormina High School, with further advancement on the academic, creative, civic and sporting achievements of recent years. Against this backdrop the P&C once again provided input and feedback on a broad range of policy issues and were able to support more 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 growth in P&C membership in 2011 and hope to promote further interest in our activities among both new and returning families during 2012. Our strong level of representation at both regional and State level of the P&C Federation will also continue, to the benefit of our school and our children.

We look forward to being an integral part of the bright future for Toormina High School in 2012 and beyond.

**Mr K Jeffrey, P&C President**

**Student representative’s message**

This year, the 2011 SRC was extremely successful in achieving their goals and supporting the school in a number of ways. Through the large amount of funds that were raised, the SRC was able to move forward on major projects that have been a work in progress for the past few years.

The SRC continued with successful fundraisers such as donut days and mufti days. 2011 also saw the first of an Easter fundraiser where chocolate bunnies were sold in order to raise money for the school. The money raised from these days allowed the SRC to make purchases in the form of athletics singlets for all zone representatives, a television for the HSIE department and contribute to the construction of tables in the playground, construction of a poorly developed school in Haiti, improvements to the toilets and sponsorship of a large number of sports and academic representatives.

Community fundraisers also continued to grow in popularity with numerous students shaving their heads and waxing their legs for ‘Shave for a Cure’, with the SRC raising over $2000 for the Leukaemia Foundation. ‘Relay for Life’ was again, an extremely successful event, continuing to grow in popularity. With over 180 students attending, the school was able to raise over $8000 for the Cancer Council of Australia. Both are excellent fundraising efforts that the entire school can be proud of.

2011 saw an extreme development in an SRC driven student initiative called SNAP- Student Nominated Awards Program. This program aims to reward students for their hard work by providing them with an incentive to participate in and perform well in activities around the school - whether it is academic, sporting or leadership. The SRC are hoping to implement this program early next year.

Various conferences, training days and leadership workshops were also held throughout the year with members of the SRC representing at a number of these events. With representatives at district, zone and state level, students from the SRC were able to develop their leadership skills and become an effective member of both the school and wider community. Training days also helped SRC members to communicate individual ideas and opinions and allowed for the SRC to become a stronger unit within the school.

In 2012, we hope to continue the success of the 2011 SRC and further develop younger members of the school community into effective leaders within the school.

**Kiara Greenway, 2011 SRC President**
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

<table>
<thead>
<tr>
<th>Gender</th>
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<th>2008</th>
<th>2009</th>
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<th>2011</th>
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<td>Female</td>
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Student attendance profile

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<td>89.7</td>
<td>89.9</td>
<td>89.2</td>
<td></td>
</tr>
</tbody>
</table>

Management of non-attendance

The procedures for the management of non-attendance involve:

- Electronic roll marking in period 1 every day – allows for a more efficient use of resources and the generation of appropriate reports for feedback to assist in minimising truancy;
- Notification to parents via SMS of a student absence before 10.30a.m. each day;
- Attendance monitoring booklets for those students who have truanted class so that the likelihood of re-occurrence is minimised;
- 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;
- Students with 100% attendance are rewarded with a all expenses paid day out at the end of the year; and
- Taking every opportunity to meet with parent groups to reinforce the fundamental importance of attendance in learning.

Retention to Year 12

In 2009, 200 students completed year 10. In 2011, there were 94 year 12 students, so the rate was 43 percent, a decrease of nearly 14.6 % over 2010. The change in school leaving age from 15 to 17 years of age taking effect in 2010 continues to be a factor. Of the students who left, some gained employment, others relocated, and the remainder transferred to other educational institutions.

<table>
<thead>
<tr>
<th></th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10</th>
<th>SC09-HSC11</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
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<td>SEG</td>
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<tr>
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<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
<td>64.4</td>
</tr>
</tbody>
</table>
Post-school destinations

Year 10: From the 204 students who enrolled in Year 10 in 2011; 186 students completed the SC at Toormina High. 12 students withdrew to take up courses at TAFE or full time work as Apprentices or Trainees. Six students transferred to another school. From the remaining cohort only 54% of those who completed the SC returned to school at THS. A further 23% transferred to other schools. The remaining 17% or 32 students left school to take up full time work including, traineeships and apprenticeships, part time work and study at TAFE. Only a very small % appears to be unemployed.

Year 11: From the 124 students who commenced Year 11 in 2011 about 12 % left school during the Year 11 course to undertake fulltime work or further training at TAFE in 2011. A further 15 % of the original cohort left school for similar reasons prior to the commencement of school in 2012. From the original Year 10 - 2010 cohort who completed the School Certificate 41% have progressed to the HSC course.

Year 12: 99 students commenced the HSC in 2011 with 5% not completing the HSC. Destinations for those who completed the HSC are still being compiled. 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 has 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 received offers to university in both states. Take up of offers has not been finalised, similar take up of positions at TAFE and other training providers have not been determined.

This year’s high figure for students leaving school and not completing stage 5 or stage 6 courses is due to improved employment prospects for young people in the local area.

Student involvement in Vocational Education has remained steady with the continuation of TAFE delivered vocational courses for stage 5 students and increased involvement in stage 6 school delivered and TAFE delivered VET courses. In 2011 almost 60% of stage 6 students were involved in VET. Students were also involved in the School Based Traineeship programs.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>-</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>11</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>47.3</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>-</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>-</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
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<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>-</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>16.9</td>
</tr>
<tr>
<td>Total</td>
<td>82.7</td>
</tr>
</tbody>
</table>

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

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

Staff retention

In 2010, the school was entitled to 68.4 teachers, whereas in 2011 the entitlement had dropped to 65.8 due to a fall in student numbers. As a result, the equivalent of 2.6 teaching positions was 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.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
</tbody>
</table>
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>414,991.98</td>
</tr>
<tr>
<td>Global funds</td>
<td>526,821.23</td>
</tr>
<tr>
<td>Tied funds</td>
<td>547,565.24</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>237,579.93</td>
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<tr>
<td>Interest</td>
<td>27,920.90</td>
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<tr>
<td>Trust receipts</td>
<td>66,224.00</td>
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<tr>
<td>Canteen</td>
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</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1,821,103.28</td>
</tr>
</tbody>
</table>

| **Expenditure**            |             |
| Teaching & learning        |             |
| Key learning areas         | 113,131.52  |
| Extracurricular dissections| 56,416.69   |
| Library                    | 9,340.16    |
| Training & development     | 2,738.91    |
| Tied funds                 | 537,231.41  |
| Casual relief teachers     | 89,030.73   |
| Administration & office    | 117,335.18  |
| School-operated canteen    | 0.00        |
| Utilities                  | 134,086.30  |
| Maintenance                | 39,338.55   |
| Trust accounts             | 79,137.76   |
| Capital programs           | 0.00        |
| **Total expenditure**      | 1,287,084.82 |

| Balance carried forward    | 534,018.46  |

A full copy of the school’s 2011 financial statement is tabled at the annual general meeting of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Creative and Performing Arts
CAPA once again on top!

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 “Finale Fever” where parents and the community could enjoy captivating performances by our leading vocal, instrumental and drama students.

In 2011 we saw an incredible performances, photographs, films and artworks in our MADD concert production. Students danced, sung, played and acted, entertaining the large audience who attended. It was a fabulous success!

We ran our first combined Arts/Music/Drama annual excursion to Sydney for senior students in February where students attended Art Express, Encore and On Stage to see the best H.S.C. works from 2011. This excursion enabled students to do subject specific activities as well as join together for highlights such as a performance of Jersey Boys and a visit to the Chinese Gardens in Darling Harbour, where students dressed in traditional costume. This was a fantastic excursion accompanied by Ms Bluhm, Mrs Babbage and Mrs Ward.

In 2012 we will see the introduction of our accelerated program in Drama, which will also then extend into all of the creative arts. This will allow successful applicants a chance to accelerate through their stage 5 course and enter the Preliminary Course one year earlier. More information will be available to Creative Arts students early in 2012.

We are also looking forward to working with Bongil Bongil Public Schools in an even bigger and better MADD concert, stay tuned!!

Music Happenings
The Toormina High School band is up and running again with the amazing help from Mr Peter Morgan
employed as band conductor and Mrs 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 entered the Coffs Harbour Eisteddfod and played at the Remembrance Day service.

Nadine Flick came and taught singing lessons. This proved very successful especially with our HSC students who were able to make use of the extra support.

Shekinah Moye returned to Toormina High to lead our year 7 and elective Music students and Bongil Bongil Primary Students 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 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.

We started our own Glee Club at lunch time on Tuesday this year, following on from the popularity of the television show, Glee. All students are welcome from year 7 right through to Year 12. Glee Club is available to any student who enjoys singing and music, and the students are very enthusiastic. The Glee Club has performed this year at the M.A.D.D. concert and the Music Count Us In concert.

In Visual Art, Mrs Bogema and Mrs Moss have collaborated with the Support Unit students this year. Mrs Bogema has redecorated the playground furniture, with students painting their name in Egyptian hieroglyphics on the seats, whilst the gods adorn the table tops. The Support students have had a busy year making personal tiles. They combined them to form a vibrant large mosaic compass for their playground. The Support Unit students also completed interesting 3D projects with Mrs Moss, that were proudly then taken home after they were displayed at school. A highlight was a range of clay and mixed media foods and funny ceramic animal characters having a picnic. The Bugalicious Unit enabled students to make extravagant bugs from interesting papers, colourful jewels, glitter and feathers.

In Photography, Ashlyn McCluskey Year 12 student was nominated as a finalist for the Oasis Homeless Short Film Competition for her film 'SO LONESOME'. The Oasis: Homeless Short Film Competition, a national competition with $25,000 prize money for secondary schools students to raise awareness about homelessness in our community, had been launched by the competition’s patron Cate Blanchett. Ashlyn participated as part of an extensive education and outreach program with Ms Bluhm, which is central to a five-year philanthropic initiative tackling the growing incidence of youth homelessness in Australia.

A wide variety of themes and media techniques have challenged Mrs Moss’ Art classes during 2011. Rotating displays of regular class work in the Art open area, chosen by the students, showcased their talent throughout this year. A range of larger works were undertaken by a number of elective classes and challenged their ideas, skills and long term concentration. Year 9 Graphic Design and Cartooning created movie posters based on popular genres such as anime, adventure and comedy. Posters Pop focused on original titles, layouts and image development.

Year 10 Mixed Media had a large display in the main foyer of their Let’s Eat mixed media 3D food reliefs including an afternoon tea, Asian night and a brekkie. Elly Morgan’s complex and colourful party work with cake, chocolates and a range of sweets was wonderful, with numerous people commenting that they looked real enough to eat!!
Year 9 Drawing and Painting extended their painting skills, by trying out techniques of some famous Modern and Postmodern artists’ in their fractured Celebrity Makeover compositions of their favourite icon.

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, ceramics, drama 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.

**Drama Happenings 2011**

Year 12 student Naomi Swain was selected in the prestigious ‘On Stage’ for her incredible costume designs as part of HSC Drama. This honour is bestowed to the top 5 students in the State!! The exemplar designs were based on the play ‘Tempest’ and will be displayed in the annual live ‘On Stage’ event at the Exhibition Centre in Sydney in February 2012. These images will also go onto the ‘On Stage’ web site. An amazing effort to see Toormina High reach to the top once again!

Our Year 10 and 11 students created and performed the plays for the school, and these were extremely successful. Several Year 9 students were selected for the regional Drama Theatre sports competition performances at the Jetty Theatre – and our team tied for FIRST! An outstanding achievement considering the many schools involved, and the Year 9 and 10 talented and entertaining competition!

Many Year 12 students attended the ‘On Stage’ excursion, the Blast Off Group launch, the Countdown performance night auditions and were chosen for the Platform 12 performances at the Jetty Theatre. The Suzuki Method Drama Workshop was also a huge success.

**THS Summary of Outstanding Cultural and Community Achievements for 2011:**

- Year 12 student Naomi Swain was selected in the prestigious ‘On Stage’ for her incredible costume designs.

**VOICES IN PERFORMANCE SYDNEY TOWN HALL MAY 2011**

20 vocalists travelled to Sydney with Mrs Watson to sing four inspiring works with orchestra and a cappella. The experience of singing in a 450 voice choir made up of students from N.S.W was very enriching. We were privileged to see two musicals Jersey Boys and Mary Poppins. We had the IMAX experience seeing Born to be Wild and Hubble 3D. We visited A.I.M. [Australian Institute of Music] enjoyed different culinary experiences and cemented friendships on our train journey and looking forward to repeating the experience again in 2012.

- Education Week saw talented singers delighting shoppers at Centro Toormina where students from various schools showcased their choirs, bands and dancer’s. Our soloists and vocalists were well received.

- Toormina High school’s Year 7 Music students were entertained and inspiringly educated with four workshops by Young Australian Workshops.

- Four trophies were won by choir groups with Mrs Watson at the Coffs Harbour District Eisteddfod.

- Our Year 9 Drama Theatre sports team placing 1st in the regional competition.

- Beau McAuley and Kieran Lopes were involved in Regional Music workshops and played with the Sydney Youth Orchestra. They rehearsed for two days and ended with a dramatic performance.

**The Creative and Performing Arts Team**

**SPORT**

2011 was a successful year for Toormina High school on the sporting fields with both individual and team success.
At CHS level we had a relay cross country team achieve bronze as well as individual bronze and silver medals at swimming and athletics.

Toormina High also had 31 students represent the North Coast region in 7 different sports as well as regional age champions in swimming, athletics, cross country and surf life saving.

The boys touch and softball teams from Toormina High made the State finals of their respective competitions.

Mr S Bilsborough, CHS Sports Coordinator

Stage 5 elective PDHPE classes continue to remain popular with students, participating in a number of challenging and interesting activities. These students have assisted in many feeder primary school sporting activities as officials, which have helped in developing their skills in many ways.

Finally a thank you to all the families who supported the COLES sporting vouchers program which will enable the school to receive some valuable sporting equipment in 2012.

Mr G Deam, Head Teacher PDHPE

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

PDHPE HSC results continue to excel with 3 students receiving band 6, which is 90% or more. The entire candidature of 26 students was 3.16 above the state average. This is the 15th consecutive year above the state average.

The school COLA has been a valuable asset for the delivery of many practical lessons during both wet and sunny days. The school continues to develop this resource with improved drainage; landscaping and a sound system will enhance its usage in 2012.

Human Society in Its Environment (HSIE)

2011 has seen another busy and fruitful year in the HSIE faculty. Students have been actively engaged in quality learning in History and Geography across years 7-12. Senior subjects have continued to be popular. 2011 HSC results were solid. School Certificate results in History and Geography were also sound.

A major achievement, organised by the faculty, was the successful overseas excursion to Italy, France and Belgium in April 2011. A group of students, teachers and parents experienced Rome, Pompeii and Herculaneum, and Naples and walked to the summit of Mt Vesuvius. In France and Belgium, we visited the Western Front battlefields of WWI and toured Paris, visiting Versailles, the Eifel tower and other sites.
Senior students were given opportunities to attend HSC study days. In June we had the Modern and Ancient History study day at CHEC, where students gained valuable information for their HSC exams.

There have also been varied learning opportunities provided in the junior school. In term 4 “Celtic Thunder” visited the school to give a performance to Year 8 students about medieval times. 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.

The HSIE staff are including more ICT in their teaching. The addition of another smart board in a faculty classroom in 2012 will aid this.

The faculty is beginning to prepare for the Australian National Curriculum, becoming aware of new resources and taking advantage of professional development. Mr Elsley also attended a NSW History Teacher’s conference in Sydney in July where a 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 opportunities of 2012.

**Mr S Elsley, Head Teacher HSIE**

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**Technology and Applied Studies (TAS)**

The Home Science and Industrial Arts faculties once again had strong numbers in all elective subjects. HSC results were very pleasing with Electronics and, Timber and Furniture students gaining outstanding results.

Engineering studies gained the highest results in many years and were engaged in various pre-vocational studies with some of our students again being offered scholarships. 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 once again organised a Melbourne Cup 2 course luncheon for staff as well as catering for the Year 10 formal dinner at the RSL Club. Students also ran a lunchtime cafe 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. Students in these subjects also gained outstanding results in the HSC.

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 Chemists, Nutrition and Dietician.

Community and Family Studies students developed their skills in parenting and social work, resource management and the development of sound 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 that they present to the class.
School Certificate results were 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.

Mr S Todd - Head Teacher TAS

Support Unit (SU)

2011 was a busy year, with students engaged in major redevelopment of their playground. This cross curricula project saw students achieve outcomes that will enhance their opportunities in the post school sector.

Led by Mr Belling, the students paved 25 square metres to allow better access for students in wheelchairs & then enhanced the area with contained garden beds. The students built a hopscotch game and painted a handball court under the covered area. These have been well used by both the support students and a constant stream of mainstream students during their breaks. Construction has begun on a Tic-Tac-Toe, Connect 4, a Draught board and a sundial. These projects will be completed in 2012.

Two sets of stairs were built through sloping garden beds by students in the Support Unit and some students on special programs with Mr Paz.

Mrs Bogema, the art teacher, helped the students to construct a mosaic compass, which proudly sits as a prominent feature in the playground.

The ten year old Coffee Shop continued its success, with great support from Marion Grove Retirement Village, the Country Women’s Association and the community at large. Students with disabilities and targeted needs develop their vocational and personal skills with support from Indigenous students, who act as role models.

Senior students successfully participated in a variety of TAFE courses and work experiences, one of which saw them, working as baristas and selling cappuccinos to the Staff at their weekly communication meeting. The students attended an Expo of post school service providers, which will assist them to make good choices, when they exit high school.

Cooking and vegetable gardening continue to maintain an emphasis on healthy living, with the dedicated leadership of Mrs Watson.

Mrs West entered the students in the Coffs Harbour Eisteddfod and once again they were congratulated on a fine performance and a first place result in their category.

Ms G Gray – Head Teacher SU

Year Reports

Year 7

Year 7 had a busy year, with a number of extracurricular activities to support their first year at high school. These activities included attending an organised anti-bullying excursion at Sawtell, and an end of year energy packed excursion at Tea Gardens, where their skills were stretched to the limit. I started the year with them as their relieving year advisor and finished the year as their permanent year advisor, with the rewarding task of taking them through all their high school years.

Mr R Mill - Year 7 Advisor

Year 8

Year 8 settled into the new year well. No longer the “little people” of the school, they were now seen as role models. Many of them helped out the new Year 7 arrivals around the school.

Our anti-bullying theme carried into this year with another well presented show by “Brainstorm....
Productions”. This one, titled “The Hurting Game” covered subjects such as Cyber Bullying, Peer Pressure, Binge Drinking and Resilience. There were also presentations during the year from Constable Snow outlining student responsibilities and rights in regard to the law.

The highlight for many was the end of year excursion. This year a departure was made from the usual theme park trips to a trip to Sydney. The idea behind the visit was to experience things students wouldn’t normally do if they went with their family. We visited the Observatory, Sydney Tower, Luna Park (at night), and ferry ride across to Manly for Marine Land. It was also an experience for the students to buy their own tickets and travel on the underground railway. On our way across to the Opera House for a ballet production of “The Merry Widow”, the whole year group descended upon a small shop for refreshments. The owner of the shop was astounded as to how well behaved and polite the students were and had to enquire as to where they came from.

Mr G Driscoll – Year 8 Advisor

Year 9

2011 was a time of change for Year 9. Their well respected and admired year advisor, Mrs Hollier left the school and so students had to say farewell and welcome Mrs McDowell to that position. Academically, Year 9 began the year excitedly with, for the very first time, electives. Students were able to choose from a diverse range of subjects and have enjoyed the opportunity to develop skills and understandings in other subjects.

Year 9 also sat for NAPLAN. Results indicated that overall students had shown growth in all areas of their numeracy and literacy. Students from Year 9 participated in the Gifted and Talented program Tournament of the Minds and other science and maths related courses.

Students were rewarded at the close of the year with a trip to Wet ‘n’ Wild 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 Park. Thank you for the opportunity to have spent the year with you.

Mrs K McDowell – Year 9 Advisor

Year 10

Year 10 had a busy and fulfilling year. This 2011 group were the last year to be awarded a School Certificate in NSW and made it count by achieving solid results in the School Certificate.

Many students involved themselves in varied school and community events such as volunteering for the Red Cross, Legacy and Life Saving. Students also represented our school in sporting events at State and regional level, cultural activities such as the MADD concert and Drama camp and academic events such as Science and Maths Competitions.

All students took part in a program called “Lovebites” to help them understand and guard against sexual assault and domestic violence. Constable Snow also ran some workshops on Rights, Responsibilities and Cybersafety.

Work Experience was a feature for some students during the year. Students tried their hand at placements ranging from retail and hospitality to mechanics, accountancy and legal offices.

Our Transition teacher Mrs West also organised some fantastic programs through local employment agencies to assist students to gain part-time employment. Some students also became involved in special programs of study which combined part time work and school attendance to fulfill their year 10 Certificate.

Four years at High School was celebrated at the end of year assembly and afterwards at the Year 10 formal. Some students bid THS farewell to take up traineeships and TAFE courses or other educational options. A final excursion to Dreamworld topped off a great year for year 10 students.

Ms T Watson – Year 10 Advisor

Year 12

Year 12 was a traditional year of preparation for the Higher School Certificate examination. Again our students produced strong results with many students achieving results in the higher bands. It is with great pleasure that I congratulate Brittany Ferguson who was our school dux, performing strongly in all areas of her studies.
Many of our students have now gone on to tertiary studies, some undertaking gap years and others on to full time employment. Throughout their time at Toormina High School this group of students have proven to be industrious, eager for self development and strong role models to other students. It has been a pleasure to have been able to assist them in their final years of study and it is with anticipation that we look forward to hearing of their future achievements.

Mr R Berry – Year 12 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 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 Toormina High School students performance in NAPLAN in 2011.

Students performed well in reading, being above the SSG (Statistically Similar Group)average in Band 9.

Writing was also above the SSG average in Bands 7, 8 and 9.

In spelling, Toormina High school was above our school average in Bands 7 and 8 with lesser number of students in Bands 4 & 5. This is an improvement on past years for the higher level bands.
In grammar and punctuation the students were well above the SSG and State average in Band 6 with fewer students in Bands 4 & 5, a good effort.

Numeracy – NAPLAN Year 7

The following graph shows Year 7 student performance in NAPLAN Numeracy in 2011.

Students performed very well in Numeracy, scoring well above the average mark of the SSG in middle to high Bands of 6, 7, 8 and 9.

Literacy – NAPLAN Year 9

The following four graphs show Toormina High School’s Year 9 student performance in NAPLAN Literacy in 2011.

In reading Toormina High was well above the SSG average in Bands 8 and 10, an excellent effort.
In writing the school results equalled the State average in Band 7 – as well as being above the SSG average for Bands 8 and 10, this is reflective of the reading results.

Spelling saw an increase in the number of students in Bands 7, 8 & 9, equalling State average in Band 8.


**Numeracy – NAPLAN Year 9**

The following graph shows Toormina High School student achievement in NAPLAN Numeracy in 2011. Overall a pleasing result with the students scoring above the State average in Band 8.
Progress in literacy and numeracy

Literacy and Numeracy continue to be major priorities 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.

School Certificate

The following six graphs represent Year 10 student achievement at the School Certificate in 2011.
Percentage of students in performance bands: Australian History, Civics and Citizenship

- Bands
  - Percentage in Bands
  - School Average 2007-2011
  - SSG % in Band 2011
  - State DEC % in Band 2011

Percentage of students in performance bands: Australian Geography, Civics and Citizenship

- Bands
  - Percentage in Bands
  - School Average 2007-2011
  - SSG % in Band 2011
  - State DEC % in Band 2011

Percentage of students in performance bands: Computer Skills

- Bands
  - Percentage in Bands
  - School Average 2007-2011
  - SSG % in Band 2011
  - State DEC % in Band 2011
School Certificate relative performance comparison to Year 5 (value-adding)

The graph below shows relative School Certificate performance when compared to Year 5 NAPLAN scores. In 2011 the school fared well in comparison to the SSG averages in English and Computer Skills.

Higher School Certificate

The following graphs show Year 12 student performance at the High School Certificate in 2011.

Please note that these graphs only reflect a candidature of 10 students or more in a subject area.
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.

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.

Minimum Standards data for 2011

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students included)</th>
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<tbody>
<tr>
<td>Reading</td>
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<td>Writing</td>
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<td>Spelling</td>
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<tr>
<td>Grammar &amp; Punctuation</td>
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<tr>
<td>Numeracy</td>
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</tbody>
</table>

81% of students in Year 7 achieved at or above the minimum standard in 2011 in all areas with a very strong result in Reading.

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students included)</th>
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<tbody>
<tr>
<td>Reading</td>
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<td>Numeracy</td>
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67.6% of students in Year 9 achieved at or above the minimum standard in 2011 in all areas with a 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 14%.
Aboriginal students engaged with university experience programmes ‘Nura Gili’ Winter School at University of New South Wales, and a Summer School ‘ASSETS’ at the University of South Australia.

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

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%, and were assisted by a mentor for assignments, organisation and goal setting.

The NAIDOC celebration assembly was run entirely by Indigenous students, with The Goomeroi Dance Company, Briony Burchell and Uncle Marc Daley taking 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 serving at ‘Coffee in the Courtyard’, Blood Donations, selling Legacy badges and ‘Relay for Life’.

NAPLAN results for Indigenous students at Toormina High School showed improvement. Norta Norta Funding assisted Year 8 and Year 10 students, needing support with literacy and numeracy.

Norta Norta funding also provided Year 11 and Year 12 students with 1:1 tutorial support in subjects of their choice. This was a major factor in lifting the results of senior Indigenous students and ensuring completion of Year 12 qualifications.

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

AIME 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.

Scholarship applications saw students receiving support from Lands Council, Father Chris O’Reilly Youth off the Streets and a Fay Wilmerding scholarship with Student Exchange Australia New Zealand.

Students were successfully placed in photographic competitions and were successfully nominated in local council awards.

Toormina High School is continuing to raise the 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 AIME program; SRC and any other available opportunities to develop their leadership skills.

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 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 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.

Anti-Bullying day

In March, all year 7 students attended an Anti-Bullying day at Sawtell Caravan Park. Students participated in workshops on bystander behaviour and strategies to deal with bullying. They participated in team building activities and a session conducted by the Police Liaison Officer and the consequences of bullying behaviour. Workshops were run by the police, school counsellor and behaviour support teachers.

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.

Five students from Toormina High school received awards. Amber Holmes and Simon Greenway of Year 10 received Diamond awards for over 200 hours of volunteer work with a variety of organisations. Blake Greenway of Year 9 received a Gold award for over 80 hours contribution while Andrew Jeffery also in Year 9 received a Bronze award.

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 Ms Gillingham and Ms 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**

The North Coast Area Health service conducted a vaccination program throughout schools in 2011. 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 Diphtheria vaccination.

**The Vampire Shield**

In 2011 a number of senior students became regular blood donors through the Red Cross Blood Bank’s Vampire Shield. Corey Adams, Izrin Ariff, Naomi Swain and Angie Lee attended a training day to become Ambassadors for the Red Cross Vampire Shield. In this role they encouraged other young people to become blood donors.

**Primary School Visits**

Toormina High school worked with local primary schools in 2011 to organise afternoons where primary students could visit the high school and participate in workshops in a subject of their interest. Lessons were delivered to primary students in creative writing, maths, science, music, art and drama. These lessons gave the students to experience high school life and help prepare them for the transition to high school.

**Progress on 2011 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**

**Literacy and Numeracy**

Literacy and Numeracy are key priorities in our School plan.

We successfully applied for a Teacher Quality project in 2011 to create a Head Teacher, Literacy position for 2012 to enable the development of teachers' skills in literacy teaching.

Our achievements include:

- Improved English results – School Certificate examinations;
- Improved support for classroom teachers in literacy development;
- School focus on literacy;
- Strengthening numeracy support.

The appointment at regional level of highly skilled literacy and mathematics consultants is an
important new resource to support this continuing development.

**Target 2**

**Aboriginal Education**

Aboriginal students’ achievements continue to expand, supported by our Aboriginal team.

Our achievements include:

- Students receiving scholarships, traineeships and overseas student exchange;
- Increased retention of Aboriginal students;
- Increased partnership between the community, the AECG and the School.

**Target 3**

**Student Engagement and Retention**

The challenges of the new school leaving age and cessation of the School Certificate have created curriculum challenges.

Our achievements include:

- Increased number of students engaged in C5 and Wednesday alternate studies;
- Increased engagement with all students;
- Increased retention to end of Year 12.

**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.

**Background**

In 2011 THS conducted a School survey involving parents, students and staff responses across a range of areas

**Findings and conclusions**

- Classroom interaction was interrupted by student mis-use of mobile phones. The school introduced a no mobile phone policy for Years 7-10. Years 10 from beginning of 2012, after due consultation;
- Students identified two issues of concern – the poor toilet facilities and a need to address uniform. DEC has been advised of student request for toilet and change room upgrades and we await the allocation of funds for this process. Head Teacher, welfare will convene a Uniform Committee in 2012 to review uniform requirements.
- Suitable curriculum provision for the new school leaving age and Year 10 students was seen to be well in process.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school.

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 and uniform, have or are being addressed by the P&C demonstrating that there is overall satisfaction with the school at a parental level.

In 2011, an online survey was developed using the Moodle system in the school. It was a comprehensive school life survey and the results were analysed to help inform the school plan for 2012 to 2014. In the regular staff meetings, teachers express concerns for various issues and, where necessary, these issues are addressed in the appropriate forum.

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. We had 7 staff attend the North Coast Quality Teaching Conference in Term 1 & these staff members delivered back to all staff on what they learnt at our term 2 Staff development day.

Through-out the year staff attended professional learning courses both in NSW & interstate. These courses were either DEC approved or from other accredited providers & 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. All staff completed anaphylaxis & emergency e-care training through the MyPL@Edu website.

Staff participation in the five school development (SD) days was very high with almost 100% of staff attending each day. The Teaching and Professional Learning budget was fully allocated.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
To continue to improve literacy and numeracy outcomes for all students.

Outcomes for 2012–2014
• Increased levels of literacy and numeracy achievement for every student.

2012 Targets to achieve this outcome include:
• Appointment of a HT Literacy utilising the QT Literacy Project funding.

• To decrease the proportion of Year 9 students at or below national minimum standard in writing by 3%.

• To increase the proportion of Year 9 students at proficiency standard in writing by 3%.

• To decrease the proportion of Year 9 students at or below national minimum standard in grammar and punctuation by 2%.

• To increase the proportion of Year 9 students at proficiency standard in grammar and punctuation by 2%.

Strategies to achieve these targets include:
• Development of THS Literacy plan utilising the funding from the QT Literacy Project to increase teacher capacity in the delivery of literacy across the school.

• Collection and analysis of school based and external data to improve, monitor and track students’ progress in literacy.

• Faculty specific approach to literacy in programming to improve learning outcomes based on analysed data, including skills in inference and visual literacy.

• Developing specific literacy activities to address sentence structure, vocabulary use and paragraphing.

• Promote sharing of school resources and expertise within the relevant community of schools to improve literacy outcomes, including peer mentoring.

• Targeted professional learning during faculty meeting focusing on literacy skills.

School priority 2
To continue to improve the attendance, engagement and attainment of all students.

Outcome for 2012–2014
• Teacher professional learning is focused on curriculum differentiation to meet the needs of all students, aligned to curriculum standards.
To attract more students into Year 7 extension class and retain the top performing students into Year 11.

2012 Targets to achieve this outcome include:

- 100% of staff trained in curriculum differentiation.
- 10% more students applying for Year 7 extension class.
- 10% increase in retaining the top performing students into Year 11.
- Teacher Professional learning funds are directed towards curriculum differentiation and program modification to enable 100% of staff to be trained in this process.

Strategies to achieve these targets include:

- Provide professional learning opportunities for teachers in the delivery of differentiated curriculum relevant to the needs of every student, with particular reference to literacy.
- Participate in C4E professional learning opportunities around engaging high achieving students.
- Participation in SNP activities for English, Mathematics and Science in our CoS.
- Evaluate and revise the current THS GaTS policy.
- Promote strategies identified from 2012 QT conference in relation to engaging high achieving students.

School priority 3

To continue to improve curriculum and assessment delivery to maximise academic and vocational outcomes for all students.

Outcomes for 2012–2014

- Teacher professional learning is focused on curriculum differentiation and assessment procedures to meet the needs of all students.
- Implementation of standardised assessment procedures.
- Continue working with both Communities of Schools to enhance academic, vocational and extracurricular opportunities for students.

2012 Targets to achieve this outcome include:

- 100% of staff implementing common assessment policy for both assessment tasks and exams, for all stage groups.
- At least 4 courses from THS delivered across the community of schools.

Strategies to achieve these targets include:

- Evaluate and implement revised THS assessment policy.
- Implement half yearly exams for Preliminary.
- Set exam weeks for 7 – 10 which are placed in the school calendar.
- Allocation of time (including faculty and staff meetings), funds and resources to further develop programs and assessment tasks for all student groups.
- Design of assessment tasks that provide explicit feedback for improved student performance in literacy.
- Continue to meet with Communities of Schools to maximise learning opportunities for students.
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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Erica Lyne, Deputy Principal
Simon McKinney, Deputy Principal
John Bear, Head Teacher, Administration
Lorraine Ross, Executive Assistant

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School Code: 8527
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: