

Tamworth High School

Annual Report



2016



8139

Introduction

The Annual Report for **2016** is provided to the community of **Tamworth High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Tamworth High School is an inclusive centre of innovation, creativity and excellence.

Our school prides itself on providing a diverse range of opportunities for individual success. We deliver a dynamic curriculum in a responsive, caring and flexible learning environment.

This plan seeks to strengthen the school's potential via enhancing school governance systems and leadership capabilities, thus establishing a sound foundation for a culture of sustainable development and continuous improvement.

A core focus of the plan is to guide the cohesive development and implementation of advanced pedagogy, curriculum delivery systems and assessment strategies, thus providing the appropriate conditions in which the school can augment the learning trajectory of each student.

To provide every student with the optimum learning conditions essential for the 21st century, it is critical that a positive, supportive culture & climate is nurtured and sustained over the longer term to support all students at Tamworth High School.

School context

Tamworth High School is a comprehensive co-educational high school of approximately 670 students, located in a large regional city. It provides an education for students from a large cross-section of the community, including children from urban and rural environments, and from a wide range of socio-economic backgrounds.

Tamworth High was the original public secondary school established in the city in 1919 and has been located on its current site since 1961. As such, the school enjoys a strong community identity with traditions in academic, sporting, leadership and cultural pursuits.

The school's 2016 Family Occupation and Education Index is 132 (up from 130 for 2015) indicating that 77% of NSW school communities are more advantaged than the THS school community (FOEI average = 100).

The school has a small but increasing number of students requiring English Language Proficiency support.

There is an Aboriginal population of around 29% who enjoy the support of a strong and proactive Aboriginal Education Team.

The Parents and Citizens Association is actively committed to continued improvements via financial support and in an advisory capacity.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Tamworth High's 'School Improvement Team' has continued the process established in 2015 to utilise a range of sources of evidence to develop the 2016 Self-Assessment Statement. For 2016, the School Improvement Team consisted of a broader representation of executive and teaching staff. Through a process of monitoring and assessing progress for each Strategic Direction Milestone Plan followed by a detailed reflection activity conducted during term 1 2017 to assess school progress and level of achievement against each of the elements within the School Excellence Framework.

Learning

Tamworth High School prioritised a number of key programs in this domain during 2016.

- A significant focus of the Student Wellbeing Plan was placed upon improving processes that support student learning, health, behaviour, and to build on the previous practices in the 2015 plan.
- A team-based model was implemented for the delivery of a broader GaTs program to the year 7 cohort. The teams-based model ensured that the allocated staff had qualifications and experience in each of the allocated teaching areas.
- The Assessment review plan focussed upon structure and support of individual assessment processes, feedback and support for task completion in order to address the poor rate of completion of assessment tasks by students across years, 9 – 12.

We achieved the following

- Student Wellbeing Team (SWT) management processes were reviewed and the structure of the wellbeing meetings i.e. attendance, agenda & minutes were updated on the SENTRAL school system.
- Student Wellbeing support programs and communication systems were updated on the SENTRAL system to enhance access by staff to access to guide teachers when catering to their individual student learning needs.
- Closer monitoring of the school's behaviour system allowed staff to work more cohesively. This has helped students to understand improve on their behaviour and understand the need for their plans.
- School-wide mental health programs such as 'MindMatters' implemented to provide staff with a deeper understanding of how to better support students with Mental Health issues.
- Attendance Monitoring Team re-established and meetings with HSLO support.
- Student Support Officer (SSO) position became a permanent 4 year appointed position thus sustaining the valuable student support and positive line of communication between students, parents and staff.
- Consolidation of SWT support programs allowed a variety of speakers to provide students with positive and influential presentations.
- Policy and procedures for Student leadership programs (Prefects, SRC, Senior Mentors) were reviewed and updated and staff allocated to support and mentor students in becoming highly accomplished leaders of the school.
- The addition of the Principal's Medal to the Merit System provided students with the experience of writing an application, attending an interview and receiving feedback on their application process.
- Gifted & Talented Team implemented for 2016 Year 7 cohort.
- Rich Task Days established and run in conjunction with year 5 & 6 students from a variety of Partner Schools.
- Review of Senior Assessment policies and schedules was completed
- Most of the other planned tasks for the Assessment review were delayed and will be re-visited 2017.

Teaching

Tamworth High School prioritised a number of key programs in this domain during 2016.

- Tamworth High School executive identified a need for a more targeted and consistent approach to whole school Classroom Management and Behaviour systems.
- The Study Support Program sought to expand the range of support for students to develop a greater capacity to engage in positive learning by delivering the program during school hours to all Year 11 students.
- The 2016 phase of the curriculum review process focussed revising faculty/curriculum supervision structures to re-classify several Head Teacher position to create positions for Head Teacher positions in HSIE, CaPA,

Administration and Secondary Studies and evaluating sport development and delivery structures:

- The Technology plan guided the implementation process for all technology projects with the aim of integrating technology to support student engagement in learning.
- The 2016 Alternative Curriculum Program (ACP) continued to utilise partnerships with external providers (Careers Network) and partner schools and funding from the Links to Learning program to deliver a specialised program to students identified as being dis-engaged from the learning process.
- During 2016 the Music Curriculum underwent a focus on development and high expectations for academic achievement.

We achieved the following

- Classroom Management and Behaviour team was established and a review of negative behaviour entries undertaken.
- A review and rejuvenation of the behaviour management system conducted
- Staff were provided with an initial introductory training session in BCM during the SDD Term 1.
- Training provided for the whole school in ESCM (Essential Skills for Classroom Management) this consisted of four intense training sessions. 55 teaching staff were trained in the whole program by a trained facilitator.
- Classroom observation forms were developed in consultation with the LaSTS and wellbeing team to provide a consistent set of documents for the use by teachers during peer observation lessons.
- The Beginning teacher program also established a mentoring program for support to new staff. Furthermore, beginning teachers were allocated period allowances to allow time for classroom observations and individual support.
- Whole School Behaviour Management process reviewed and strengthened, resulting in an updated policy document and an updated and revised card system procedural document.
- Revised and enhanced year 11 Study Day conducted on day 2 of the school year.
- Weekly Study Program implemented periods 5 & 6 for terms 1 – 3 (funded staffing (0.4).
- Successful application for funds under the Broadening and Enriching Stage 6 (B&E6) program used to expand program and extend into 2017.
- Revised period and curriculum structure implemented and reviewed during semester 1
- Review of faculty leadership and curriculum responsibilities completed and four new Head teacher classifications introduced and new HT CaPA appointed.
- Review of Sport curriculum completed in preparation for staff review and implementation in 2017.
- Technology Team Leader appointed and planning strategies updated
- Multi-media room developed to in G Block to expand resources available to HSIE/CaPA classes
- Introduction of staff laptops
- Continuation of professional learning focussing upon use of Interactive Whiteboards and SENTRAL services.
- The ACP program was enhanced by revising the student selection process, overhauling the curriculum delivery model to focus purely on year 9 students and place a strong priority upon the selection of suitable staff to deliver the program, including a classroom program leader.
- Six ACP students enrolled and participated in various EVet courses at TAFE ranging from Hairdressing, Motor Mechanics to Hospitality.
- ACP Students increased their level of learning and moved to the appropriate classes in Year 10 after completing their yearly exams, in particular 1 student achieving first in the year for Maths.
- ACP Students average marks throughout the year in most subjects were of a similar standard to those in classes 1 & 2
- ACP Student's produced work of a higher quality and their learning, social skills and interaction with their peers improved.
- SLSO support assisted ACP students with their work ethics and behaviour both at school and at TAFE.
- The increase in music curriculum hours was supported by the employment of an additional staff member, Mr Matt Law, for 2016.
- The THS Concert Band was supported through the purchase of new instruments and sheet music to give a varied repertoire.
- Vocal Ensembles were supported by the employment of a casual Choral Director from the Tamworth Regional Conservatorium of Music.
- The Partner School Program supported the GaTS music program working in conjunction with students from Tamworth South PS.
- Implementation of a Creative and Performing Arts faculty was commenced in term 4 culminating in the appointment of a HT CaPA commencing 2017

Leading Tamworth High School prioritised a number of key programs in this domain during 2016.

- The Tamworth High School Leadership Plan sought to build upon achievements from the 2015 plan, most notably, the development of the registered professional development program (Tamworth High School Leadership Development Program) aimed at supporting aspiring leaders and thus build leadership capacity, both within the school and where possible assist other partner schools.

- The Communications & Engagement plan involved the development of a comprehensive Communications and Engagement Strategy for implementation in 2016.

We achieved the following:

- Revised model of Milestone planning introduced to facilitate distributed leadership model by allowing project leaders to manage individual planning and reporting processes.
- Classroom Management and Behaviour plan facilitated distributed leadership, allowing DP and HT to guide school development and Professional learning process for THS staff.
- A School Improvement Team (SIT) was established to conduct School Self-Evaluation process and expand range of staff directly involved in school planning process.
- The Tamworth High School Leadership Development Program commenced with 11 participants – several participants have utilised skills developed to act in higher capacity within and beyond THS.
- B Gleeson-Barker in appointed term 4 2015 as full-time Community Liaison Officer
- Partner School Program established involving personal meetings with each partner school principal to re-establish our relationship and determine ways in which THS can work collaboratively with the Partner Primary Schools.
- Regular Partner School Meetings established with the Principals and key staff members at THS.
- A comprehensive Partner Primary School activities program developed and implemented, including but not limited to: assistance with Primary School activities e.g. swimming, athletics and cross country carnival, zone carnivals, NAIDOC Week celebrations and education.
- Promotion and community awareness coordination: CLO has established the daily update of the THS Website, THS Facebook Page, THS Application and SENTRAL Parent Portal. The promotion of communication avenues with THS is continually promoted at all opportunities with members of our school community to increase awareness and engagement.
- Establishment of productive relationships with local media outlets to improve the exposure of positive activities occurring at THS.
- CLO continues to act as a point of contact for parents, community groups and the media.
- Transition Program support – through the establishment of the Partner School Program we have strengthened our transition program for students attending or intending to attend THS in Year 7. Opportunities provided to potential students have been:
- Job Coach Support – continued support for S Walters in her role as Job Coach and her continued establishment of relationships with employers within the Tamworth community.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Innovative and sustainable school governance

Purpose

To develop and implement leadership and management systems, structures and processes that underpin ongoing school improvement and professional practice.

To facilitate strategic use of school resources and liberate school leadership capabilities. To enable a stronger focus upon data analysis, evaluation and planning, leading to whole-school improvement in teaching, learning and leadership practices.

To align professional learning support with the school plan, and to create an impact upon the quality of teaching and student learning outcomes.

Overall summary of progress

Tamworth High School has made significant progress in Strategic Direction 1. During 2016, we focussed upon two main projects:

- A consolidation of systems and procedures established in 2015 developed to support improved school governance. Much of this work was built around fine tuning and expanding the use of the SENTRAL system to support improved communication regarding policies, procedures, schedules etc.. and make overall more efficient use of staff time. In addition to improving the quality and scope of all written and digital communications, this particular project area has had the additional impact of gradually bringing about an improvement in collaborative work practices and enhancing the image of Tamworth High School as a professional community focussed organisation.
- The THS leadership program sought to continue the process of building leadership capacity via two separate strategies:
 1. Implement the 'Tamworth High School Leadership Development Program' aimed at supporting aspiring leaders – this program utilised professional learning sessions expanding leadership understanding and sessions with consultant support aimed at assisting aspiring leaders with preparation for promotion.
 2. Expand the leadership capacity of executive by utilising the milestone planning process and individual projects to drive a the development of a 'Distributed Leadership' model. Various members of the school executive have been provided with the opportunity to lead projects or coordinate aspects of the planing and review process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student Engagement measured via <ul style="list-style-type: none">• Increase in overall attendance rate – 2% per annum – target = state average (+90%)• Decrease in unexplained absence rates– 10% per annum – target <15% absent unexplained)• Decrease in lateness rates – 10% per annum – target <15% late unexplained)	<p>As can be seen in attendance data, the positive effect of strategies such as introducing a more effective attendance system (SENTRAL) and appointing a School Admin Support (SASS) officer to manage attendnace and enrolment in 2015 followed by the establishment of the Attendance Monitoring Team in 2016 has begun having the desired effect of lifting overall attendance rates from a low point of 81.2% in 2014 to 84.3% in 2016 – a lift of 3.1% and close to the target range of 2% per-annum specified in the school plan.</p> <p>It is envisaged that the 2017 school year will see continued improvement in all aspects of attendance via implementation of the next phase of of strategies such as:</p> <ul style="list-style-type: none">• Head Teacher monitoring allocated year groups to manage follow-up procedures• A head Teacher allocated to monitor and coordinate follow-up for student lateness• Introduction of an SMS attendance messaging	<p>SASS Attendance Officer \$25912</p> <p>Phone Intervention Program SASS \$17156</p> <p>SENTRAL System Fees \$6050</p> <p>Attendance Monitoring Team (DP, SASS Attendance, HSLOs)</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Student Engagement measured via</p> <ul style="list-style-type: none"> • Increase in overall attendance rate – 2% per annum – target = state average (+90%) • Decrease in unexplained absence rates– 10% per annum – target <15% absent unexplained) • Decrease in lateness rates – 10% per annum – target <15% late unexplained) 	<p>system to improve communication with parents and reduce rates of unexplained lateness</p>	
<p>Additional Engagement data measured via</p> <ul style="list-style-type: none"> • Decrease in reported truancy rates • Reduction in rates of disruptive behaviour • Reduction in Academic warning levels and rates of N–Determination for Stage 6 and Stage 5. 	<p>The work invested in establishing the SENTRAL Attendance and Wellbeing system has supported the work focussing upon Attendance and Classroom Management and Behaviour (CM&B). The CM&B project sought to strengthen the discipline system during 2016 followed by improvements in behaviour monitoring</p>	<p>Professional Learning – Essential Skills for Classroom Management</p> <p>\$2105</p> <p>School Development Officer Allowance</p> <p>0.1 Staffing</p>
<p>Leadership capacity measured via increased levels of:</p> <ul style="list-style-type: none"> • Leadership PL participation rates • Number staff seeking accreditation at higher levels • Successful staff promotion applications • Staff satisfaction levels as measured via SchoolMap surveys (2013 onwards) 	<p>The School Improvement Team (SIT) was established to conduct School Self–Evaluation process and expand range of staff directly involved in school planning process and generate leadership opportunities for participants.</p> <p>The Tamworth High School Leadership Development Program commenced with 11 participants – several participants have utilised skills developed to take up positions at a higher capacity within and beyond THS.</p> <p>Work is continuing with the Teacher Mentor to establish professional learning support in 2017 for staff seeking accreditation at higher levels.</p>	<p>Professional Learning – Leadership Development Program</p> <p>\$1500</p>

Next Steps

Due to the success of Strategic Direction 1 (Innovative & sustainable school governance) it is envisaged that this area will shift to a 'sustain and grow' mode and thus be replaced with a new strategy, most likely focussing upon teaching and learning processes to strengthen the learning culture at Tamworth High School. This will be supported by the increased leadership capacity developed of the previous two years.

- Development and implement a comprehensive plan to support the implementation of the concept of 'Visible Learning' and rejuvenation and expansion of ALARM (A Learning and Response Matrix) to build a stronger learning culture at THS.

Consistent with the School Excellence Framework, THS will continue the focus upon leadership development via:

- continued development and delivery of the Distributed Leadership model to include full utilisation of Executive and Senior teaching staff in school planning process and systems.
- Expanded and enhanced delivery of Aspiring Leaders Program to include support for current Executive staff and staff seeking accreditation at Highly Accomplished and Lead levels.

Strategic Direction 2

Advanced curriculum, pedagogy and assessment strategies

Purpose

A dynamic and adaptable curriculum will focus upon developing and delivering 21st century skills that suit a range of student interests and abilities.

The establishment of consistent, school-wide practices for assessment and reporting enables teachers to monitor, plan and report on student learning across the curriculum. This will lead to the implementation of the most effective teaching methods, with a high priority given to evidence-based teaching strategies.

The school is responsive in meeting the learning needs of all students and will increase the learning trajectory of each student.

Overall summary of progress

The 2016 school year saw the continuation of the review of curriculum, commencing with the implementation of the revised period structure and associated redistributed curriculum structure that ensured that DoE mandated hours for all stages of the THS curriculum were being met. This was the result of significant analysis and planning carried out during 2015.

The next phase of the curriculum review process focussed upon two key areas:

- Revised faculty/curriculum supervision structures to re-classify several Head Teacher positions to create positions for Head Teacher positions in HSIE, CaPA, Administration and Secondary Studies.
- A review of Sport development and delivery structures

The Assessment review plan focussed upon structure and support of individual assessment processes, feedback and support for task completion in order to address the poor rate of completion of assessment tasks by students across years, 9 – 12, as indicated by the significant number of N-Determination letters being generated as a result of students not engaging in the assessment process effectively. The initial task of reviewing the timing of senior assessment tasks to create a more equitable and fair distribution of senior assessment tasks for HSC and PHSC programs proved to be more difficult and time consuming than first envisaged. Whilst initially successful, subsequent iterations of this process have demonstrated that the 'subject line' system will be fairer and sustainable over the longer period.

The work of the Technology Team were enhanced in 2015 via the appointment of a team leader, Ms Kate Daley, with the specific responsibility for coordinating and guiding the planning and implementation process for all technology projects. This resulted in more cohesive and coordinated approach to integrating technology with the teaching and learning process and ensured more efficient use of valuable resources such as the Technology Support Officer (TSO) and provision of professional learning focussing upon technology in the classroom.

Building upon a trial study skills day implemented for year 11 in 2015 and the THS Senior Success Program conducted outside school hours, the Study Support Program sought to expand the range of support for students to develop a greater capacity to engage in positive learning by delivering the program during school hours to all Year 11 students.

The 2016 Alternative Curriculum Program (ACP) continued to utilise partnerships with external providers (Careers Network) and partner schools (Oxley and Gunnedah High Schools) and funding from the Links to Learning program to deliver a specialised program to students identified as being dis-engaged from the learning process. Original intentions to commence the process of expanding the program's focus into year 10 had to be abandoned when 2017 funding was withdrawn and transitioned to a revised Links to Learning program by DoE.

During 2016 the Music Curriculum underwent a focus on development and high expectations for academic achievement. This was designed to support and expand existing structures within Tamworth High School. The focus areas for this program was the expansion of teacher-student face to face time with the inclusion of above syllabus requirements of hours taught in the Music curriculum as well as enhancing the Concert Band and Vocal Ensembles.

For 2016, a team-based model was implemented for the delivery of a broader GaTs program to the year 7 cohort. The teams-based model ensured that the allocated staff had qualifications and experience in each of the allocated teaching areas – generally 2–3 areas for each staff member. Thus facilitated better coordination of the project based learning that was planned for the 2016 school year (Rich Task days). It also laid the foundation for integrating the GaTS program with

the Community Engagement Project, via supporting the inclusion of students from THS Partner Primary Schools in GaTS Rich Task days, thus providing a basis for stronger integration of students from various year groups

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Increased rates of satisfaction measured via regular surveys</p> <ul style="list-style-type: none"> • Staff (SchoolMap – 2013 >) • Student (TTFM – 2014 >) • Parent (TTFM – 2014) 	<p>Tamworth High School commenced the transition to using the DoE sponsored 'Tell Them From Me' (TTFM) survey system in 2015 with mixed results with regard to response rates. The TTFM system is easier to administer, thus enabling better survey response rates from students and therefore more viable data. However, Staff and Parent response rates have not been strong, and therefore not providing reliable data. This aspect of the process will require review.</p>	<p>Tell Them From Me Survey – DoE (No Cost)</p> <p>Staff Administration – casual relief (4 casual days) \$1948</p>
<p>Improved academic results – NAPLAN</p> <ul style="list-style-type: none"> • Year 9 Growth (all students) improved by average of 3% per annum – target growth = 9% to reach state growth rate • Year 9 Growth (Aboriginal students) improved by average of 2% per annum – target growth = 6% to reach state growth rate • Increase representation in higher achievement bands (all students) by 4% per annum – target = 12% improvement over 3 years • Increase representation in higher achievement bands (Aboriginal students) by 6% per annum – target = 18% improvement over 3 years 	<p>Whilst Year 7 and 9 band performance remains an area requiring further attention, year student growth data indicates that that</p> <ul style="list-style-type: none"> • an average of 40% of students in year 9 have displayed above expected growth • an average of 51% of students in year 9 have displayed below expected growth across the 4 areas assess • an average of 1.5% of students in year 9 have displayed below negative growth across the 4 areas assess 	<p>QuickSmart Numeracy + Literacy program – SLSO support</p> <p>\$81410</p>
<p>Improved academic results – HSC</p> <ul style="list-style-type: none"> • Lift student achievement across bands 4, 5 & 6 by 2% per annum – target improvement = 6% over 3 years • Lift whole school Z–Score level (average) by 0.5 • Lift Averaged Examination Mean Score by 2% per annum – target improvement = 6% over 3 years 	<p>An analysis of trend data sourced from the NESA Results Analysis Package (RAP) provides evidence that</p> <ul style="list-style-type: none"> • Band performance has shown signs of improvement with a 2.8% lift in Band 5 results, and several outstanding results in Extension English in 2016 • The average mean score for all HSC courses commenced improving in 2014 and has continued through to 2016. • Z–Score data still reveals a declining trend although there is evidence of a slow–down in this trend. <p>Overall, whilst there are signs of improvement, it is clear that a much more comprehensive effort is required across all courses to improve overall student performance.</p>	<p>The Study Support program commenced in 2016 should demonstrate a positive effect on results in the 2017 HSC results.</p> <p>An evaluation of the use and effect of the ALARM concept is planned for 2017 with a view to re–generating its implementation to strengthen the positive effect possible with this program.</p>
<p>Improved rates of assessment completion and compliance as measured by rates of warning notifications and N–Determination rates</p>	<p>The Assessment Review Milestone Plan sought to address this issue during 2016. As reported elsewhere, further work is required in 2017 to bring about improvement in this aspect of student performance.</p>	<p>Study Support Program</p> <p>0.2 Staffing</p>

Next Steps

- Review and re-structure of ACP program to accommodate changes in funding support.
- Continue curriculum review process to focus upon mapping and tracking the THS curriculum and conduct an evaluation of the Stage 5 elective structure.
- Develop of a comprehensive plan for development of student capabilities in Science, Technology, Engineering and Mathematics (STEM).
- Enhance digital curriculum resources and systems via re-development of the THS Moodle site and provision of staff PL to support broader use.
- Expand and continue the review of Assessment practice to support the integration of the concept of 'Quality Assessment'.
- Review and strengthen Gifted & Talented (GaTS) program, with an emphasis upon improving student selection procedures and expanding number of staff with GaTS teaching experience to broaden base of delivery.

Strategic Direction 3

Positive, supportive culture and climate that supports and sustains student and community engagement

Purpose

A positive and supportive culture supports student engagement in school life, stimulating and inspiring the development of resilient, future focused students who take responsibility for their ongoing learning.

The school leadership team utilises explicit strategies to generate a positive, supportive school culture of high expectations and community engagement building upon school traditions and establishing collaborative practices at all levels of school. School staff demonstrate personal responsibility for maintaining and developing their professional standards and play an integral role in the maintenance of a positive, supportive climate for all members of the school community.

A strategic and planned approach to supporting the cognitive, emotional, social and physical wellbeing of all students sustains this culture and climate.

Overall summary of progress

A significant focus of the Student Wellbeing Plan for 2016 was placed upon improving processes that support student learning, health, behaviour, and to build on the previous practices in the 2015 plan. The Student Wellbeing faculty aims to provide an educational environment where students can achieve to their full potential and become safe, respectful learners.

Following the examination of existing management models, it was established that a school wide focus on building skills of staff and processes for preventing misbehaviours was required and formed the basis of a comprehensive professional learning plan for 2016. The main aims for the project were to improve instruction, identify behavioural expectations, increase engagement in classroom activities, reinforce appropriate behaviour and establish an environment of mutual respect.

As a component of the Secondary Schools Renewal Program that commenced late 2015, DoE Communications & Engagement Unit was tasked with working with THS to address identified issues related to community perceptions about the school. The 2016 phase of this process involved the development of a comprehensive Communications and Engagement Strategy for implementation in 2016.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff induction resources and associated program developed and implemented for <ul style="list-style-type: none">• Permanent staff• Casual teachers	The development of a staff handbook and induction package has been completed. This package is further supported by the comprehensive range of policies and procedures readily available to all staff via the SENTRAL Documents database. The next phase involves developing briefing sessions for casual staff to strengthen integration of practice across the school	Additional SASS staff to support development and delivery of policies and procedures \$38262
Enhanced Beginning Teacher program developed and implemented	The THS Beginning Teacher Program was completely overhauled and re-implemented in 2015 and further strengthened in 2016 with an allowance for temporary staff (pre-dating the DoE initiative of 2017) and the establishment of a mentor program to support all beginning teachers.	Funding of additional staff to provide Beginning Teacher allowances for permanent and temporary teachers \$111,426.41
Increased use of Academic Review strategy to detect student wellbeing issues impacting upon	The Stage 6 (Year 11/12) Academic Review process has become a part of the routine evaluation of senior student performance. Further	Period allowance for Deputy Principals used to conduct Stage 6 Academic

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
academic achievement	work is required to bring this process into Stage 5 (Year 9/10)	Review
Improved levels of staff moral (Staff survey)	<p>Anecdotal evidence of staff moral indicates that a large proportion of staff feel positive about the recent achievements and improvements at THS and level of support available. However, there is also evidence of a minority of staff who feel impacted by the change process and often display inertia during these process.</p> <p>Initial measurements of staff moral taken in 2014/15 using the 'School Survey System' will be followed up late 2017 to measure staff sentiment.</p> <p>The 'Tell Them From Me' survey tool has been launch but requires further work to improve response rates.</p>	<p>School Survey System</p> <p>Tell Them From Me (TTFM)</p> <p>Staff coordinator release</p> <p>\$1948</p>
Reduced rates of unresolved student wellbeing issues and improved levels of positive behaviour (staff survey + SENTRAL data)	The focus upon improved classroom management capabilities and strengthened discipline procedures undertaken during 2016 will be measured during the second semester of 2017.	<p>Deputy Principal release</p> <p>School Development Officer allowance.</p>
Increased rates of use for student recognition system (SENTRAL data)	<p>The transition to a SENTRAL based merit system has brought about significant improvements in the process of generating and delivery recognition to students.</p> <p>Regular God Award ceremonies are held every term with strong parental attendance rates.</p>	Gold Award planning, preparation and hospitality \$4300
Increased levels of collaboration between student leadership groups	The appointment of the Student Support Officer has facilitated a distinct improvement in communication and coordination of Prefects, SRC, Junior AECG and the recently introduced Senior Mentor team. To strengthen this process, planning has commenced for a joint leadership day early in 2017.	<p>Student Support Officer</p> <p>\$80000</p>

Next Steps

- Consolidation of Classroom Management and Behaviour systems to focus upon strengthening student engagement and development of a stronger learning culture at THS
- Continue plan to strengthen Student Wellbeing Program to enhance connection between positive wellbeing and improved levels of student engagement and achievement with a particular focus upon supporting improved attendance and student engagement.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>2016 Milestones – Student Engagement, Achievement and Retention</p> <ul style="list-style-type: none"> •Engagement with Aboriginal elders through and interagency approach (Kamilaroi Ageing and Disability Services, AES, Smith Family and Ochre Opportunity Hub. The elders mentor students and has enabled students at risk of leaving school. •Ochre Opportunity Hub – 2 students have received trained and mentoring from the Local Aboriginal Sites Officer 2016. Ochre Opportunity Hub workers are timetabled •Year 9 NAPLAN (above state average) •Year 12 ATSI student achieving top band in Extension 2 English (E4) •Active Junior AECG where an Aboriginal student voice provides input into Aboriginal Team activities such as the 2016 Sydney Excursion and cross generational connections through 'Yarnup' between local Elders and students. Students were introduced to the state structure of the AECG by their senior Sydney based officers. •Local businesses and organisations donated supplies and funds to the value of \$2500 for cultural excursions and activities. •The THS Aboriginal staff are regularly supporting Tamworth schools in the areas of Cultural Awareness/ Connecting to Country (Peel HS/Westdale PS and Tamworth South PS). The team also provided for the THS staff (Term 2 Staff Development Day) a Site Visit conducted by local elders (Len Waters and Neville Sampson). •100% of all ATSI students had a PLP completed and uploaded to the 'SENTRAL' student database. In 2016 the PLP process enabled informed coordinated support by the Norta Norta teachers to best meet the needs of individual students. •As of the close of Term 1 2016 all students in Year 7, 11 and 12 had completed a PLP. By the end of Term 2 2016 all ATSI students had a PLP being used by staff. •46 ATSI students in Stage 6 2016 (31 in Year 11/15 year 12). •5 Aboriginal prefects – 1 Aboriginal student elected school captain for 2016 •New England CAPERS Regional Performance – 'Brospeak' didgeridoo players acknowledged by the organisers for their efforts. 	<p>Aboriginal Education Officer Aboriginal Education Workers (3) Norta Norta tutors (qualified and non-qualified)</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$139 169.78) • Surplus 2015 funds (\$30 092.66) • Norta Norta (\$66 015.82)

Aboriginal background loading	<p>• 'Brospeak' and 'Wirrybayan'/'Sistapeak' connected with the local community and elders enabled 'real world' connections to be made (careers, culture, Yarn Up).</p>	<p>Aboriginal Education Officer Aboriginal Education Workers (3) Norta Norta tutors (qualified and non-qualified)</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$139 169.78) • Surplus 2015 funds (\$30 092.66) • Norta Norta (\$66 015.82)
English language proficiency	<p>Staff were given extra support for report writing and Professional Learning demonstrating how to converse, adjust classroom materials and assessment tasks and writing reports using the E/ALD framework. The success of this program was demonstrated via that 30% of these students improving their learning outcomes.</p>	<p>EAL/D Teacher 0.4 (two days per week)</p> <ul style="list-style-type: none"> • English language proficiency (\$34 422.76)
Low level adjustment for disability	<p>An evaluation of the SLSO program demonstrated clear benefits for students and teachers where identified needs were addressed and collaboration between teacher and SLSO was established. However, it is apparent that an improved SLSO training and scheduling process is required in order to obtain the most efficient use of limited LLAD funds.</p>	<p>0.1 extra LaST 3 part-time Student Learning Support Officer (SLSO)</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$75 794.00)
Socio-economic background	<p>Demonstrating the benefit of a well-established program and experienced staff, the QuickSmart Numeracy results were outstanding, with most student growth rated as 'Outstanding', with all but two effect sizes well above 0.6</p> <ul style="list-style-type: none"> * Effect Sizes between 0.6 and 0.8 are considered very strong; and * Effect Size scores above 0.8 represent substantial improvement of the order of approximately two-three years' growth. <p>The Communications and Engagement program was a resounding success, especially with regard to positive feedback from partner school Principals who consistently commented upon the significant improvements in communication and coordination of efforts. The Partner School meetings proved to be an essential component of this process and have become a regular feature of the school's calendar. The 2016 ACP program proved to be a watershed year, with student behaviour issues reduced significantly and student performance data indicating that in some areas, these student outperformed mainstream students.</p> <p>The funding of additional SASS staff has had the direct effect of ensuring the successful achievement of two key aspects of Strategic Direction 1 i.e. the improved school governance systems nearing completion and attendance systems starting to show consistent improvements in student attendance rates.</p>	<p>Literacy/Numeracy – QuickSmart Communication & Engagement Officer (Full-time SLSO) Technology Support Officer Technology PL ACP SLSO Additional SASS staff</p> <ul style="list-style-type: none"> • 2016 Socio-economic background (\$139 773.46) • 2015 SEB Rollover Funds (\$108 391.12)
Support for beginning teachers	<p>In its initial stages the Tamworth High Schools beginning teachers program was</p>	<p>Funding of additional staff to provide Beginning</p>

Support for beginning teachers	<p>able to support 14 beginning teachers and mentors. The program has provided significant support and allowed for an encouraging environment drawing on collaborative practices. Participants were able to become into of a learning community which was a benefit for new and established teaching staff. The program drew on research from NESA, AITSL and many other sources to create a holistic approach for all involved.</p>	<p>Teacher allowances for permanent and temporary teachers</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$111 426.41)
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	328	303	312	275
Girls	357	345	351	339

Despite a variety of strategies undertaken in previous years, THS enrolments have been trending downwards over a sustained period, indicating that a comprehensive evaluation and response to the situation was required. The 2016 Communications and Engagement Project sought to address this issue by developing a comprehensive strategy that addressed

- issues affecting community perceptions of the school
- re-built effective working relationships with partner primary schools
- facilitate a more effective and comprehensive transition program

This program has already demonstrated a positive effect with stronger projected student enrolments for 2017.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.4	87.4	91.3	88.3
8	84	87.8	85.7	87.7
9	85.3	80.6	84.4	82.1
10	80.6	82.2	76.8	81.3
11	83.3	73.8	74.2	78.2
12	85.2	74.6	83.5	89.7
All Years	84.8	81.2	82.6	84.3
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Management of non-attendance

As can be seen from the trend shown in the 2014–16 data, the positive effect of strategies such as introducing a more effective attendance system (SENTRAL) and appointing a School Admin Support (SASS) officer to manage attendance and enrolment in 2015 followed by the establishment of the Attendance Monitoring Team in 2016 has begun having the desired effect of lifting overall attendance rates from a low point of 81.2% in 2014 to 84.3% in 2016 – a lift of 3.1% and close to the target range of 2% per-annum specified in the school plan.

It is envisaged that the 2017 school year will see continued improvement in all aspects of attendance via implementation of the next phase of strategies such as:

- Head Teacher monitoring allocated year groups to manage follow-up procedures
- A head Teacher allocated to monitor and coordinate follow-up for student lateness
- Introduction of an SMS attendance messaging system to improve communication with parents and reduce rates of unexplained lateness

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	5	11
Employment	2	37	25
TAFE entry	54	14	6
University Entry	0	0	40
Other	40	38	6
Unknown	0	5	18

The 2016 post-school destination profile is similar to the 2015 profile.

Year 12 students undertaking vocational or trade training

Of the total Year 12 student cohort, 30 %undertook at least one vocational course in 2016. Most courses chosen by students were 2 units in value but more 3 and 4 unit vocational / TAFE courses are being offered for students to undertake over shorter periods.

Year 12 students attaining HSC or equivalent vocational education qualification

57 students were enrolled in Year 12 during 2016, with the aim of completing their Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	32.94
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	15.48
Other Positions	10.5

*Full Time Equivalent

In addition to the Aboriginal Education Officer and members of the Aboriginal Education support team, Tamworth High School enjoys the benefit and support of a number of staff who identify as Aboriginal and provide additional support and mentoring to Aboriginal students in variety of ways and where appropriate.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	81
Postgraduate degree	19

Professional learning and teacher accreditation

Beginning Teachers at Tamworth High School benefit from a range of support strategies delivered as a part of the comprehensive program that was developed in 2015.

Period allowance (5 periods per cycle) for permanent first year staff funded by DoE GTIL Strong Start, Great Teachers strategy

Period allowance (2 periods per cycle) for temporary first year staff funded by THS RAM – PL funds

Teacher Mentor support – half day per week program

provided by Don Gardiner to assist with accreditation preparation and classroom observation and feedback.

THS Teacher Mentoring program providing a more structured individualised approach to the teacher induction process. An initial program outline was established and senior school staff identified as potential mentors.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	987 141.79
Global funds	797 809.91
Tied funds	799 154.53
School & community sources	317 568.43
Interest	24 713.45
Trust receipts	1 070 125.37
Canteen	0.00
Total income	3 996 513.48
Expenditure	
Teaching & learning	
Key learning areas	86 151.90
Excursions	147 234.92
Extracurricular dissections	256 475.66
Library	7 404.74
Training & development	5 796.12
Tied funds	941 691.64
Short term relief	118 996.29
Administration & office	200 185.20
School-operated canteen	0.00
Utilities	164 665.93
Maintenance	133 067.77
Trust accounts	1 488 486.02
Capital programs	0.00
Total expenditure	3 550 156.19
Balance carried forward	446 357.29

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

School performance

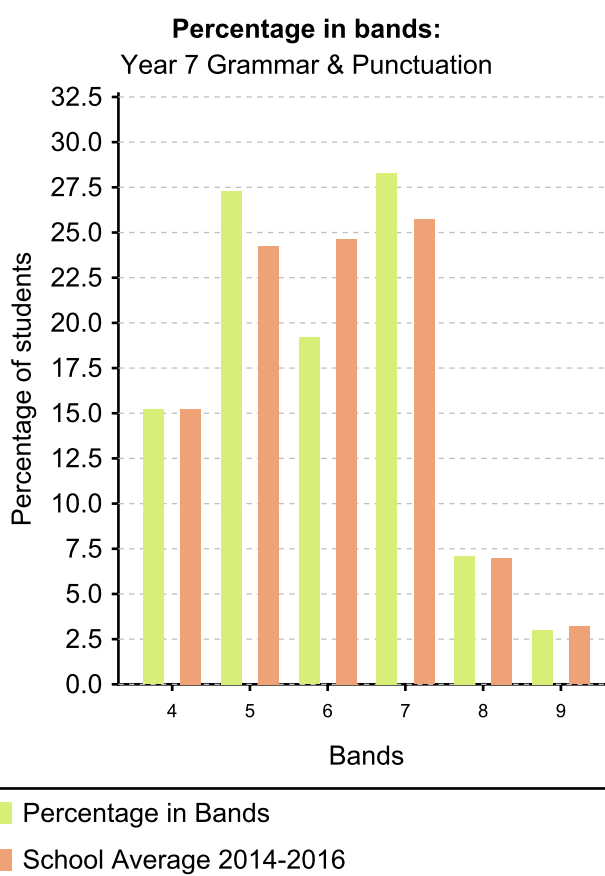
NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

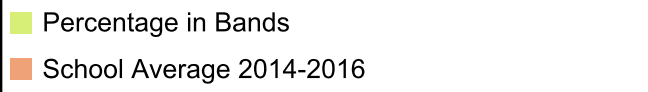
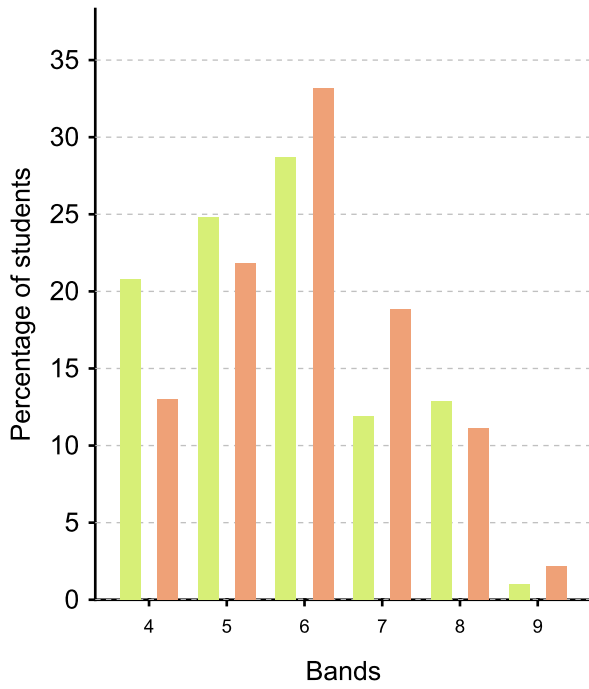
Whilst Year 7 and 9 band performance remains an area requiring further attention, year student growth data indicates that that

- an average of 42% of students in year 9 have displayed above expected growth across the 4 areas assess
- an average of 40% of students in year 9 have displayed below expected growth across the 4 areas assess
- an average of 10% of students in year 9 have displayed below negative growth across the 4 areas assess

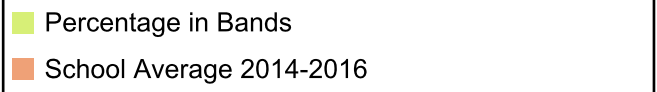
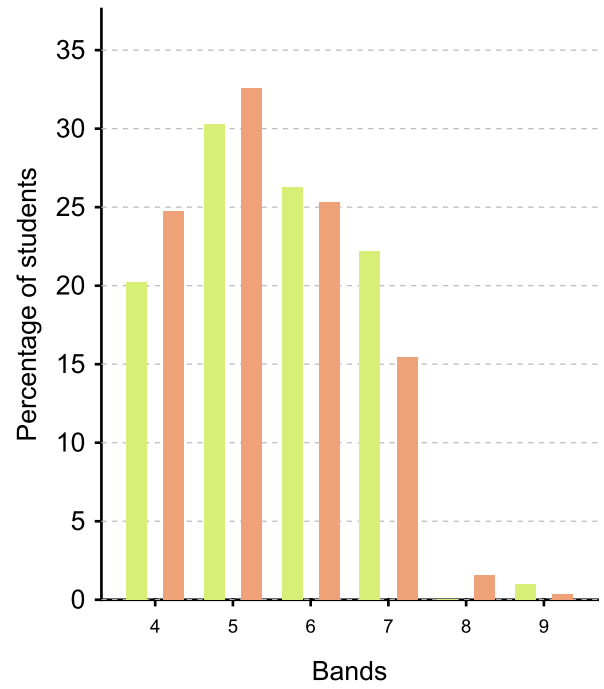
Of the four areas assessed, writing appears to be the area displaying poorest results



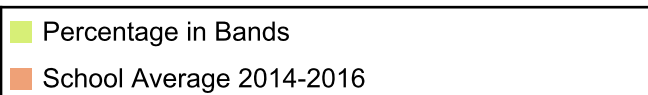
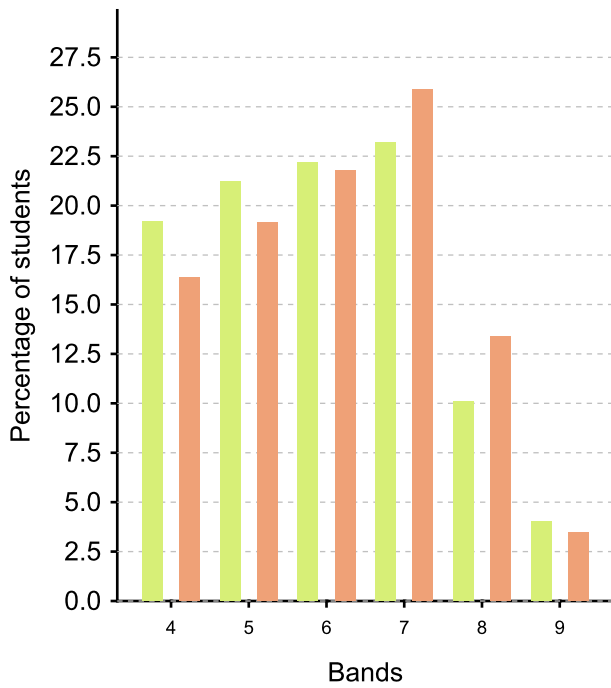
Percentage in bands:
Year 7 Reading



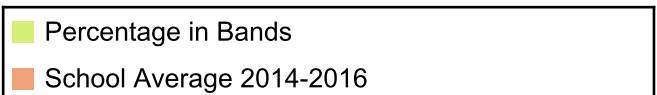
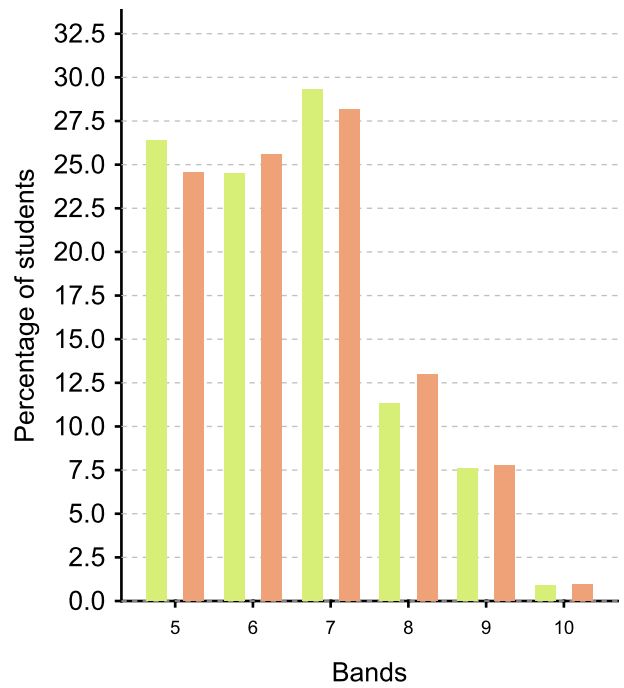
Percentage in bands:
Year 7 Writing



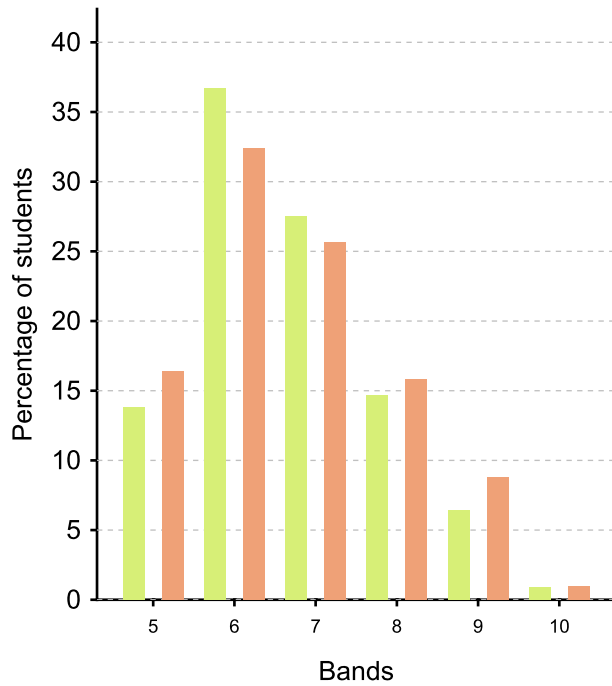
Percentage in bands:
Year 7 Spelling



Percentage in bands:
Year 9 Grammar & Punctuation

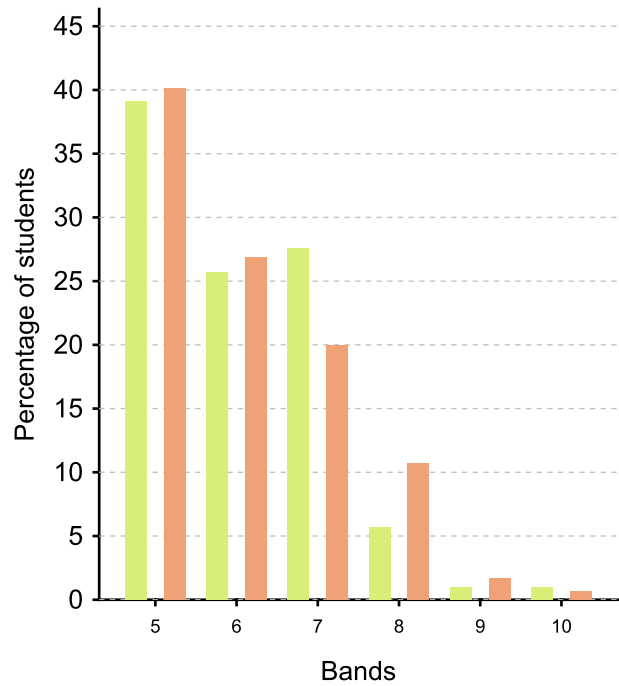


Percentage in bands:
Year 9 Reading



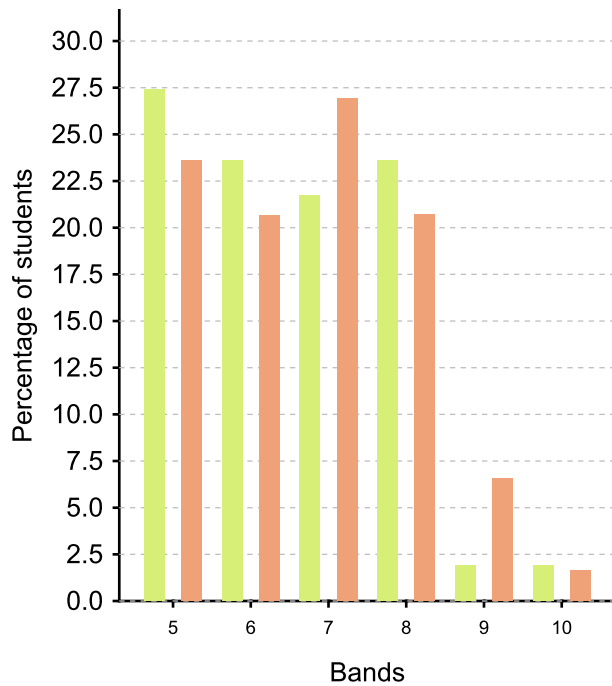
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Spelling

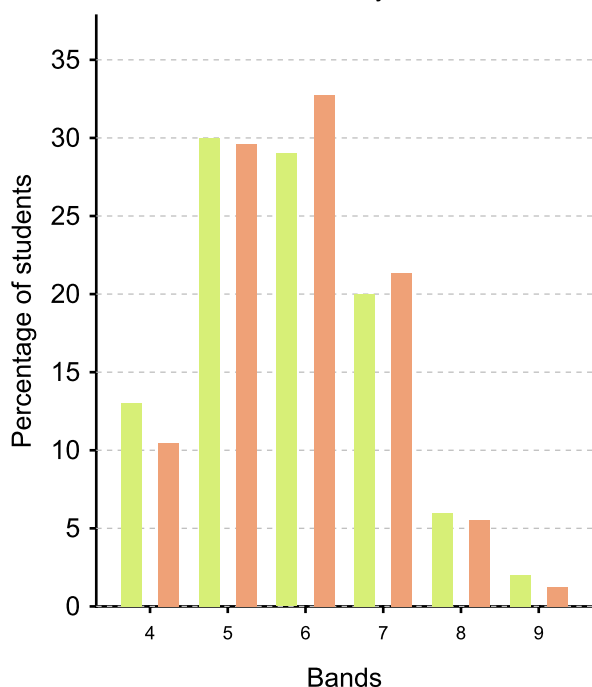


Percentage in Bands
School Average 2014-2016

Whilst Year 7 and 9 band performance remains an area requiring further attention, year student growth data indicates that that

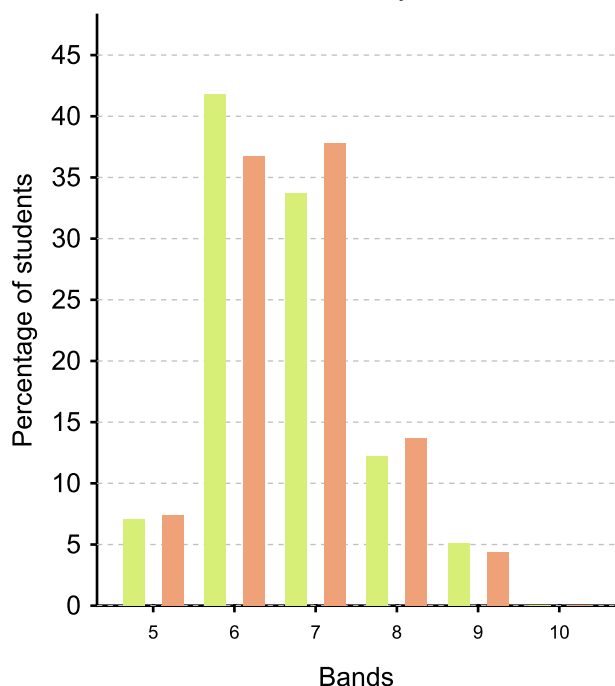
- an average of 40% of students in year 9 have displayed above expected growth
- an average of 51% of students in year 9 have displayed below expected growth across the 4 areas assess
- an average of 1.5% of students in year 9 have displayed below negative growth across the 4 areas assess

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

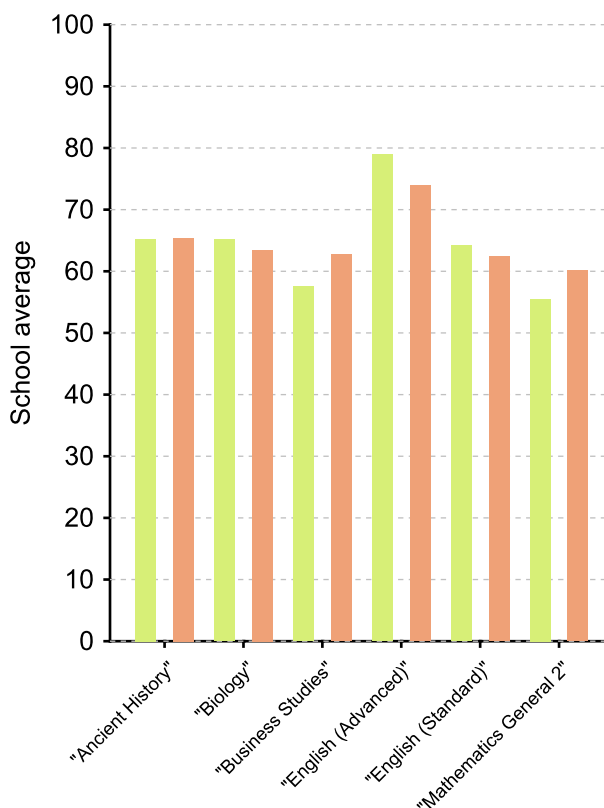
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

School Excellence Framework Data indicates that:

- Year 7 NAPLAN performance of Low SES students is declining and requires specific attention if this issue is to be addressed – the Partner Schools strategy has been developed to provide a platform for collaboration with partner schools to improve student performance capabilities before reaching year 7. In comparison, the Year 9 NAPLAN performance of Low SES students has displayed significant improvement over the past three years, demonstrating the benefit of re-introducing the QuickSmart program to support students at the lower end of the performance scale.
- The proportion at or above National Minimum Standard in Year 9 NAPLAN (Reading and Numeracy) shows strong improvement over the past three years
- The proportion of students in top two NAPLAN bands at Year 7 (Reading and Numeracy) has shown a slight improvement with performance just above Similar Schools
- The proportion of students in top two NAPLAN bands at Year 9 (Reading and Numeracy) trend is static with a slight decline in student numbers in the top two bands for 2016.

Higher School Certificate (HSC)

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



School 2016 School Average 2014-2016

Parent/caregiver, student, teacher satisfaction

The Tell Them from Me survey was completed in 2016 by 281 students. This was down from the previous year by 50%. Plans are already in place to get completion rates back up over 75% so that measures are more representative of school means as they stand. Initial TTFM survey Semester 1 2017 shows a 73% completion rate.

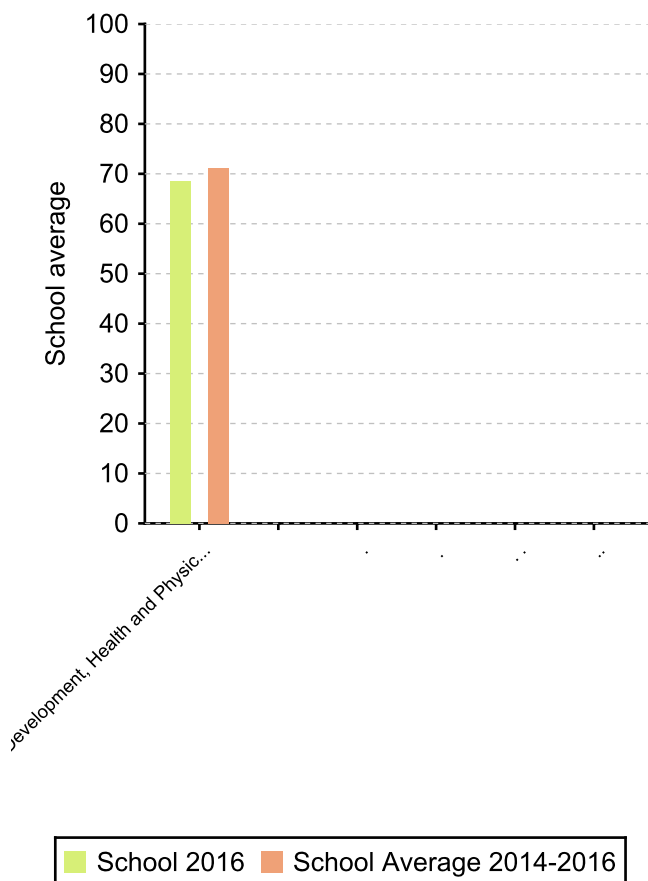
Of those students that completed the survey the following data was most evident –

THS students generally have a strong sense of social belonging but seem less engaged at a whole school level. than state average. Attendance is just below state average, as is value in schooling in the junior years. This connection appears to slowly increase as students transition into senior schooling. Year 9 and 10 students seem the most disengaged with their schooling.

Students have commented that they are intellectually engaged at school in their classes but less institutionally so.

Data shows that there is a strong connection with disengagement and level of socioeconomic situation ie students from a higher socioeconomic background seem more engaged at school in most areas. Although year 7 students appear to be very much less affected by socio economic background, this drops of as they progress into older year groups.

Parent/Caregiver and Teacher surveys are unable to be commented upon due to little or no completion rate. Plans are currently under way to improve completion rates of these two areas. 2015 rates of completion were substantially higher in both categories.



An analysis of trend data sourced from the NESA Results Analysis Package (RAP) provides evidence that the average mean score for all HSC courses commenced improving in 2014 and has continued through to 2016. However, Z-Score data still reveals a declining trend although there is evidence of a slow-down in this trend. Overall, whilst there are signs of improvement, it is clear that a much more comprehensive effort is required across all courses to improve overall student performance.

The Study Support program commenced in 2016 should demonstrate a positive effect on results in the 2017 HSC results. An evaluation of the use and effect of the ALARM concept is planned for 2017 with a view to re-generating its implementation to strengthen the positive effect possible with this program.