

Toormina High School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Toormina 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.

Mr Paul Humphrey

Principal

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Message from the Principal

2016 was an exciting year of change and improvement at Toormina High School. Dr Joanne Bellette continued as the relieving principal, leading the implementation of key reforms through the schools planning tool, allowing increased flexibility to meet the needs of our students. Toormina High School commenced a shift in its teaching strategies, introducing Project Based Learning (PBL) for the first time. Students in Year 8 English, Science, Technology and Applied Studies (TAS) and the Support Unit engaged in the development of group projects focused on a particular problem or topic. Students at the completion of the projects presented their work to parents and the community. Our students learning beyond the classroom was supported through an after-hours Homework Centre, staffed by qualified teachers; CREST Senior Mentoring Program; an in-school Tutoring Program as well as ongoing Music Tuition in conjunction with the Coffs Harbour Conservatorium of Music. The Creative and Performing Arts (CAPA) Faculty held several art exhibitions and showcases throughout the year.

A very successful musicale was held involving students from Toormina High School, and our Partner Primary Schools. The musicale was clearly the highlight of the performing arts calendar, involving dancers, singers, instrumentalists, gymnasts, jugglers and a full community team behind the scenes. Our school debating teams performed exceptionally well in the Premiers Debating Competition with our Year 9 debaters finishing in the top 4 teams in the State after a narrow defeat in Sydney against Sydney Girls High School in the semi-final. Students achieved success representing Toormina High School in: the Yellow Door Art Exhibition, picking up first place in the junior and third place in the senior sections of the competitions; two students were selected for the Secretary for a Day initiative; one of our Aboriginal students received a highly commended award as the 2016 Aboriginal Student of the Year.

Our Numeracy program continued to be implemented in Year 7 and 8 classes, strengthening the development of our student's basic numeracy skills. Our Marine Studies program continued to grow with students learning to snorkel and take amazing underwater photographs. Students in our Support Unit attended CHY FM and produced a radio podcast. The Support Unit also ran several very successful coffee shop days, providing students with the opportunity to develop real life skills in the food and retail industries. Our Boy's Outdoor Learning at Toormina (BOLT) program continued to strengthen. Students attended: a Writers Camp at Valla Beach; Regional Theatre Sports; Bricklaying Courses at TAFE; Drama Excursion to Onstage in Sydney; our female students had opportunities to experience a trade through the Girls in Trade Workshops; Electronics, Chemistry and Physics students travelled to Sydney for an excursion, our School Captains had afternoon tea at Government House; Year 11 Hospitality students ran a Monday morning coffee shop and catered for the TAS Collegial Day; and Year 10 and 11 students went to Sydney to experience Sculptures by the Sea, the Frida Kahlo Exhibition and Aladdin.

Our school community proudly supported a range of community based activities, local and national charities including: the Kokoda Challenge; Relay for Life; Shave for a Cure; Dragonboat Racing; donating blood; the Heart Foundation; Jeans for Jeans; Cystic Fibrosis and the Shelterbox project. The Support Unit liaised with the Variety Club and ordered a school bus to allow greater Community Access. A garage was also constructed to store the bus securely when not in

use.

Penny Grace, our Gumbaynggirr teacher received a Nanga Mai Award from Aboriginal Education and Community Engagement and the Education Department recognising her outstanding leadership in Aboriginal Languages. She also received a NAIDOC Award from Coffs Harbour City Council & the Yandarra Aboriginal Consultative Committee for services to the community through education. Bronte Kedraika and Janene Parbery received certificates from the Department of Education recognising their 40 years of service to education in NSW Public Schools.

The school Swimming Carnival and Athletics Carnival were both won by Nannygai in 2016. At the end of the year we said goodbye to Dr Joanne Bellette who was promoted to Principal of Corowa High School and Cheryl Ward who retired after 16 years at Toormina High School.

Message from the school community

Toormina High School Parents and Citizens (P&C) committee had a very productive and successful 2016. Our parent participation numbers were well up from 2015. Our fundraising efforts also saw an increase in our abilities to support the school in several areas. With the number of parents that were coming to meetings during 2015 very low, we placed an item for the school newsletter advising of the very real possibility of us not being a viable P&C committee. The response to this was instant and very positive. We now have a very committed group of parents working well as the P&C.

We also know that our parents can and will commit to projects we undertake. P&C fundraising efforts during 2016 included a major raffle of a Thermomix. We also did the catering for the Bongil Bongil Schools "Musicale". The Musicale ran for 4 nights and P&C, with the help of our Canteen manager, catered for pre-show snacks and intermission soup, cakes & slices, hot and cold drinks. We asked for and received lots of parental helpers for this event. A surf board was kindly donated to us to raffle which was also very successful. Due to these successes P&C provided the funds for 1 bus for the rewards excursion that is held mid year. We continue to provide financial support to any child representing Toormina High School either academically or on the sports field. I see that 2017 will continue with the same positive outcomes as 2016.

Mrs Michelle Bake , P&C President

School background

School vision statement

At Toormina High School we aim to use all of our resources to support the intellectual, social, physical and moral growth of our students as they develop towards becoming responsible adults. Community service and personal growth are encapsulated in our motto "Creating the Future". Our senior students benefit from unique, flexible Higher School Certificate pathways with wide subject choice and our school boasts exceptional student leadership and engagement programs that focus on building confidence, resilience and success.

Our professional, university-educated teachers encourage students to develop a love of learning and a desire to succeed. They maintain the highest integrity and concern for each child's wellbeing.

At Toormina High School our students, staff and parents are proud to be part of a strong, sharing community that is dedicated to our goal of creating successful learners, leaders and a community that is inclusive, informed and engaged.

School context

Toormina High School is situated on the mid-north coast of New South Wales, eight kilometres south of Coffs Harbour. It is a comprehensive co-educational high school with a Learning Support faculty. Our school enjoys a beautiful environment and excellent facilities and has a fine reputation within the local and wider community.

Over the past 5 years the student population of Toormina High School has declined from 946 in 2009 to 718 in 2016. This decline is mainly due to ongoing demographic changes in the community with fewer young people. The school serves a diverse community with an ICSEA (Index of Community Socio-Economic Advantage) of 923 in comparison to the national average of 1000. Of our students, 17% are Aboriginal or Torres Strait Islander and 6% are from a language background other than English.

The school has an average student attendance rate of 88%, students wear full school uniform and the culture of the school is viewed as a very positive place to learn and work. The Parents and Citizens Association works closely with the Principal to determine the strategic directions of the school and support the school in many ways, including purchasing resources, providing advice on school programs and structures, initiating community activities to increase parental involvement and actively participating in the selection of staff.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

Summary of school's progress in the Learning Domain

In the Learning Domain our school plan reflects our ongoing focus on developing a strong learning culture supported by a comprehensive and effective wellbeing platform, providing a comprehensive and relevant curriculum supported by assessment and reporting strategies that give clear improvements in student outcomes. Overall on balance, we believe that we are currently performing in the Sustaining and Growing stage of the Learning Domain in the School Excellence Framework.

In the areas of Learning Culture, Wellbeing and Curriculum and Learning we believe that on balance we are in the Sustaining and Growing stage of the Learning Domain in the School Excellence Framework. In the area of Student Performance Measures on balance we believe we are in the Working Towards stage of the Learning Domain in the School Excellence Framework. In the area of Assessment and Reporting on balance we believe we are in the Developing stage of the Learning Domain in the School Excellence Framework.

A key milestone in our School Plan identified the need to strengthen Literacy outcomes for identified students. An Intensive Literacy Project was established and continued to deliver higher than expected growth on internal school

performance measures in 2016. Our Senior Mentor Project, CREST, established in 2015 continued with mixed outcomes and will be reviewed in 2017.

Summary of school's progress in the Teaching Domain

In the Teaching Domain our school plan reflects our ongoing focus on high quality collaborative practice through ongoing and targeted professional learning for teachers. Overall on balance, we believe that we are currently performing in the Sustaining and Growing stage of the Teaching Domain in the School Excellence Framework.

In the areas of Effective Classroom Practice, Collaborative Practice, Learning and Development, and Professional Standards we believe that on balance we are in the Sustaining and Growing stage of the Teaching Domain in the School Excellence Framework. In the area of Data Skill and Use on balance we believe we are in the Developing stage of the Teaching Domain in the School Excellence Framework. A key element of our School Plan has been the continued implementation of Project Based Learning into Stage 4 Curriculum requiring explicit systems for collaboration, classroom observation and feedback to be embedded resulting in school-wide improvement in teaching practice and student learning outcomes. Through cross-faculty collaboration, teacher knowledge and skills has improved resulting in the delivery of consistently high quality lessons to students. Supported through a 'Teacher Talk' mentoring project, student outcomes and achievement has improved on all school based measures.

Summary of school's progress in the Leading Domain

In the Leading Domain our school plan reflects our ongoing focus on developing strong staff and student leaders that are actively encouraged through solid planning, implementation and reporting and the provision of high quality resources. Overall on balance we believe that we are currently performing in the Sustaining and Growing stage of the Leading Domain in the School Excellence Framework.

In the areas of Leadership, School Planning, Implementation and Reporting and School Resources we believe that on balance we are in the Sustaining and Growing stage of the Leading Domain in the School Excellence Framework. In the area of Management Practices and Processes on balance we believe we are in the Developing stage of the Learning Domain in the School Excellence Framework.

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.

Future Directions

With this being the second year of our three year school plan I am pleased with the progress the staff, students and community of Toormina High School have made towards our milestones and our three strategic directions. In the coming years we will continue to work towards achieving excellence. Areas we have identified for further development include the broadening of our collaborative practices through Project Based Learning and Science, Technology, Engineering and Mathematics (STEM) to eventually encompass all Key Learning Area's (KLA's); the further development of our future staff leaders; the development of Toormina High School as a Positive Behaviour for Learning/Success school; the amplification of our connections with our school community in our Alternative Education Programs to meet the needs of our students; and, the ongoing work to improve student learning outcomes through CREST Senior Mentoring and the Intensive Literacy and Numeracy Projects.

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

Creating Our Future Learners

Purpose

We will foster successful, independent learners who are ethical and active global citizens.

Schools Excellence Framework

Learning Elements: [Learning Culture] Our school culture will demonstrate the building of educational aspiration and ongoing performance improvement across its community. Students will take responsibility for their ongoing learning.

There are four key elements to this strategic direction:

1. the establishment of Project Based Learning in Year 8;
2. the identification and implementation of alternate education pathways for our students;
3. the promotion of teacher quality and development; and
4. a focus on supporting student learning.

Together these elements ensure that we are dedicated to fostering successful, independent learners who are ethical and active global citizens.

Overall summary of progress

In our strategic direction, Creating Our Future Learners, we are focused on improving teaching and learning outcomes for both students and staff. In 2016, we have made great progress toward achieving our goals. We consolidated initiatives commenced in the 2015 – 2017 school plan including: Project Based Learning; CREST senior mentoring; the Intensive Literacy project; the After-hours Homework Centre; the Teacher Talk program; staff induction for early career teachers; professional development plans for all staff; and a variety of alternate education pathways for our students.

A brief outline of the impact that some of these initiatives have had includes:

- The participation of students in Years 9 and 10 in alternate education programs resulting in an improvement of 12% on average in attendance rates of the students involved in the program.
- The ongoing support of the Intensive Literacy Project in 2016 with an average improvement in student reading age of 1.9 years.
- 100% participation of staff in the creation of professional development plans and lesson observations.
- All Year 8 students completed and showcased a project in Science, English and Technology and Applied Studies as part of the Project Based Learning initiative.
- Continued support for the After-Hours Homework Centre, staffed by qualified teaching staff.
- The continuation of the CREST mentoring program supporting our senior students.
- The presentation of a Musicale involving Toormina High School students and students from our Partner Primary schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Introduction of Project Based Learning.	English and Science in their second year of PBL present their completed projects to the school community. Both TAS and the Support Unit completed and presented their projects to parents and the school community.	\$42000.00
Identification and implementation of alternate education pathways.	Links to Learning lost funding from the Federal Government at the end of 2016 and ceased to exist at the end of the year. The program was however very successful in supporting our female at risk students.	\$78500.00

Progress towards achieving improvement measures

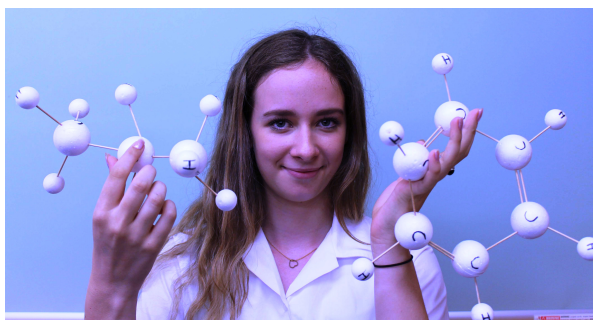
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Identification and implementation of alternate education pathways.	The Boys Program was evaluated and continues to run with the view of expanding the program to include female students and student leaders.	
Promotion of teacher quality and development.	<p>The accreditation team collaboratively reviewed the applications and made recommendations to support stronger NSECT applications for submission to NESA (BOSTES) throughout the year.</p> <p>The PDP and teacher observation processes were strengthened through the use of appropriate school based resources and tools that engaged teachers in reflection of professional practice.</p>	\$47200.00
<p>A focus on supporting student learning outcomes through the implementation of:</p> <ol style="list-style-type: none"> 1. Senior Mentoring Program 2. Intensive Literacy Program 3. Numeracy Project 4. After-hours Homework Centre 	<p>The CREST Senior Mentoring Program continued to support students with over 30 students in year 12 gaining some additional support from the HT Teaching and Learning throughout the year.</p> <p>The Numeracy project started to demonstrate some interesting positive growth as indicated in our NAPLAN results in Year 7.</p> <p>The After-Hours Homework Centre provided weekly assistance with assessment tasks for students in all year cohorts.</p>	\$162268.00

Next Steps

In 2017 we anticipate consolidating our goals. We will see increased access for student to Project Based Learning activities and the introduction of Science, Technology, Engineering and Mathematics to the curriculum in stage 4 through the Science, Technology and Applied Studies (TAS) and Mathematics Faculties. The CREST senior mentoring program will continue to grow, assisting students to achieve high quality results. The Intensive Literacy Project and Numeracy programs will be strengthened with additional SLSO time provided to the Numeracy program and data collected on expanding our literacy programs across the school. The After-Hours Homework Centre initiative will be expanded to provide HSC preparation tuition for students before or after school as well as a comprehensive holiday tuition program in terms 2 and 3.

We will commence the introduction of Positive Education into the Toormina High School with the establishment of Positive Behaviour for Learning/Success (PBS), a program to bring about whole school consistency through the explicit teaching of expectations to students.

Our support for teachers will focus on the development and refinement of high quality teaching practice through the development of comprehensive assessment rubrics, peer marking, professional observation of teaching practice and a focus on data informed practice.



Strategic Direction 2

Creating Our Future Leaders

Purpose

We will recognise and nurture our future leaders so that they might be courageous, inspiring and affect the learning outcomes of our students, staff and community.

Schools Excellence Framework

Leadership Elements: [Leadership] Our school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.

There are two key elements to this strategic direction:

1. the re-invigoration of our student leadership bodies (SRC and Prefects); and
2. improvements in identifying and supporting our staff leadership capacity.

Together these elements ensure that we recognise and nurture our future leaders so that they might be courageous, inspiring and affect the learning outcomes of our students, staff and community.

Overall summary of progress

In our strategic direction, Creating Our Future Leaders, we are focused on preparing and improving the leadership capacity of our staff and students to be leaders across our school community. Utilising Professional Learning funding, we engaged a part-time Head Teacher Instructional Leader to work with targeted staff in a program called Teacher Talk and to support teachers seeking accreditation at Highly Accomplished and Lead.

We made significant progress in 2016 towards meeting our goals in re-invigorating the Student Representative Council (SRC) and Prefect bodies ensuring strong community partnerships with our Partner Primary Schools.

A brief outline of the impact that some of these initiatives have had includes:

- The establishment of a Student Senior Executive Team.
- Ongoing leadership development training for SRC members.
- Continued review of staff PDPs.
- Support for staff to aspire to leadership positions identified in their PDPs.
- Provision of Professional Learning for school executive members focused on leadership skills development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Re-invigoration of our Student Representative Council and Prefect bodies so as to promote leadership and community engagement by our students.	<p>Student leadership and responsibilities became a key focus for improvement with the establishment of the Senior Leadership Team. This team has strengthened the work of the SRC, providing increased opportunity for students to develop and demonstrate leadership skills.</p> <p>The Principal's Breakfast provided tangible recognition for highly performing students identified through the school reporting process to be celebrated.</p>	\$12500.00
Identification and development of future staff leaders for the purpose of improving staff leadership capacity.	The Teacher Talk program continued to develop and provide professional leadership growth for New Scheme Teachers, teachers and Head Teachers involved in the program. Together with	\$52000.00

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Identification and development of future staff leaders for the purpose of improving staff leadership capacity.	comprehensive Professional Learning directed at identifying leadership skills, developing effective teacher PDPs, Toormina High School developed faculty leadership structures to support future leadership growth across the school.	

Next Steps

In 2017 we will continue to develop strong leadership opportunities for students and staff. Engaging staff in reflective practice to promote high quality professional practice from teachers through targeted professional learning will assist teachers to achieve aspirational career goals. With all non-teaching staff required to develop Professional Development Plans in 2017/18, professional learning opportunities will need to be provided for these staff to achieve their goals.

Student leadership in 2017 will focus on the implementation of Positive Behaviour for Learning/Success (PBS) and the 2018 – 2020 School Plan with student input essential for the success of both of these projects. Determining stronger roles for the Senior Leadership Team and the Student Representative Council will also be an important part of the 2017 School Plan.

Strategic Direction 3

Creating Our Future Community

Purpose

We will build an ethical and effective community with trust and inclusion at its heart. Our school will be a place of partnerships where students, staff and our community can dare to dream.

Schools Excellence Framework

Learning Elements: [Wellbeing] Our school has a strategic and planned approach to supporting the cognitive, emotional, social, physical and spiritual wellbeing of all students.

Teaching Elements:[Collaborative Practice] There are explicit systems for collaboration and feedback to sustain quality teaching practice.

There are two key elements to this strategic direction:

1. fostering school and community partnerships; and
2. building a collaborative community.

Together these elements address our goal to build an ethical and effective community with trust and inclusion at its heart. Our school will be a place of partnerships where students, staff and our community can dare to dream.

Overall summary of progress

In our strategic direction, Creating Our Future Community we worked collaboratively with our school community, fostering partnerships that supported the educational and wellbeing needs of our students. A significant highlight of 2016 was the Bongil Bongil Community of Schools (BBCoS) Musicale, involving students from Toormina High School, and our five Partner Primary Schools. The musicale demonstrated the strong connections enjoyed by the Bongil Bongil Community of Schools.

A brief outline of the impact that some of these initiatives have had includes:

- Development of strong leadership skills through the performing arts as part of the musicale.
- Continued strengthening of language and culture acquisition through the teaching of Gumbaynggirr to Year 7 students.
- Partnerships with Coffs Harbour Conservatorium of Music supporting our musically talented students.
- Improvements in our school website, Facebook page and Skool Bag application to keep parents informed about school activities and student achievements.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Fostering community partnership to support educational and transition programs within the school.	<p>Our links with the Bongil Bongil Community of Schools (BBCoS) was strengthened as a result of a superb Musicale. Held over several nights, students from Toormina High School and our Partner Primary Schools engaged in presenting a highly professional musical extravaganza. Student leadership and peer relationships were significantly enhanced as a result of the Musicale. A decision to run another Musicale in 2019 will be made in 2017/18.</p> <p>The partnership developed with the Coffs Harbour Conservatorium of Music allowed for our musically talented students to gain expert tuition as part of the After-Hours Homework Centre.</p>	\$48300.00

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Fostering community partnership to support educational and transition programs within the school.	The Boy's Outdoor Learning at Toormina (BOLT) program gave students an opportunity to challenge themselves and explore their potential while establishing strong teacher–student and peer relationships through adventurous outdoor learning. This will be strengthened in 2017 with the establishment of a girls program and a leadership program in outdoor education.	
Building and extending community partnerships with the local Aboriginal community and additional stakeholders such as the AECG and Language Nest.	The ongoing development of Gumbaynggir Language as part of the school curriculum continued to thrive in 2016. Penny Grace, our Languages Teacher, received two awards recognising her contributions to Aboriginal Languages. Several Aboriginal students attended AIME sessions with two students being selected to attend University for a week.	\$11400.00
Staff within the school community, and across communities of schools, will participate in collaborative practices to improve teaching and learning.	As a result of ongoing Professional Learning and the implementation of lesson observations, all teachers developed comprehensive Professional Development Plans providing direction for future development. These plans also assisted in identifying required PL for staff to assist teachers to achieve their personal and professional goals. Faculty second in–charge teachers were identified and supported as part of this process.	\$64900.00

Next Steps

Our goals in 2017 are to expand on the partnerships made with the BBCoS Primary Schools providing opportunities for shared leadership roles and combined school activities. Activities such as NAIDOC Day celebrations, leadership development programs, mentoring and sporting programs will strengthen these partnerships and prepare all schools for the development of the 2018 – 2020 School Plan.

Ongoing support for student learning will include: expansion of the homework centre to include targeted HSC tutoring before and after school; holiday tutoring for HSC students and a revamp of the existing homework centre to encourage more students to attend.

We will continue to increase our social media presence while educating our students to use social media appropriately. The BOLT program will be expanded to include at risk female students as well as strengthening leadership skills of identified school leaders.



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	364	384	358	363
Girls	360	353	337	345

Student enrollments over the past four years have remained relatively stable at around 700 – 720 students with slightly more boys than girls.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.6	91.8	90.7	91.5
8	89.6	89.9	87.7	89
9	87.4	85.3	89.5	87.8
10	86.4	84.2	85.7	84.6
11	89.2	91.2	89.7	91.3
12	95.2	90.9	92.6	91
All Years	89.4	88.5	88.9	89
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

Student attendance is a major focus at Toormina High School resulting in a slight improvement since 2014. Overall, Toormina High School is closing the gap and is now 0.7% below state average with several attendance improvement measures in place that identify and support students at risk to rectify problem attendance early. These strategies include weekly reviews by the Deputy Principals (DPs), working closely with the Home School Liaison Officer (HSLO) and the School Liaison Police officer (SLP), Aboriginal School Liaison Officer (ASLO), as well as engaging our Aboriginal Education Officer to make regular contact with parents.

The Year 11 and 12 student cohorts were above State cohort averages in 2016 with Year 11 cohort average above State cohort averages over the past four years.

Retention Year 10 to Year 12

Year 10

From the 148 students who enrolled in Year 10 in 2016; 134 students completed the year at Toormina High School, while 14 students withdrew to take up full-time work as apprentices or trainees. From the remaining cohort 90% of those who completed the year returned to school, with a small percentage taking up apprenticeships, full-time work or full-time courses.

Year 11

From the 120 students who commenced Year 11 in 2016 approximately 14% moved to another school through the course of the year and 19% left school during the year to undertake full-time work, further training at TAFE or to seek employment as they had turned 17 years of age. We had 9 new enrollments enter Year 11 throughout the year. From the original 2015 Year 10 cohort, who completed Stage 5, 49% have progressed to the Higher School Certificate (HSC) course.

Year 12

Of the 108 students who commenced their HSC in 2016, 62% completed their HSC at the end of 2016. Those students who left did so in order to seek or accept full time employment, undertake full time traineeships and (TAFE) courses or explore alternate pathways. Approximately 30% of students who completed their HSC have continued on to higher education at University or TAFE. Early indications show that approximately 43% have gained full or part time employment. Most students who applied for Early Entry into Universities were successful.

Robyn West – Transition Team Leader

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	4	4
Employment	6	9	43
TAFE entry	0	6	12
University Entry	0	0	18
Other	0	0	9
Unknown	0	3	13

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	19

Professional learning and teacher accreditation

The Staff at Toormina High School have utilised all allocated Professional Learning funds over the past 12 months. Funding has been spread over all faculties with most applications for Professional Learning being approved. Teachers have aligned the training with aspects of their Professional Development Plans (PDP's), School Plans, BOSTES curriculum changes and Education Department requirements. The fundamental premise behind Toormina High School Professional Learning support is to contribute to the professional growth each teacher while meeting the needs of the school and community.

Throughout 2016, our teachers attended 206 days of Professional Learning. Professional Learning undertaken by staff included:

- Aspiring Leaders Workshops;
- Connected Learning Network Conferences;
- Annual Subject Based Conferences;
- Faculty Based Programming Days;
- Project Based Learning;
- Teacher Talk Program; and
- Principal and Deputy Principal Conferences.

Professional Learning directly relates to the School Plan addressing all staff within the school. Professional Learning is currently coordinated by the Deputy Principal, Head Teacher Administration and School Administration Manager, who form the PL Committee which meets on a Monday to approve and allocate resources.

Programs incorporated into the school as a result of our ongoing commitment to improving teacher quality professional practice include:

- Teacher Talk – a major contribution to new scheme teachers gaining accreditation;
- Science, Technology, Engineering and Mathematics (STEM) incorporated into the Technology and Applied Studies, Science and Mathematics faculties in 2016; and
- Project Based Learning across KLA's throughout 2016 coordinated by the Head Teacher Teaching and Learning.

These are just some of the many programs undertaken by staff to improve professional practice and more thoroughly engage students in high quality learning.

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

Financial information

Year 12 students undertaking vocational or trade training

Of the 67 students in the Year 12 cohort who completed the year, 25 undertook vocational or trade training at TAFE. Of these, 10 were engaged in School Based Traineeships (SBTs). A further 11 students vocational training in hospitality and primary industries at school.

Robyn West – Transition Team Leader

Year 12 students attaining HSC or equivalent vocational education qualification

Of the 67 students in Year 12 who completed the year, 45 students successfully achieved their Higher School Certificate (HSC). The other 22 students received a Record of School Achievement (RoSA). Many of the 22 students who achieved a RoSA successfully completed Vocational Education and Training (VET) qualifications through school or Technical and Further Education (TAFE) courses.

Robyn West – Transition Team Leader

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	37
Learning and Support Teacher(s)	2.2
Teacher Librarian	1
Teacher of ESL	1.8
School Counsellor	1
School Administration & Support Staff	16.28
Other Positions	4.3

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Approximately 6% of staff at Toormina High School are of Indigenous extraction.

Teacher qualifications

All teaching staff meet the professional requirements

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Funding Support:

Funding Support 2016 was primarily used to employ School Learning Support Officers (SLSOs) to:

- assist teachers in-class to optimise the academic engagement of targeted students;
- implement programs for individual students, working with a teacher in a small group setting, while they gained the skills necessary to re-engage with the class program;
- implement programs for small groups of students, as directed by the teacher; and
- support students experiencing social or behavioural difficulties across the school environment, by modelling successful playground behaviours, getting to class on time and interacting with others.

Strategic Assistance Program:

Strategic Assistance program funding was used for students with disabilities in support classes to achieve learning outcomes within regular education and community settings.

Low Socio Economic Background:

Support of low SES students included the provision of:

- technology across the school; and
- the employment of two additional Head Teachers and SASS staff including a Community Liaison Officer to further support the learning needs of Low Socio Economic students.

Other programs included:

- purchase of instruments to form a school band;
- purchase of class sets of laptops;
- community of Schools Musicale teacher relief;
- supporting students to purchase the school uniform;
- purchase of teaching resources; and
- transition Year 6–7 included a number of Transitions activities in 2016 in order to create a smooth transition for our students as they enter High school.

Additionally, a deposit has also been provided to the Variety Club of NSW for the purchase of a school bus. Funds have also been committed to the construction of new shed to store the bus when not in use.

Aboriginal Resource Allocation Model:

Aboriginal Resource Allocation funds were used to employ the school Aboriginal Education Officer and staff to improve the literacy and numeracy of Aboriginal students across all grades. A Boys Outdoor Learning

Program (BOLT Program) which focused on improving student engagement was implemented.

Out of Home Care Program:

Out of Home Care funding was used to assist students with identified needs who are living in 'out of home' situations.

Support Equipment:

Support Equipment funding funded a number of different aids. These included:

- adjustable writing slope; and
- an adjustable chair with foot plate, castors and a pelvic strap.

Support Classes:

These funds were used to buy non-consumable teaching resources to enable students to more readily meet the identified syllabus outcomes in the Personal Learning Plans and Individual Transition Plans.

Computer Co-ordinator Allowance:

These funds are primarily used to relieve a School Administrative and Support Staff (SASS) member who acts as the school's Computer Coordinator. It is also used to purchase consumables for all computer labs across the school as well as software licences and maintenance of the school's network.

Professional Learning:

These funds are used to support teacher training in the areas of:

- use of technology in the classroom;
- literacy and numeracy;
- quality teaching; and
- welfare and career development.

Remaining funds have been committed to teacher relief. In 2016 funds have been also used for SASS including School Learning and Support Officers (SLSO) training courses.

Beginning Teacher Scheme:

These funds were received for New Scheme teachers. Funds were provided for a reduction in face-to-face teaching load and to provide relief for beginning teacher professional learning days.

NAIDOC Funding:

These funds enabled Toormina High School to

celebrate NAIDOC day with a whole school assembly and for a community morning tea to be held. A variety of NAIDOC resources were purchased and a traditional smoking ceremony was held.

Norta Norta Program:

This funding was used to employ qualified tutors to work with targeted Indigenous students to enhance literacy and numeracy outcomes. Tutors worked with Year 11 and 12 students in their study periods and after school. Year 11 or 12 students were not withdrawn from class.

Tutors:

- liaised with the subject teacher and the Head Teachers English and Maths in the delivery of the tutoring;
- liaised with the student's parents to optimize the success of the tutor program; and
- also delivered the small group tutoring to some Year 8 and 10 students.

Indigenous tutors were employed where possible.

Support Garden Grant:

This funding from the NSW Environmental Trust was used for the establishment of a vegetable garden for the support students.

Income	\$
Balance brought forward	695 283.21
Global funds	821 401.08
Tied funds	1 049 597.69
School & community sources	248 406.15
Interest	17 752.57
Trust receipts	82 699.36
Canteen	0.00
Total income	2 915 140.06
Expenditure	
Teaching & learning	
Key learning areas	182 994.11
Excursions	118 775.57
Extracurricular dissections	51 489.94
Library	4 934.56
Training & development	85.46
Tied funds	946 512.29
Short term relief	133 611.03
Administration & office	140 146.16
School-operated canteen	0.00
Utilities	104 416.90
Maintenance	103 877.60
Trust accounts	99 534.04
Capital programs	108 349.05
Total expenditure	1 994 726.71
Balance carried forward	920 413.35

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.

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

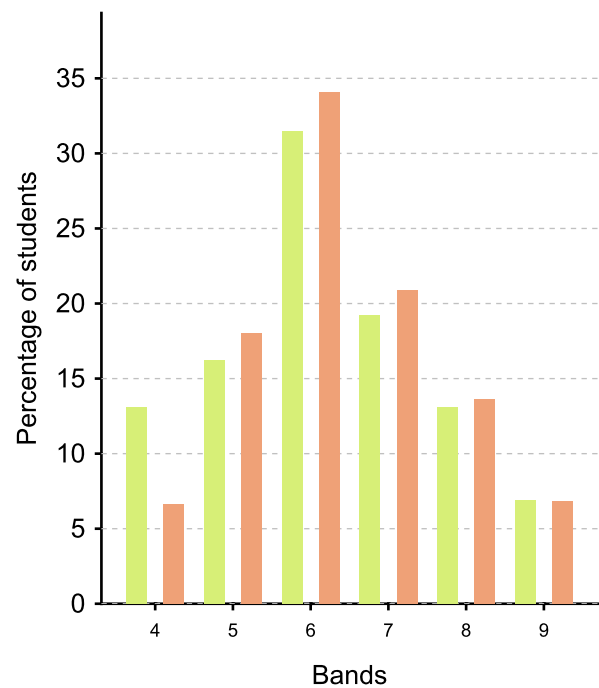
access the school data.

Our NAPLAN Literacy results show improvements in the higher bands on average over the last four years in Year 7 Grammar and Punctuation and Writing; and in Year 9 Spelling, Grammar and Punctuation. Overall, there has been a decrease on average over the past four years in the number of students achieving in the lowest bands in all of the Literacy based assessments in both Year 7 and 9 except in Year 7 Reading.

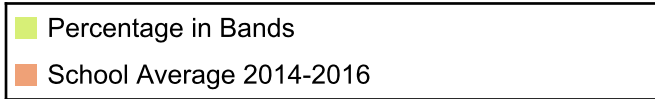
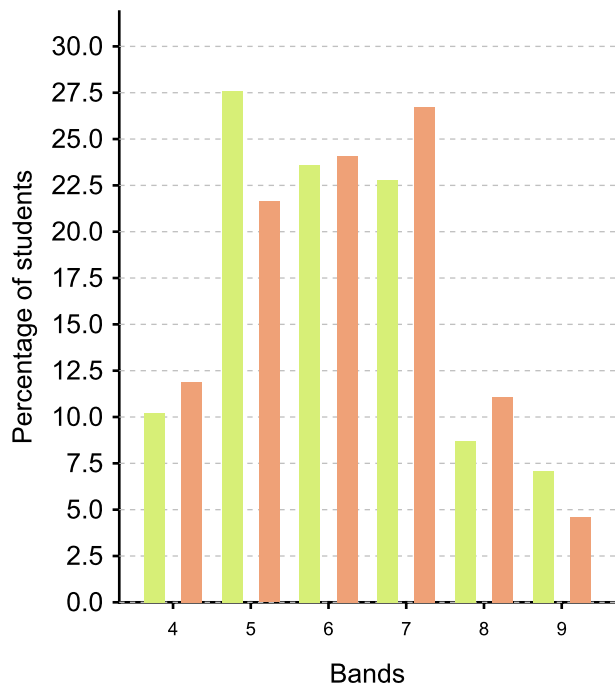
In accordance with the Premier's Priorities: Improving Education Results, schools are required to report their student performance for the top two bands in Literacy.

The percentage of Year 7 students in the top two bands has increased in Grammar and Punctuation and Writing, with Reading and Spelling remaining relatively the same as per previous years. The percentage of Year 9 students in the top two bands has increased slightly in Reading, with a slight reduction in the top two bands in Spelling, Writing and Grammar and Punctuation.

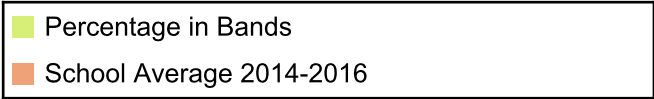
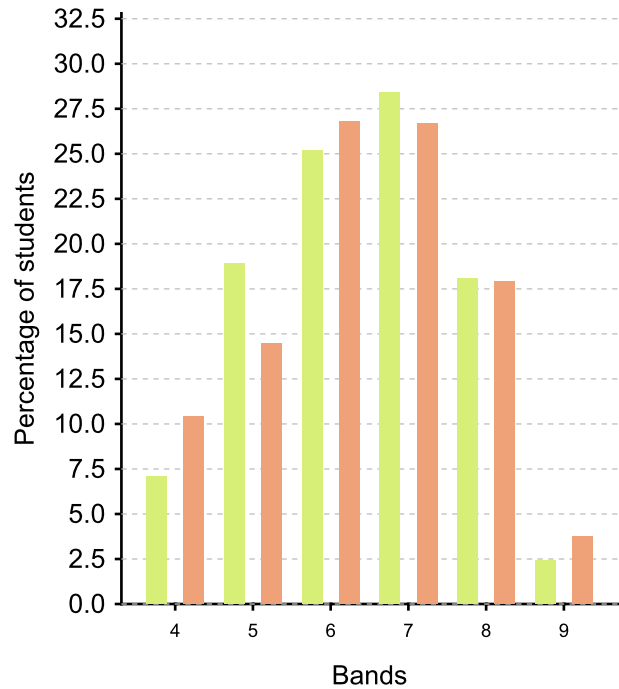
Percentage in bands:
Year 7 Reading



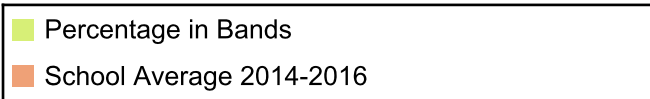
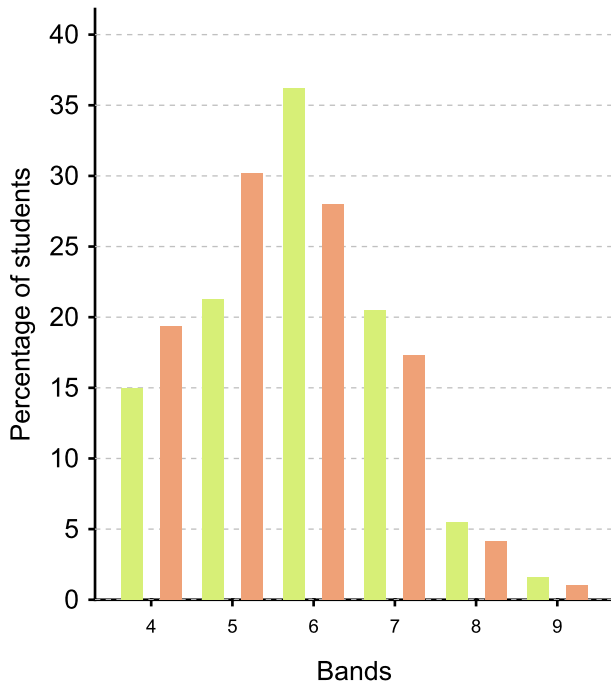
Percentage in bands:
Year 7 Grammar & Punctuation



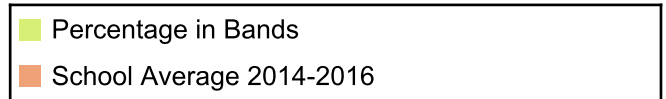
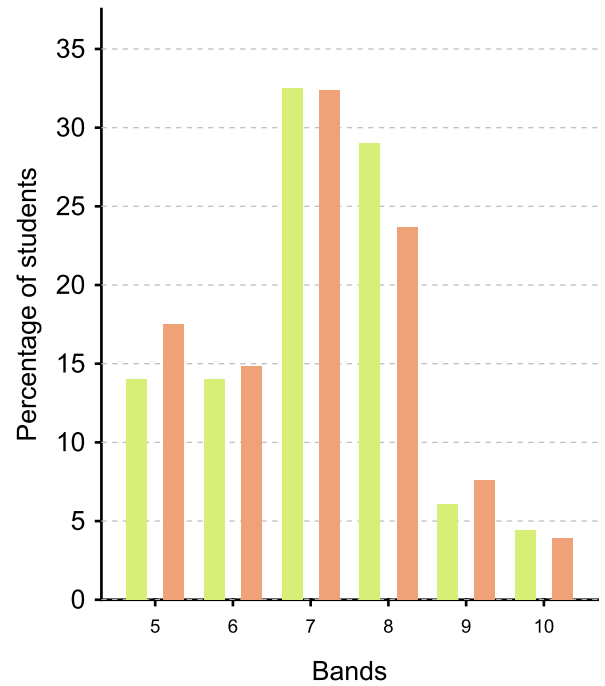
Percentage in bands:
Year 7 Spelling



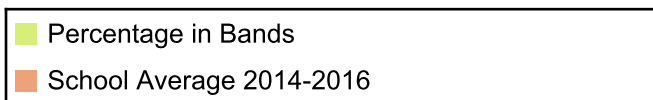
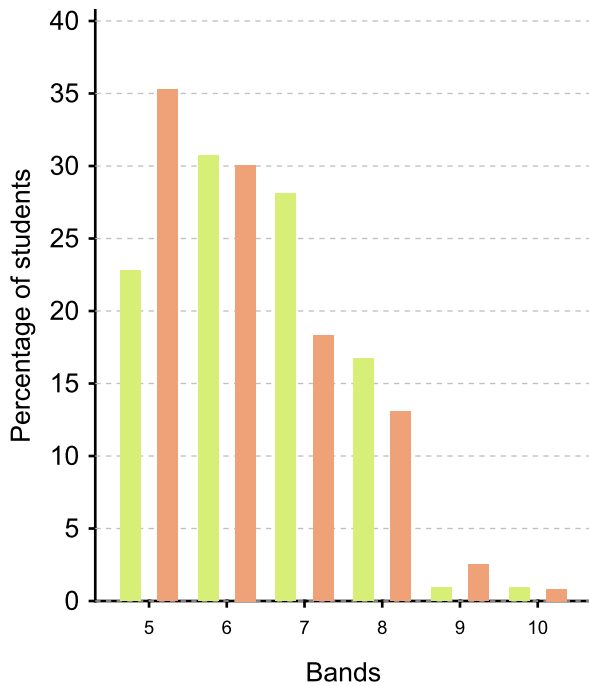
Percentage in bands:
Year 7 Writing



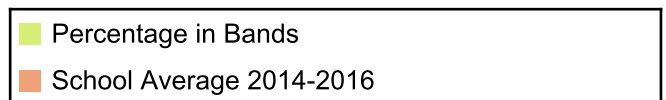
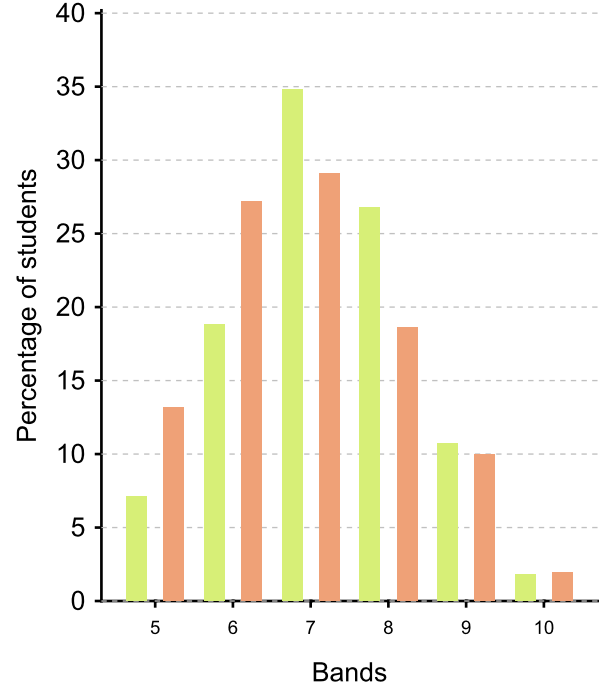
Percentage in bands:
Year 9 Spelling



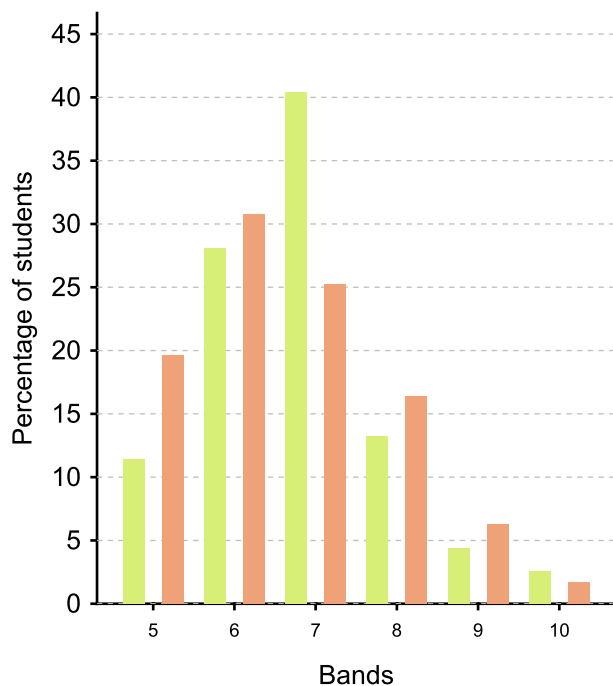
Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Reading



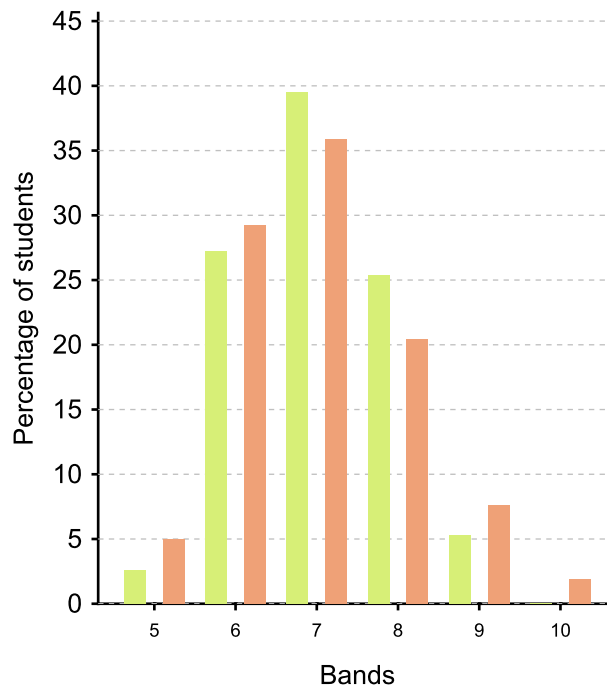
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2014-2016

Our NAPLAN Numeracy results show improvements in the higher bands on average over the last four years in Year 7 Numeracy with a decrease in the percentage of students achieving the middle three bands. Year 9 Numeracy data shows a positive movement on average of student results in the low and middle bands towards Band 8.

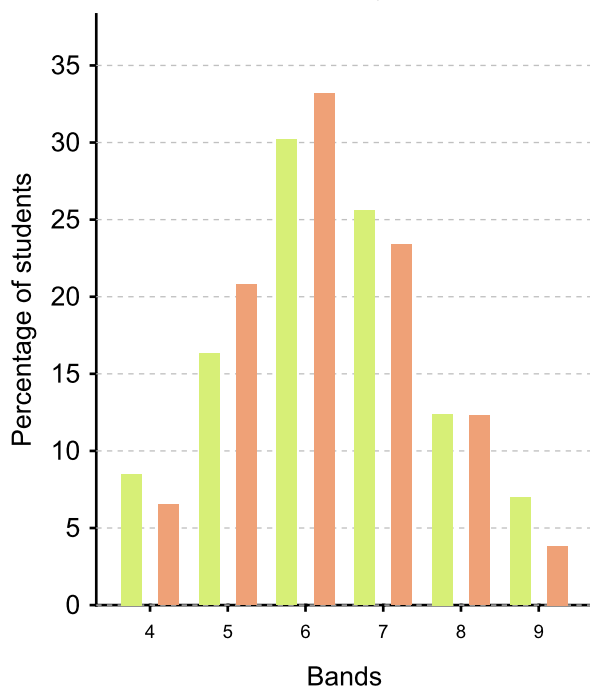
Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2014-2016

In accordance with the Premier's Priorities: Improving Education Results, schools are required to report their student performance for the top two bands in Numeracy. The percentage of Year 7 students in the top two bands in Numeracy has increased. In 2016 there was a reduction in the number of Year 9 students achieving in the top two bands for Numeracy.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

Another reporting requirement from the State Priorities: Better Services – Improving Aboriginal Education Outcomes is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands.

The percentage of Year 7 Aboriginal students at Toormina High School in the top two NAPLAN bands was 20% for Reading, 7.1% for Writing, 21.4% for Spelling, 7.1% for Grammar and Punctuation and 13.4% for Numeracy.

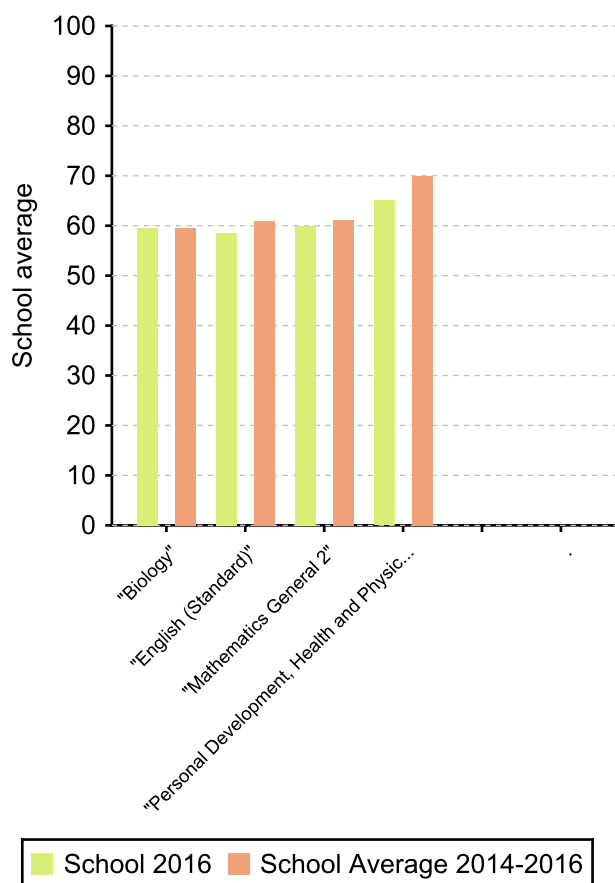
In 2016 at Toormina High School, the percentage of Year 9 Aboriginal students in the top two NAPLAN bands was 10.6% for Reading, 15.8% for Spelling, and 5.3% for Grammar and Punctuation. There were no Year 9 Aboriginal students in the two top NAPLAN bands for Writing and Numeracy.



Higher School Certificate (HSC)

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

Students studied a range of courses across the spectrum of curriculum including ATAR eligible and non-ATAR eligible subjects. Students also completed Vocational Education and Training courses at TAFE as well as School Based Traineeships (SBTs) as part of their studies. The achievements at Bands 5 and 6 are below previous years results.



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their

responses are presented below. Throughout 2016, the Tell Them From Me Survey was undertaken by students, staff and parents. The information gained from these surveys has influenced our ongoing planning for the future. The parents' feedback was positive in that they felt their children were very safe at Toormina High School and that they were welcomed when ever they came to the school. They liked the opportunity to discuss their child's progress in an informal setting yet were happy with the reporting process. They also appreciated the efforts of staff to encourage their children to complete Year 12. The parents indicated that they would like us to continue to improve our communication with them which is being addressed through our school strategic plan and the expansion of our communications strategies in 2016.

The staff at Toormina High School strongly felt that we are an inclusive school that encouraged collaboration and supported the strong push to create a culture of learning. There were opportunities to develop teaching strategies through a comprehensive approach to Teacher Professional Development. Areas identified by staff on which we as a school can aim at improvement is in the ongoing up-skilling of our teachers in the effective use of technology in their classroom.

We had 498 students complete the survey in 2016. The results indicated that they had developed positive relationships with others and valued the school outcomes expected for them and most felt that they behaved in a positive manner when at school. They also indicated that they would like to continue to see bullying addressed and that they would like classes with greater engagement and rigour so that they may be better able to achieve the outcomes.



Policy requirements

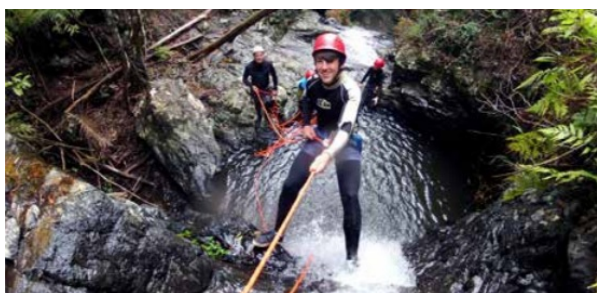
Aboriginal education

2016 was a very busy year for Toormina High School's Aboriginal Education committee. The highlight of the year was Penny Grace, our Gumbaynggirr languages teacher receiving a Nanga Mai Award recognising her outstanding leadership in Aboriginal Languages and a NAIDOC Award for Services to the Community Through Education. There are a number of highlights throughout the year including:

- a large number of Aboriginal and Torres Strait Islander students were selected in school, regional and state sporting teams;
- several students embraced the opportunity to

participate in Winter, Summer and ASSETS schools at several universities in Sydney and Newcastle;

- a number of students were nominated for the North Coast Aboriginal Education Awards with five students winning awards in leadership, sportsmanship, encouragement, and student participation;
- Toormina High School hosted several successful Aboriginal Education Consultative Group (AECG) meetings bringing school leaders across all education sectors together with representatives of our local Aboriginal Communities;
- several students were selected for School Based Traineeships;
- a girls Aboriginal Dance group was established as part of the school sport program;
- "Closing the Gap" activities were run with Year 7 focusing on Literacy and Numeracy skills;
- we celebrated Harmony Day with the theme of "Our Diversity is Our Strength";
- we again engaged our students in the AIME program;
- Clayton Donovan came to the school and cooked using indigenous ingredients making a spicy pumpkin soup with elders teaching students to cook fried scones on the hotplate;
- Jacob Roberts received a bravery award from the police after giving emergency first aid and ensuring the safety of all victims in an incident; and
- Toormina High School also hosted a number of successful 'Yarning On' morning tea events. These events provide Elders, parents, community members and staff with an opportunity to meet and discuss educational matters in a relaxed atmosphere.



Multicultural and anti-racism education

Toormina High School has a diverse student community, which includes students from refugee backgrounds, migrants and international students. Multiculturalism is addressed in all key learning areas (KLA's) with students being taught our school values through several school programs. One example of teaching students our Multicultural values is the Year 9 English unit, 'Telling Stories' where students interview other Toormina High School students and present their personal stories. This has become a celebration of the diversity of the various cultural backgrounds of our students. Culturally inclusive classrooms and positive teaching and learning programs allow all students to work towards an understanding of cultural diversity growing to become

well informed global citizens.

In 2016, a number of students of various multicultural backgrounds attended the Health Expo which was organised to coincide with our local Harmony Day and was a celebration of our community's diversity. This was a successful day with bonds being formed amongst the students who attended. An After-School Homework Centre caters to the needs of all students but is especially welcomed by students from non-English speaking backgrounds. Many of these students appreciate the extra personalised help with assessment tasks and assignments.

A Learn to Swim program for our English as an Additional Language or Dialect (EALD) students was particularly successful, especially for those students who had not been given the opportunity to learn to swim in their native countries prior to arriving in Australia. Some of our students followed up with their own swim training and have now become quite capable swimmers, while others have learnt to be able to get themselves safely to the side of a pool, or float, if they get into difficulty in water.

At Toormina High School we have a trained Anti-Racism Contact Officer (ARCO), Mrs Gaye Devoy, who supports students and community members with any issues they want to raise related to racism or discrimination in our school. Mrs Devoy reports matters relating to Racism to relevant Deputy Principal's and the Principal. Our ARCO works with our School Counsellors, Wellbeing Teachers and Head Teachers to support our students in and out of the classroom. In the 2016 there were only a small number of complaints received and all of those were able to be successfully resolved, to the complainant's satisfaction, by the ARCO without progressing further.

Gaye Devoy – Multicultural Education and Anti-racism Coordinator

Other school programs

Project Based Learning (PBL)

After reviewing Project Based Learning (PBL) in 2015, Toormina High School decided to expand our focus to include PBL in Year 7 as well as Year 8 in 2016. This allowed students to develop their skills in collaborative learning, Information and Communication Technology (ICT), creative and critical thinking over 2 years and across several Faculty areas.

Four faculties completed PBL projects during 2016. English revised and reused its "Genre" project with Year 8 in Term 2. Science created a new project for its Year 7 "Lost in Space" unit, which also ran in Term 2. Both faculties reported that the experience they had gained in 2015 had helped them improve both the pedagogy and outcomes for students in 2016. Leading up to Term 3, the Technology and Applied Studies (TAS) faculty and Support Faculty's mild intellectual

disability (IM) class planned a PBL project on re-designing our Library as a futures focused learning space.

Staff engaged in professional learning activities and some were part of the Teacher Talk Program, leading up to the project's implementation. All Year 8 completed this project and demonstrated that their understanding of the PBL process and their collaborative skills had grown across the 2 projects this year. The IM class (with students from Year 7 to Year 10) demonstrated that PBL can be an effective learning platform for all students.

We also fostered community connections and involvement through PBL with four writers from the Coffs Harbour Writer's actively involved during the English project as well as evaluating student presentations at the end of the project. A local Astronomer, an Architect and a Council Sustainability employee supported the Science project, and during the Library project we were supported by an Architect, a Furniture and Design company owner, the local Council and the Director of Schools during the research and design phase and as evaluators at the end of the project. Parents were encouraged to participate and to come to presentation days via our Newsletters, Facebook, Website and our Skoolbag app. A film was created via Filmpond which is now available on our School website.

Julie Roberts – Acting Head Teacher Teaching and Learning

Sport

This year Toormina High had a successful year on the sporting fields with both individual and team success. Alikkan Jerrard won his third consecutive High Jump silver medal at CHS Athletics and we had students representing the region in swimming, athletics, tennis, touch football and Australian Rules.

Toormina High also had a variety of teams perform well in their respective competitions throughout the year including the boys and girls Rugby League and touch football teams.

Congratulations to the following students who were selected on North Coast Regional Sporting Teams:

- Catarina Gordon – Swimming
- Sarah Bailey – Swimming
- Luke Field – Tennis
- Jesse Kirkman – Rugby Union
- Tristan Smith – Rugby Union
- Alex Pyke – Lawn Bowls
- Alikkan Jerrard – Athletics
- Ben Wainwright – Athletics
- Rhiannon Barlow – Athletics
- Shavannah Boota – Athletics
- Jade-Lee Brunton – Athletics
- Tahnee Fuller – Athletics
- Adam Rollans – Athletics
- Zac Paunovic – Australian Football

- Alex Pyke – Australian Football
- Tyler Eather – Rugby League
- Hunter Bake-Smith – Baseball
- Ellana Cheers-Flavell

Simon Bilsborough – Relieving Head Teacher PDHPE

Debating

2016 was a highly successful year in debating at Toormina High School. We entered five teams into the Premier's State Debating Competition, with 23 students representing the school across stages 4, 5 and 6. Three teachers were involved in the coaching of the five teams, Cherie O'Brian (Year 7 and 8), Sally Johnson (Year 9 and 12) and Matthew Gray (Year 10). We successfully won our zone competitions for stages 4 and 5 with a combined Year 7 and 8 team as well as the Year 9 team. We progressed through to the regional finals in both competitions. Adjudicators from across the region and from the NSW Arts Unit praised our student's abilities as they represented our school throughout the year.

Our combined Year 7 and 8 team made it through to the regional semi-finals, however, they were unsuccessful in their endeavours and were knocked out of the competition. Our Year 9 team, consisting of Ella Burgun (Year 9), Ryan Gilchrist (Year 8), Danielle Tate (Year 9) and Oriana Watts (Year 9) were invited to attend the regional debating camp, where they won the quarter-final, semi-final and grand-final to become the regional winners. From there, they flew to Sydney to compete in the State quarter-finals and were successful at defeating the selective school, Sefton High School. They then competed in the state semi-final in Sydney once again, but unfortunately they were unsuccessful in this debate against Sydney Girls High School. Our year 9 team should be proud of themselves for reaching the top 4 teams in the State.

At the regional debating camp, Oriana Watts was also selected as a member of the North Coast Regional Representative Team. She joined with four other students from four different schools to represent our region at the NSW Year 9 and 10 State Representative Debating Camp. It was noted that Oriana was the strongest member of the team and she was chosen to compete in all debates against the nine other representative teams from across the state. It is an honour to be selected for this team and Oriana proudly represented Toormina High School with great pride.

At the final awards ceremony, three Most Outstanding Debater awards were given in stages 4, 5 and 6. The following students received the awards:

- Ryan Gilchrist – Stage 4
- Oriana Watts – Stage 5
- Mitchell Biggin – Stage 6

The year 9 team were also recognised with a state representative school award for their efforts in finishing in the top 4 debating teams in the state in the Stage 5

division.

Sally Johnson – Debating Program Coordinator

Year 6 into Year 7 Transition

Beginning in term 4 2015 the Head Teacher Teaching and Learning coordinated the Year 6 into 7 Transition team streamlining and improving our Transition processes enabling smoother communication between ourselves and our Partner Primary Schools. During 2016 we surveyed students, staff and parents during different phases of the Transition process and used the data to change aspects of our Transition process. Highlights of the Year 6 into 7 Transition program include:

- developing a roles and responsibilities document for the Transition team and a term by term planning calendar;
- streamlined taster lessons where 2 Primary schools brought their students to Toormina High School to engage in a choice of three taster lessons. Primary schools reported that this structure provided easier organisation and less disruption to Year 6 classes than in previous years.
- Taster lessons ranged across 5 faculties and 8 subject areas; and
- a parent information evening was held allowing parents to tour the school and engage with several local organisations involved with the school.

Julie Roberts – Acting Head Teacher Teaching and Learning

Student Wellbeing

Toormina High School's Wellbeing Team has a core membership of a senior executive, six year advisers and their assistants and two school counsellors. The team is led by the Head Teacher Welfare who also coordinated the Learning Support Team which provided an holistic view of each student and whole school needs. The core team foster an active role by every staff member in their contribution and responsibility to student wellbeing.

The focus of Toormina High School's Wellbeing team is to be a proactive team who leads change within the school. The aim of this change is to create a school community empowered to support positive mental wellbeing in our young people through awareness, honesty and trust.

The team has spent many hours studying and reflecting on the research findings of the NSW Mental Health Commission for Children & Young People. In response to this research the Wellbeing team have formulated an Action Plan to ensure all facets of student wellbeing are addressed within the school community.

In 2016 an extensive range of targeted programs were

implemented to meet the needs of students at Toormina High School. This list includes but is not limited to the following programs:

- Transitioning to High School – a success for high school program for year 6 students moving into high school;
- Year 7 Bonding day – in early Term 1;
- mentoring lessons for year 7 and 8 students;
- Crossroads program for year 11 students;
- Spirit of Toormina Awards;
- positive postcards;
- School Liaison Police Program for Years 7 – 11;
- Year 9 Love Bites program;
- Rock and Water program for Year 8;
- combined Year 7 – 10 major excursion to the snow;
- Year 9 – 12 Wellbeing Seminar;
- Red 25 Club – Red Cross blood donations;
- ZONTA Young Woman of the Year Awards;
- LIONS Club Youth of the Year Awards;
- Year 10 and 12 Formals – celebrating milestones in student education;
- celebration of Harmony Day and LGBTI diversity with Wear it Purple Day
- standing behind the, "NO Way to Bullying" message with specific lessons delivered across all year cohorts; and
- student leadership– student executive and Student Representative Council (SRC).

2016 was a busy year with many successes for our students, providing a strong platform from which to launch more exciting programs that work towards inclusiveness and connectedness for our school community.

Susan Jordan – Relieving Head Teacher Wellbeing

CREST Senior Mentoring Program

This has been the second year of the CREST Senior Mentoring Program. Students from Year 11 and 12 have engaged in face to face, 1 to 1 or small group mentoring sessions during timetabled study periods. Mentoring is tailored to suit the learning needs of individual students and focuses on improving analytical and essay writing skills, study skills and time management.

Students joined the CREST Edmodo group where they are able to access resources, ask questions, upload drafts for feedback and receive online advice from the Head Teacher Teaching and Learning. During terms 3 and 4, CREST initiated a series of lunchtime workshops which were open to all Senior students. Each week explored a different topic – e.g. "Essay writing using TEEL paragraphs" or "Effective summarising and revision". These short courses allowed students who did not regularly engage in CREST to access resources and workshops to improve skills in the lead up to examinations and the Higher School Certificate.

Julie Roberts – Acting Head Teacher Teaching and Learning

Teacher Talk

The Teacher Talk Program provides information and practical classroom management strategies that are designed to reduce unproductive behaviour and increase student engagement. Participants are presented with opportunities to practice these skills in a forum that encourages reflection and discussion.

Expert in-class coaching follows each workshop.

Focus is on participants developing:

- an increased competence and confidence to support, engage and manage student misbehaviour;
- a common language to discuss misbehaviour and teaching practice;
- a shared set of beliefs about student misbehaviour;
- a collegiate culture that fosters a sense of belonging and inclusion supporting staff wellbeing;
- an increased repertoire of responses to address attention seeking misbehaviour including diffusing power struggles; and
- an awareness and comprehension of instructional skills.

During 2016:

- 10 teachers completed the foundation level program and 3 Head Teachers completed the Instructional Strategies for Engagement program. This equates to 236 hours of Quality Teaching Council (QTC) registered Teacher Professional Learning (TPL).
- 1 Head Teacher trained as Conference Accredited Teacher (coach).
- Overwhelming impact on teacher self-efficacy and positive self-reporting of teacher development.
- 20 lessons of observed effective classroom management strategies, 20 lessons observed instructional strategy use, 12 lessons of cooperative learning lessons.
- Head Teacher collaboration: conducted professional learning team round focused on Marzano's engagement strategies.
- 10 lessons of peer observation and sharing of practice — instructional strategies.
- Building a community of practice within and across schools.

Joanne Taylor – Acting Head Teacher