

Tamworth High School

Annual Report



2017



8139

Introduction

The Annual Report for **2017** 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 2017 Family Occupation and Education Index is 132 (stable) 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 30% 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

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 2016 to utilise a range of sources of evidence to develop the 2017 Self-Assessment Statement. For 2017, 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 2018 to assess school progress and level of achievement against each of the elements within the School Excellence Framework (Version 1).

Learning

For 2017, Tamworth High School focused upon consolidating many of the developments commenced during the first two years of the 2015–17 school plan, especially with regard to attendance and classroom management systems.

We achieved the following:

- Consolidation of the THS Partner School Program enhanced the Year 6–7 transition process and acted as a basis for middle school programs such as the Rich Task Days Year 7/8 students with year 5 & 6 students from a variety of Partner Schools.
- Further work was undertaken monitoring of the school's behaviour system allowed staff to work more cohesively.
- Attendance Monitoring Team continued to focus upon improving various aspects of student attendance with HSLO support. Key achievements 2015–17 include:
 - Overall attendance rate improved 2.2% (2014 – 80.9% to 2017 – 83.1%)
 - Aboriginal student attendance improved 6.9% (2014 – 71.8% to 2017 – 78.7%)
 - Unexplained absence rates fell by 12.8% (2015 – 51.1% to 2017 – 38.3%)
- The first full year of the Student Support Officer (SSO) position (made permanent 4 year appointed position 2016) was utilised to guide and consolidate a range of Student Wellbeing support programs thus sustaining the valuable student support and positive line of communication between students, parents and staff.
- Policy and procedures for Student leadership programs and merit programs were further refined (Prefects, SRC, Senior Mentors, Principal's Medal) were reviewed and updated and staff allocated to support and mentor students in becoming highly accomplished leaders of the school.
- Consolidation of SWT support programs allowed a variety of presentations and programs that provided students with positive and influential information and support

Teaching

Tamworth High School prioritised a number of key programs in this domain during 2017. We achieved the following:

- Tamworth High School executive continued the work commenced 2016 to develop a more targeted and consistent approach to whole school Classroom Management and Behaviour systems.
- The continued operation of the Year 11 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. Weekly Study Program implemented periods 5 & 6 for terms 1 – 3 (funded staffing (0.4).
- The 2017 phase of the curriculum review process included:
 - the full first year of operation of the revised faculty/curriculum supervision structures with the new HSIE, CaPA, faculties.
- A significant amount of time and effort was dedicated to consolidating an large number of staffing positions for 2017/18.
- Planning was also undertaken to formalise the Head Teacher Administration position for 2018
- A review of Stage 5 Elective curriculum led to the development and implementation of the Stage 5 Vertical Elective Structure for implementation in 2018.
- The 2017 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.
- 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 was further refined with the support of additional funding from DoE for Temporary First-Year teachers.
- A revised structure for the leadership of the Technology Team Leader saw the appointment of a Head Teacher and the beginning of recruitment of representatives from each faculty involved in the developing a more details technology support plan

Leading

Tamworth High School prioritised a the implementation of the revised planning system supervision and LMBR system during 2017. We achieved the following:

- Successful implementation of LMBR systems, with 'Go Live' achieved in October 2017.
- Revised model of Milestone planning and the establishment of the 'THS SharePoint' (cloud based file/resource sharing) facilitated a distributed leadership model by allowing project leaders to manage individual planning and reporting processes.
- Partner School Program continued to strengthen via further exploration of connections in the areas of professional learning, student leadership and curriculum initiatives.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

For 2017, Tamworth High School focused upon:

1. LMBR Implementation, aiming to:

- Implement the full suite of systems associated with LMBR
- Review all policies and procedures impacted by LMBR
- Prepare for and implement 'Third-Party Integration (3PI) to link SENTRAL to LMBR
- Intensive Professional Learning to support staff understanding and capabilities

2. Leadership Development via:

Implementing a revised model of Milestone planning and the establishment of the 'THS SharePoint' (cloud based file/resource sharing) facilitated a distributed leadership model by allowing project leaders to manage individual planning and reporting processes.

Continued delivery of a variety of professional Learning opportunities to support accreditation at higher levels (Highly Accomplished and Lead) and career development support (CV Preparation and interview Skills)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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)	SASS Attendance Officer \$49849 SMS Attendance Messaging Program via SENTRAL \$1441 SENTRAL System Fees \$4950 Attendance Monitoring Team (DP, SASS Attendance, HSLOs)	Attendance Monitoring Team continued to focus upon improving various aspects of student attendance with HSLO support. Key achievements 2015–17 include: <ul style="list-style-type: none">• Overall attendance rate improved 2.2% (2014 – 80.9% to 2017 – 83.1%)• Aboriginal student attendance improved 6.9% (2014 – 71.8% to 2017 – 78.7%)• Unexplained absence rates fell by 12.8% (2015 – 51.1% to 2017 – 38.3%)
Additional Engagement data measured via <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	SENTRAL Truancy Wizard \$395 SENTRAL Wellbeing data system (Behaviour and N-Determination)**	Implementation of Attendance and Truancy monitoring procedures and systems (SENTRAL Truancy Wizard)** Review of Wellbeing data to assess student engagement trends, as indicated by Behaviour incidents and N-Determination rates **

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Stage 5.		<p>Implementation of Attendance and Truancy monitoring procedures and systems (SENTRAL Truancy Wizard)**</p> <p>Review of Wellbeing data to assess student engagement trends, as indicated by Behaviour incidents and N-Determination rates **</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) 	<ul style="list-style-type: none"> • THS SharePoint site (DoE supported facility) • Teacher mentor program (Don Gardner) \$27390 • 'Becoming Accredited at Highly Accomplished or Lead Teacher' PL delivered by Nadene Kennedy (March 2017) \$3172 • Career Development PL sessions delivered by Steve Jones (Sept. and Dec 2017) to support staff aspiring for promotion. 	<p>The School Improvement Team conducted the School Self-Evaluation process and expanded range of staff directly involved in the evaluation process.</p> <p>The THS SharePoint site was implemented to facilitate and support a Distributed leadership model, generating leadership opportunities for executive and senior staff to more effectively collaborate and participate in the school planning process.</p> <p>The Tamworth High School Leadership Development Program continued with various professional Learning opportunities to support</p> <ul style="list-style-type: none"> • accreditation at higher levels (Highly Accomplished and Lead). • Career Development support (CV Preparation and Interview Skills)

Next Steps

For the 2018–20 Plan, the leadership development program will shift its focus to developing school capacity and capabilities in Instructional Leadership, thus aligning with DoE Strategic Directions and addressing an identified need of generating stronger focus upon Teaching and Learning at THS, lifting levels of student engagement in the process.

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

For 2017, Tamworth High School focused upon taking advantage of the introduction of the revised 6 period day structure to drive further curriculum reform in the Stage 5 curriculum via generation of greater flexibility and access to stage 5 elective curriculum and support resources via development of a vertical elective structure for years 9 & 10 (for implementation 2018).

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased rates of satisfaction measured via regular surveys <ul style="list-style-type: none"> • Staff (SchoolMap – 2013 >) • Student (TTFM – 2014 >) • Parent (TTFM – 2014) 	Casual relief to monitor and manage TTFM \$3000	Survey results reported elsewhere in this report The school is planning to revise survey strategies and systems to improve response rate and address identified areas for data collection.
Improved academic results – NAPLAN <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 	Casual relief to co-ordinate and manage Literacy/Numeracy programs (QuickSmart) and NAPLAN \$4000	Year 7 and 9 band performance in NAPLAN remains an arearequiring further attention. Although not reaching our target of the state growth rate, Year9 student growth data indicates that: <ul style="list-style-type: none"> • An average of 37% of students in Year 9 havedisplayed above expected growth across the 4 assessment areas • An average of 33% of students in Year 9 havedisplayed below expected growth across the 4 assessment areas • An average of 25% of students in Year 9 havedisplayed negative growth across the 4 areas assessed • Increased representation in the higher bands for Numeracy and some areas of literacy, especially reading. • Increased representation of Aboriginal students inhigher bands for Numeracy, writing and grammar and punctuation. • Notable is the Year 9 numeracy result with 63%of students above expected growth and Grammar and punctuation with 49% ofstudent above expected growth. Year 7 NAPLAN results indicate there is considerable roomfor growth: <ul style="list-style-type: none"> • An average of 35% of students in Year 7 havedisplayed above expected growth • An average of 35% of students in Year 7 havedisplayed below expected growth across the 4

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>assessment areas</p> <ul style="list-style-type: none"> An average of 26% of students in Year 7 have displayed negative growth across the 4 areas assessed Whilst numeracy results appear sound, Reading is a concern with 55% of students with below expected or negative growth in this area. <p>A total of 7.28% of students performed in the top two bands of NAPLAN across Year 7 and 9</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>Yr 11 study program developed and delivered.</p> <p>0.35 FTE teacher to provide 16 periods for Monday period 5/6 program \$36000</p>	<p>Continued improvement can be found in an analysis of the HSC results:</p> <ul style="list-style-type: none"> Band performance shows improvement with a 8.7% lift in Band 5 results, and several outstanding results in Ancient History, Mathematics and PDHPE in 2017 An increase of 48.2% lift in Band 4 results for Aboriginal students stemming from a large reduction in Band 3 and Band 1 results The average mean score for all HSC courses continues on the improvement trend initiated in 2014. PDPHPE and Mathematics showed positive value added data, CAPA continued a 3 year trend of improvement, HSIE and Science achieved a strong improvement, with English maintaining previous levels. This results in an overall positive trend in value added data. In a comparison between THS and SSSG and State, THS outperformed SSSG by 4% and were 6% behind the State average which was an improvement of 5%.
<p>Improved rates of assessment completion and compliance as measured by rates of warning notifications and N–Determination rates</p>	<p>Planning still underway</p>	<p>A consolidation of processes surround N determination was implemented in Stage 5 to better support the recording of student achievement in preparation for Stage 6 learning. This ensured best practice processes across all KLA, resulting in an improved capacity to support students in completion and compliance.</p> <p>A combination of the Year 11 Study Skills program and the provision of the Homework Hub have contributed to an increase in assessment completion and compliance with a reduction in both N warning notifications and N Determinations and an increase in resolution of those given.</p>

Next Steps

For the 2018–20 Plan, in conjunction with the intended focus upon developing school capacity and capabilities in

Instructional Leadership, three areas have been identified as being appropriate next steps:

1. Development of a staff skills and capabilities in data analysis and evaluative thinking
2. Specific processes focusing upon Teaching and Learning, i.e.
 - regenerating staff skills in utilizing the 'Quality Teaching Framework' to support improved classroom practice;
 - regenerating staff skills and understanding in the use of teaching scaffold concepts, i.e. ALARM (A Learning and Responding Matrix)
 - developing teacher capacity in the use of 'Assessment for Learning (AFL)

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

For 2017, Tamworth High School Student Wellbeing focused upon creating a successful learning environment that reflects DoE 'Wellbeing Framework for Schools'. The Student Wellbeing Program has played an integral role in driving improvements in school culture and climate. A comprehensive program for 2017 guided a broad range of activities aimed at initiating and sustaining improvements in areas such as student behaviour and academic engagement.

The Student Support Officer (SSO) played a key role in the delivery of this program, attending and communicating with all key stakeholders, including external agencies (Community Police, FACs, School Counsellor and Headspace etc. to support students at risk). A key role has been provision of support for students with issues involving responding to bullying, health and wellbeing matters.

A summary of the years achievements

- Homework Tutoring Centre successfully implemented and sustained with modest student attendance rates throughout the year.
- E/ALD teacher employed and successfully supported EAL/D students in mainstream classes.
- Wellbeing presentations have been successfully delivered throughout the year, supported via collaboration of other schools by building positive relationships and communication of schools throughout the district.
- A series of planned Student Wellbeing Presentations delivered
 - o ICE awareness program (Y7–10)
 - o Sense Ability Program – Targeted group
 - o Cyber–Bullying Awareness Program – School Police Liaison Officer and Tamworth 'Youthie', Yr7–Yr10 (Inclusive). Anti–Bullying education ongoing, and highlighted during the Annual National Day of Action against Bullying and Harassment, whole school involvement
 - o Pulse Program – Centacare (Self–esteem – Y8 girls)
 - o Allocated funds and registered for e–Smart program for 2018
 - o 'YES' (Youth education Support) program in partnership with TAFE, 40 students across years 9–10, enabling students confidence to engage outside the school environment and future career focus.
 - o Police Summit delivered by School Police Liaison Officers to a targeted group of students and parents of extremely high risks. 20 students
- The enhanced attendance monitoring program established regular meetings with HSLO, School Counsellor, Head Teacher Wellbeing and Deputy to process all attendance and learning engagement issues and leading to tighter monitoring of attendance issues. Attendance issues have been identified early and followed through via systems and procedures
- Revised structure of Alternate Curriculum Program (ACP) class (Year 9) for 2017
- Revised and enhance School Leadership Program
 - o Inaugural Leadership Day at Lake Keepit Sport and recreation centre involving SRC, Junior AECG and Senior Mentors.
 - o Support one student representative from Year 8 to Children's Week at Parliament House. Student addressed a topic to Parliament.
 - o Implement 'Youth at Risk Program' PCYC
 - o Implement a formalised process for the selection of the SRC
 - o Implement Senior Mentor Strength Base Program involving Year 11 and Year 12 students from the Support

Unit.

- Alternate educational training pathways in partnership with Careers Network, Tamworth Community College, Tamworth business houses and TAFE NSW.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff induction resources and associated program developed and implemented for <ul style="list-style-type: none"> • Permanent staff • Casual teachers 	SASS administrative support \$36790.00	2017 saw a consolidation of resources and programs through our induction program for Permanent staff and Casual teacher, including improved mapping of participation by HT Administration and SAM.
Enhanced Beginning Teacher program developed and implemented	Funding of additional staff to provide Beginning Teacher allowances for permanent and temporary teachers	The Tamworth High School beginning teachers program was able to support ** beginning teachers and ** mentors for 2017. 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.
Increased use of Academic Review strategy to detect student wellbeing issues impacting upon academic achievement	Not required in 2017	The Stage 6 (Year 11/12) Academic Review process has become a part of the routine evaluation of senior student performance. Further work is required to bring this process into Stage 5 (Year 9/10)
Improved levels of staff moral (Staff survey)	NA	A need to review the mechanisms or tools utilised to provide meaningful data re staff morale levels was Identified. This will be undertaken in the new planning cycle with a view to address any concerns identified
Reduced rates of unresolved student wellbeing issues and improved levels of positive behaviour (staff survey + SENTRAL data)	NA	<ul style="list-style-type: none"> • An increase of referral to THS Wellbeing team by all staff. • Exploration of SENTRAL Wellbeing and Profile functions to map student wellbeing issues. • Continued refinement of referral processes to ensure followup in a timely fashion.
Increased rates of use for student recognition system (SENTRAL data)	Student Recognition strategies – \$7116	Student recognition increased in 2017: <ul style="list-style-type: none"> • increase of 8% in the number of students achieving a GOLD awards through SENTRAL data allocation. • increase of 16% in the number of students achieving PLATINUM awards through SENTRAL data allocation
Increased levels of collaboration between student leadership groups	Student Leadership camps and supplementation – \$4553	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, a joint leadership day was held in early in 2017.

Next Steps

The next step in this are is to increased levels of student engagement. It is envisaged that this will be achieved inthe next school plan via:

- Strengthened Classroom Management Systems and Capabilities – Behaviour management systems reflect constructive student feedback and ownership of reflective processes in improving whole school culture for student wellbeing.
- Strengthened Behaviour & Classroom Management (BCM) implementation through explicit teaching of student expectations by all staff.
- Revised Targeted Curriculum Programs – Whole school review of curriculum delivery and structure supports a suite of targeted programs to suit a range of students' needs. Differentiated learning through targeted literacy and numeracy strategies supports increased attendance and student engagement.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Education Officer \$60000</p> <p>Aboriginal Education Workers (1) 0.4 FTE \$25000</p> <p>Aboriginal Education tutors (qualified x 2 part-time) \$85000</p> <p>RMLA Girls Academy – Year 1 – \$91250</p>	A comprehensive report on the achievements of the Aboriginal Education Program at Tamworth High School is available via the Aboriginal Education report in the last section of this document.
English language proficiency	EAL/D Teacher 0.2 (one day per week) \$20800	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 these students being well settled at school and improving their learning outcomes.
Low level adjustment for disability	<p>0.1 extra LaST \$10400</p> <p>3 part-time Student Learning Support Officer (SLSO) \$43533</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.
Socio-economic background	<p>Literacy/Numeracy – QuickSmart \$65404</p> <p>Communication & Engagement Officer (Full-time SAO) \$56000</p> <p>Technology Support Officer \$53500</p> <p>Technology PL \$5729</p> <p>ACP SLSO \$36600</p> <p>Additional SASS staff \$74116</p>	<p>Demonstrating the benefit of a well-established program and experienced staff, the QuickSmart Numeracy results continue to be outstanding, with most student growth rated as 'Strong' (0.4 – 0.6), 'very Strong' (0.6 – 0.8), or 'Substantial' (0.8+). Overall results for the program were as follows:</p> <ul style="list-style-type: none"> • Numeracy Response time – 0.86 • Numeracy Accuracy – 2.3 • Numeracy PAT Test – all students – 1.4 • Numeracy PAT Test – Indigenous students – 1.33 <p>QuickSmart Literacy results are regarded as reflecting substantial improvement for this group of students.</p> <ul style="list-style-type: none"> • Literacy PAT Vocabulary Test – all students – 0.651 • Literacy PAT Vocabulary Test – Indigenous students – 0.596 • Literacy PAT Comprehension Test – all students – 0.675 • Literacy PAT Comprehension Test – Indigenous students – 0.542 <p>Effect Size scores above 0.8 represent substantial improvement of the order of approximately two–three years' growth.</p> <p>The Communications and Engagement program focused upon consolidating the program initiated in 2016 and continued to be</p>

Socio-economic background	<p>Literacy/Numeracy – QuickSmart \$65404</p> <p>Communication & Engagement Officer (Full-time SAO) \$56000</p> <p>Technology Support Officer \$53500</p> <p>Technology PL \$5729</p> <p>ACP SLSO \$36600</p> <p>Additional SASS staff \$74116</p>	<p>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.</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>
Support for beginning teachers	<p>Funding of additional staff to provide Beginning Teacher allowances for permanent and temporary teachers. \$40477</p>	<p>The Tamworth High School beginning teacher program was able to successfully support 7 and 7 mentors for 2017. The program provided beginning teachers and mentors with extensive opportunities for professional growth and development through collegial support, reflective practice and collaborative learning. Participants become a constructive members of a learning community which encouraged professional growth through the merging of innovative educational practices with knowledge and insight. The program drew on research from NESA, AITSL and many other sources to create a holistic package for all involved.</p>
Literacy Strategy	<p>QuickSmart SLSO's \$65404</p> <p>Literacy Planet Subscription \$3712</p> <p>Teacher PL delivered via staff meetings</p>	<p>The main strategy to support improvement in student literacy capabilities for Stage 4 and 5 students is the THS QuickSmart program (data reported elsewhere) – This program addressed the needs of a group of 22 students.</p> <p>For 2017, the THS literacy committee dedicated time to planning and delivery of PL focused upon the incoming Literacy Progressions and how these could be applied in various curriculum areas.</p> <p>A more significant plan for Literacy is envisaged for 2018–20</p>
Numeracy Strategy	<p>QuickSmart SLSO's \$65404</p>	<p>The main strategy to support improvement in student numeracy capabilities for Stage 4 students is the THS QuickSmart program (data and achievements reported elsewhere) This program addressed the needs of a group of 30 students.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	303	312	274	310
Girls	344	350	338	341

Building upon the very successful implementation phase of the 2016 Communications and Engagement Project, the 2017 program focused upon consolidating key components of the program and making appropriate adjustments to continue addressing

- issues affecting community perceptions of the school
- consolidating the effective working relationships with partner primary schools that had been re-generated in 2016
- facilitate a more effective and comprehensive transition program
- The effectiveness of this program is evidenced by a clear positive effect on student enrolments, lifting from a low of 633 (adjusted) in 2016, 674 (adjusted) in 2017 through to 692 (adjusted) in 2018.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	87.4	91.3	88.3	89.8
8	87.8	85.7	87.7	86.3
9	80.6	84.4	82.1	83.5
10	82.2	76.8	81.3	76.6
11	73.8	74.2	78.2	88.6
12	74.6	83.5	89.7	86.1
All Years	81.2	82.6	84.3	85
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

As can be seen from the trend shown in the 2015–17 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 continued to have 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	1	4	46
Employment	3	12	8
TAFE entry	12	13	2
University Entry	0	0	29
Other	6	4	2
Unknown	0	0	24

The 2017 post-school destination profile is similar to the 2016 profile.

Year 12 students undertaking vocational or trade training

The general downward trend in student participation in vocational and/or trade training courses over recent years has appeared to cease. To rejuvenate this portion of the curriculum, work commenced late 2017 to reintroduce the VET Entertainment course by making an application for VET teacher training.

Workforce information

Year 12 students attaining HSC or equivalent vocational education qualification

48 students were enrolled in Year 12 during 2017, with the aim of completing their Higher School Certificate.

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	42.94
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.1
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	15.88
Other Positions	1

*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	100
Postgraduate degree	20

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 (5 periods per cycle) for temporary first year staff funded by DoE GTIL Strong Start, Great Teachers strategy (new for 2017)

Professional Learning allowance (flexible) was provided for all permanent second year staff funded by DoE GTIL Strong Start, Great Teachers strategy.

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 both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Tamworth High School has not enjoyed the benefit of strong rates of voluntary school contribution payments. In addition, the percentage of payments for elective subject fees has also declined over recent times, placing additional pressure upon school finances. A review of fees and charges is underway in line with the introduction of the LMBR system with a view to improving rates of payments, thus reducing the amount of school funds expended to supplement the costs associated with a variety of curriculum areas, especially practical subjects that require significant resources.

A significant portion of the retained income held from 2017 to 2018 were funds held on behalf of Tamworth Office managed Regional projects.

Receipts	\$
Balance brought forward	446,357
Global funds	805,661
Tied funds	997,256
School & community sources	230,800
Interest	10,235
Trust receipts	57,041
Canteen	40,192
Total Receipts	2,141,184
Payments	
Teaching & learning	
Key Learning Areas	75,165
Excursions	34,714
Extracurricular dissections	211,431
Library	6,883
Training & Development	6,917
Tied Funds Payments	601,750
Short Term Relief	159,876
Administration & Office	123,573
Canteen Payments	46,843
Utilities	158,859
Maintenance	92,029
Trust Payments	92,716
Capital Programs	0
Total Payments	1,610,756
Balance carried forward	976,786

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,127,495
Appropriation	1,025,015
Sale of Goods and Services	40,220
Grants and Contributions	62,260
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-462,316
Recurrent Expenses	-462,316
Employee Related	-282,354
Operating Expenses	-179,961
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	665,179
Balance Carried Forward	665,179

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

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Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	6,295,853
Base Per Capita	100,092
Base Location	4,544
Other Base	6,191,217
Equity Total	1,224,785
Equity Aboriginal	314,777
Equity Socio economic	591,650
Equity Language	20,157
Equity Disability	298,200
Targeted Total	1,121,277
Other Total	654,819
Grand Total	9,296,734

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.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

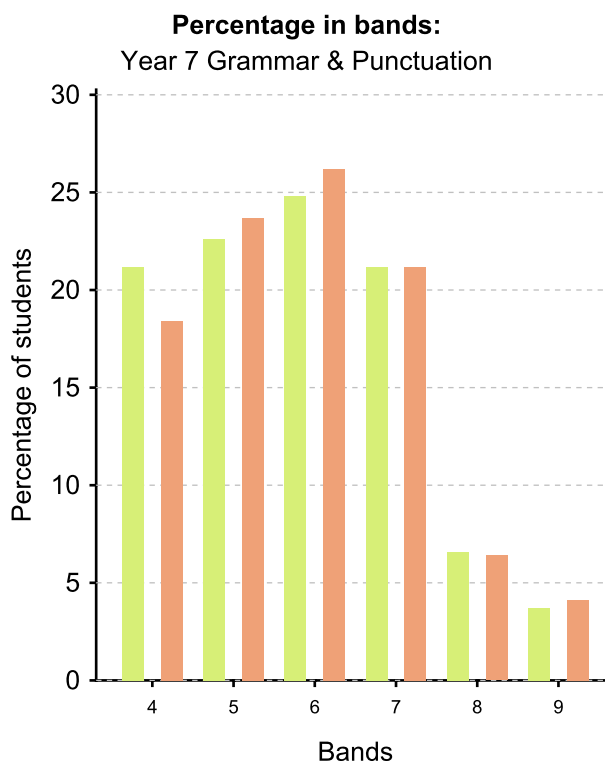
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Year 9 student growth data indicates that:

- An average of 37% of students in Year 9 have displayed above expected growth across the 4 assessment areas
- An average of 33% of students in Year 9 have displayed below expected growth across the 4 assessment areas
- An average of 25% of students in Year 9 have displayed negative growth across the 4 areas assessed
- Increased representation in some areas of literacy, especially reading.
- Increased representation of Aboriginal students in higher bands for writing and grammar and punctuation.

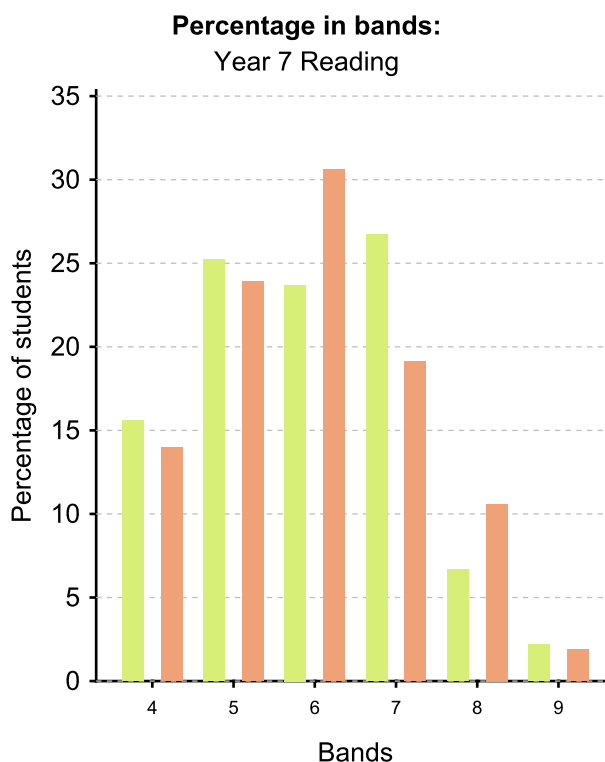
Year 7 NAPLAN results indicate there is considerable room for growth:

- An average of 35% of students in Year 7 have displayed above expected growth
- An average of 35% of students in Year 7 have displayed below expected growth across the 4 assessment areas
- An average of 26% of students in Year 7 have displayed negative growth across the 4 areas assessed



Percentage in Bands
School Average 2015-2017

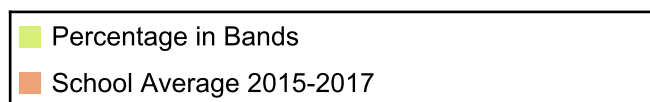
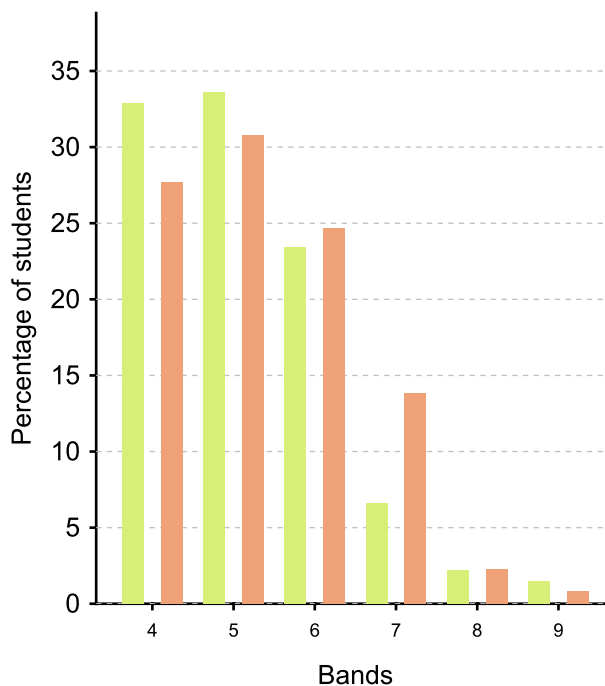
Band	4	5	6	7	8	9
Percentage of students	21.2	22.6	24.8	21.2	6.6	3.7
School avg 2015-2017	18.4	23.7	26.2	21.2	6.4	4.1



Percentage in Bands
School Average 2015-2017

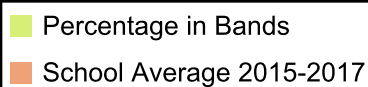
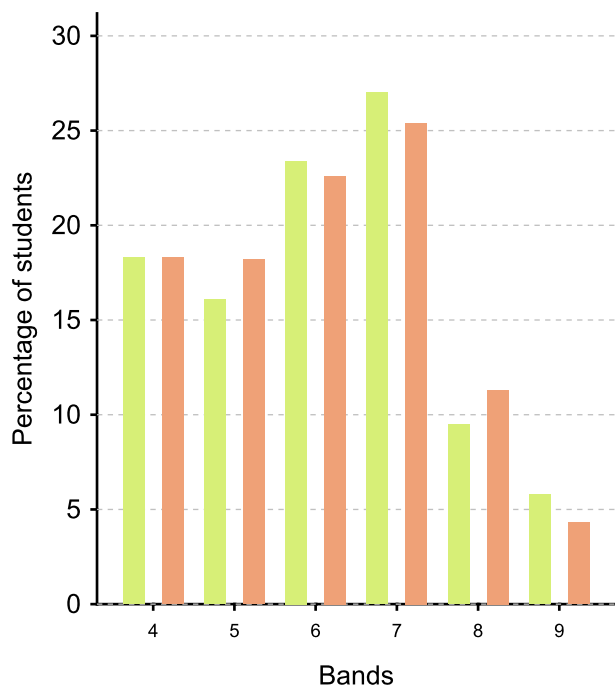
Band	4	5	6	7	8	9
Percentage of students	15.6	25.2	23.7	26.7	6.7	2.2
School avg 2015-2017	14.0	23.9	30.6	19.1	10.6	1.9

Percentage in bands:
Year 7 Writing



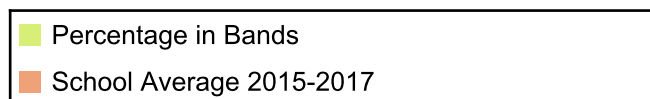
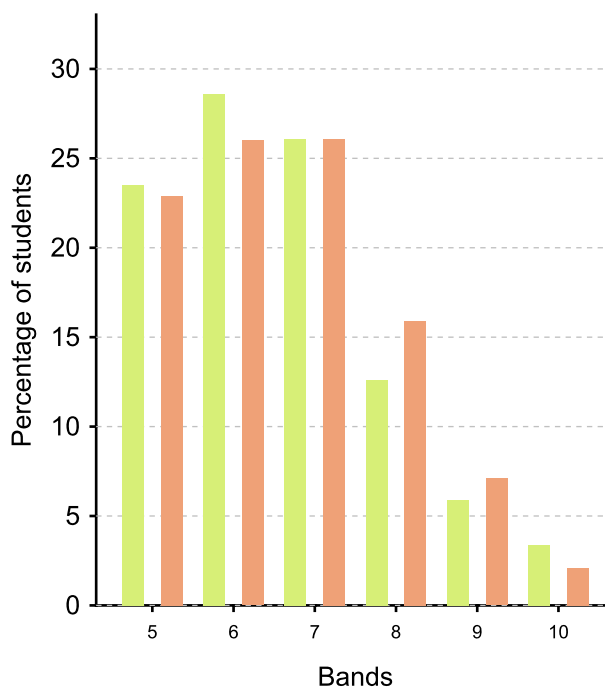
Band	4	5	6	7	8	9
Percentage of students	32.9	33.6	23.4	6.6	2.2	1.5
School avg 2015-2017	27.7	30.8	24.7	13.8	2.3	0.8

Percentage in bands:
Year 7 Spelling



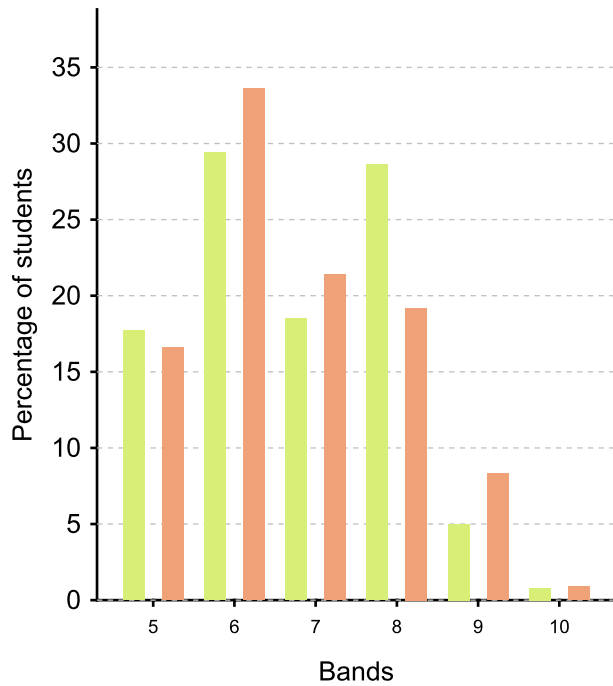
Band	4	5	6	7	8	9
Percentage of students	18.3	16.1	23.4	27.0	9.5	5.8
School avg 2015-2017	18.3	18.2	22.6	25.4	11.3	4.3

Percentage in bands:
Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	23.5	28.6	26.1	12.6	5.9	3.4
School avg 2015-2017	22.9	26.0	26.1	15.9	7.1	2.1

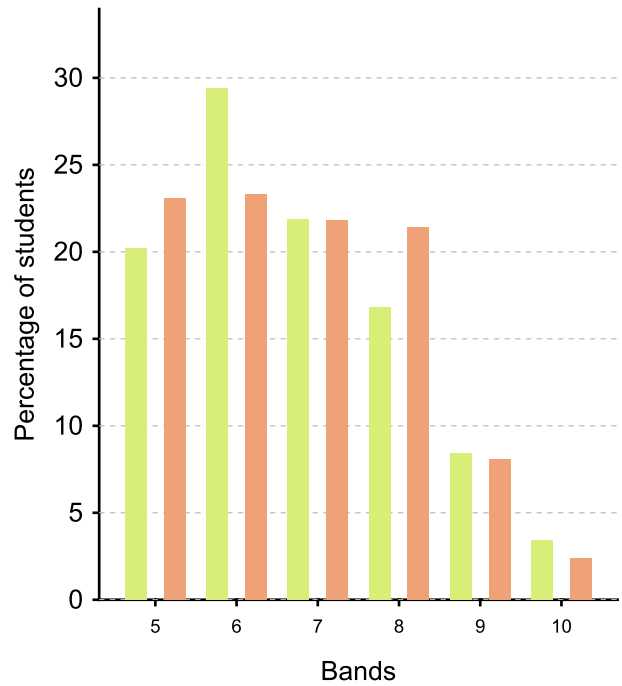
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	17.7	29.4	18.5	28.6	5.0	0.8
School avg 2015-2017	16.6	33.6	21.4	19.2	8.3	0.9

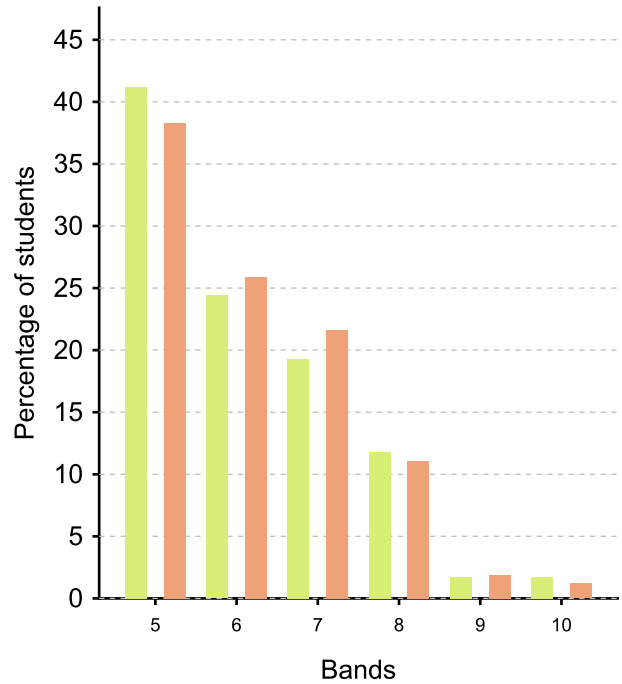
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	20.2	29.4	21.9	16.8	8.4	3.4
School avg 2015-2017	23.1	23.3	21.8	21.4	8.1	2.4

Percentage in bands:
Year 9 Writing

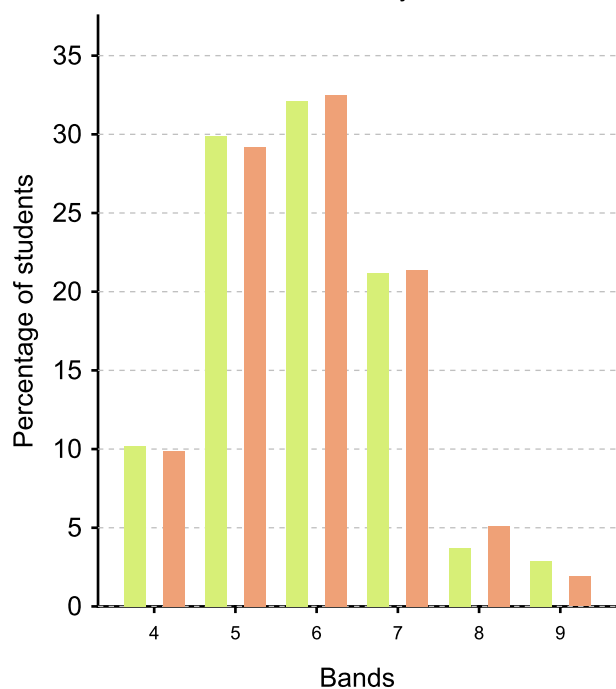


Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	41.2	24.4	19.3	11.8	1.7	1.7
School avg 2015-2017	38.3	25.9	21.6	11.1	1.9	1.2

- Increased representation in the higher bands for Numeracy
- Increased representation of Aboriginal students in higher bands for Numeracy
- Notable is the Year 9 Numeracy result with 63% student above expected growth

Percentage in bands:
Year 7 Numeracy

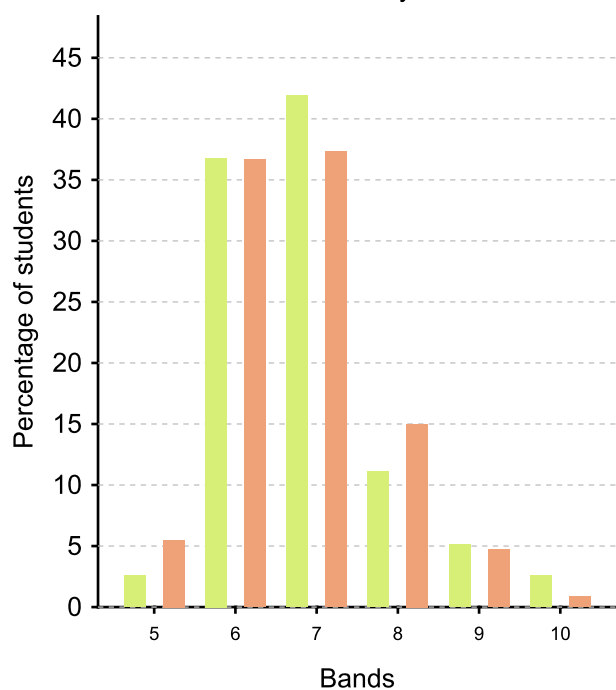


Band	5	6	7	8	9	10
Percentage of students	2.6	36.8	41.9	11.1	5.1	2.6
School avg 2015-2017	5.5	36.7	37.3	15.0	4.7	0.9

Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	10.2	29.9	32.1	21.2	3.7	2.9
School avg 2015-2017	9.9	29.2	32.5	21.4	5.1	1.9

Percentage in bands:
Year 9 Numeracy



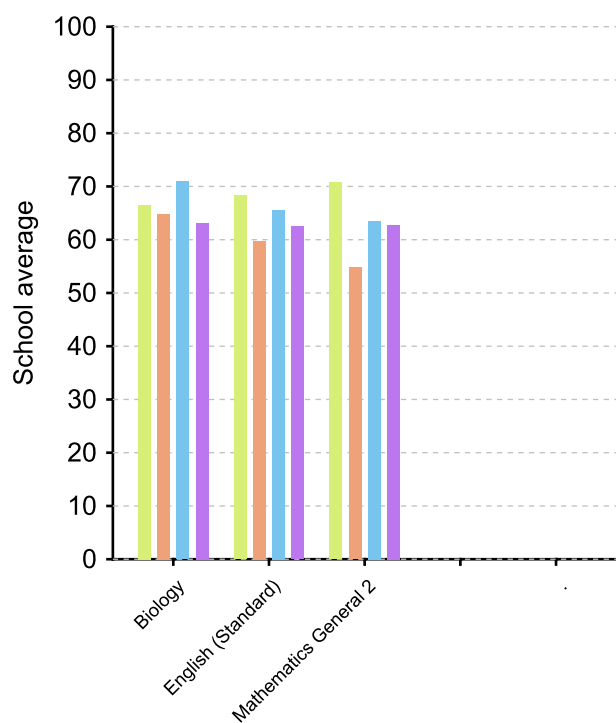
Percentage in Bands
School Average 2015-2017

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

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Higher School Certificate (HSC)

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



- Band performance shows improvement with a 8.7% lift in Band 5 results, and several outstanding results in Ancient History, Mathematics and PDHPE in 2017
- An increase of 48.2% in Band 4 results for Aboriginal students stemming from a large reduction in Band 3 and Band 1 results
- The average mean score for all HSC courses continues on the improvement trend initiated in 2014.
- PDPHPE and Mathematics showed positive value added data, CAPA continued a 3 year trend of improvement, HSIE and Science achieved a strong improvement, with English maintaining previous levels. This results in an overall positive trend in value added data for THS.
- In a comparison between THS and SSSG and State THS outperformed SSSG by 4% and were 6% behind the State average, which was an improvement of 5% on 2016.

■ School 2017	■ SSSG Average 2017
■ State Average 2017	■ School Average 2013-2017

Subject	School 2017	SSSG	State	School Average 2013-2017
Biology	66.5	64.9	70.9	63.1
English (Standard)	68.3	59.8	65.6	62.5
Mathematics General 2	70.7	54.8	63.6	62.8

Parent/caregiver, student, teacher satisfaction

The results of the 2017 Tell Them From Me Student Survey provided insight into students' perspectives on their engagement in their learning, their wellbeing, and the effectiveness of teaching practices at Tamworth High School.

The survey is completely confidential and is held every year in order to identify areas of positive growth and areas for improvement.

The questions and results fall into three broad categories: Social–Emotional Outcomes, Academic Outcomes and School Climate, and Drivers of Student Outcomes; and when data from the 2017 and 2016 surveys was compared, the following areas within each category were identified as having demonstrated significant growth.

Social–Emotional Outcomes

Students recognised significant growth in the areas of: interest and motivation, homework behaviour, a positive sense of belonging, effort, intellectual engagement, positive relationships, participation in extra–curricular activities and positive behaviour at school. They also identified a decrease in truancy. Some of this growth may be partly attributable to the opening and good–will staff operation of the Wednesday Homework Centre.

Academic Outcomes

This section of the survey asks questions about English, Maths and Science, or their variants in the Senior School. Students were asked to identify their most recent mark or grade in each subject, and while Tamworth High School students, overall, are sitting very slightly below the NSW norm, students in Years 7, 11 and 12 in all three areas are consistently sitting slightly above the state norm.

Drivers of Student Outcomes

This section addresses such factors as positive student–teacher relationships, academic rigour and relevance, bullying, and future learning and career options.

Students across the school identified an improvement in positive relationships with staff, the relevance of the curriculum to their lives, and in the challenging nature of their learning activities.

There was also a noticeable increase in the number of students wishing to attain their Higher School Certificate and to move into the workforce or on to university.

Students also highlighted a 7% decrease in the incidents of bullying/victimisation, which may be partly attributable to the development of the Student Support Officer position at our school.

The most significant aspect of school life that students

highlighted as needing continued development, or a renewed focus, was student participation in sport; and although participation has dropped slightly, Tamworth High School remains consistent with the NSW state norm.

Policy requirements

Aboriginal education

Tamworth High School is committed to improving the educational outcomes and wellbeing of Aboriginal students so that they excel and achieve in every aspect of their education.

The Aboriginal Education Program played an essential role in the provision of supportive and culturally inclusive opportunities in the lives of our Aboriginal students.

The Aboriginal Education Officer (AEO) was essential in ensuring that the coordination of the education and training workforce had the capacity to respond effectively to the holistic education and training needs and aspirations of Aboriginal students and community.

Students were involved in activities that promoted strength, diversity, ownership and richness of Aboriginal culture. Increased their knowledge and understanding of the current policies, histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia.

Our Aboriginal Team is committed to working in partnership with Aboriginal communities and supporting teachers, schools and schooling sectors to improve educational outcomes for Aboriginal children and young people, community and staff.

The Aboriginal Team (Aboriginal Education Worker (AEW) and the two Teacher mentors) played key roles in supporting Aboriginal students in Stage 6. Increased confidence and development of individual learning skills in students to successfully complete assessment tasks and reduce incidents of 'N' Award determinations. Supported supervision of opportunities to enable active engagement, participation and involvement in activities in collaboration with the Girls Academy Face Time (Stage 4), Ochre (Stage 5), Itrack and BroSpeak Program for Stages 4 and 5. The provision of support for emotional and wellbeing, in class day–to–day learning activities and cultural leadership for students and staff. Validated by tutor/work diaries and SENTRAL data.

Enhanced from 2016; student leadership capacity and aspirations by the further completion of Aboriginal Personalised Learning Pathways. (43 Year 7 Aboriginal students and a number of new enrolments.) PLPs assisted Aboriginal students identify, organise and apply personal approaches to learning and engagement. The Aboriginal Unit and the Girls' Academy worked towards every Aboriginal student at Tamworth High School having a Personalised Learning Pathway.

The Tamworth Girls Academy (GA) Program (Role Models & Leaders Australia) was initiated in 2017, officially launched in June. The Program aims to empower Aboriginal girls through leadership training, mentoring, sport and extra-curricular activities to assist in achieving their full potential. Summary of achievements included:

- GA Face Time (Stage 4) – resilience, self-esteem and leadership
 - Ochre Program (Stage 5) – future educational or career pathways
 - Gomeroi Gaaynggal Program – artistic and cultural practices, health and educational
 - Nutritional Program – Food preparation and processing, nutrition, budgeting and development of social skills
 - Buddy Knox Music Mentoring Program – talent coaching and confidence building
 - Rewards Program – Attendance and Behaviour – monitoring and encouragement
 - Senior and Junior Excursions – reinforcing outcomes in Science, Technology, History and Geography
 - Awards Night – Celebrating the achievements from across the year
 - International Women's Day – Keynote was an internationally recognised Local Elder
 - Girls Academy Annual Regional Showcase – integrated activities with girls from other NSW academies
 - 73 female students were contracted initially (from a target of 80 students) resulted in the employment of 2 staff members (Program Manager and a Development Officer) with a third later in the year.
 - Bi-annual reporting to Department of the Prime Minister and Cabinet, weekly attendance reporting and newsletters. The Girls Academy held 2 advisory committee meetings each term.
- Opportunity Hub Ochre Activities – State Government The Opportunity Hub supported our students by delivering:

The Opportunity Hub's OCHRE program has provided Tamworth High school Aboriginal students with the confidence and knowledge to follow a supported pathway between secondary school and further education and/or employment.

- BroSpeak Program (Stages 4, 5 and Support students) BroSpeak has promoted engagement and enriched with young Aboriginal male students' knowledge of their culture and heritage. The boys have had the opportunity to be involved in cultural/dance activities, events and performances throughout the year, especially the creation of our Aboriginal Memorial Garden, officially opened in April 2017 and respect of a late Gomeroi Elder.
- Ochre Program (Stage 5) Ochre has promoted engagement and has enhanced students' knowledge to pursue their ambitions into the future. Students were supported to explore future educational or career pathways, whether that be higher educational or entering the workforce. Students had the opportunity to develop their skills in interviewing, developing a resume and

portfolio as well as gaining information relating to scholarships, apprenticeships and traineeships.

- Wirribiyaan Program (Stage 4 girls) Wirribiyaan has assisted to increase resilience, self-esteem and leadership skills in our girls. Wirribiyaan enhanced relationships with our Elders in the community by having them involved in program and participating in discussions about respect and general appropriate behaviour.

Aboriginal Dance Group

The Tamworth High School Aboriginal Dance group shared their Aboriginal culture and stories through dance. Dancers had the opportunity to perform at Regional, State and local performing arts events such as CAPERS, School Spectacular, NAIDOC, CAPERS, Sorry Day and Harmony Day. Performances at Bullimbil, Nundle, Woolomin & Dungowan Public Schools. Students from here were accepted into the Aboriginal Dance Ensemble at School Spectacular 2017. These students developed an enhanced sense of personal and cultural identity, practices and processes.

iTracks Program Smith Family

iTrack is an 18 week, online mentoring program offered to Tamworth High School students in years 9 to 11. Students were matched with a supportive mentor (volunteer) who provided the students with general guidance, advice and encouragement in relation to workplace, study and career opportunities. Although not a specific Aboriginal Program, 64% of Aboriginal students were involved in iTRACK program.

Study, traineeship and employment opportunities for Aboriginal students

University information sessions Aboriginal students were provided with the opportunity to explore options and pathways that are available at universities across Australia. School Based Traineeships information sessions Aboriginal students were provided with the opportunity to meet with employment agencies and industry to discuss potential Indigenous school based traineeships. Student Leadership and representation would lead to increased representation to the Junior Aboriginal Education Consultative Group (AECG) and Leadership groups (Prefect, SRC and Senior Mentors).

Tamworth High School is seeing increasing numbers of Aboriginal students involved in student leadership groups. Tamworth High School leadership representation in 2017: The Junior AECG had 13 members; elected by their peers and inducted at a formal assembly. The committee was responsible for planning significant events including NAIDOC week, Memorial Garden opening, Reconciliation Barbecue and Australia's Biggest morning tea with a Leadership day at Lake Keepit.

Cultural Excursion to Boundary Rock

The purpose of the cultural excursion to Boundary Rock, on the 14 February 2017 was to provide students an informed understanding of the Gamilaray people

and their culture. Provided an opportunity to learn about local Aboriginal culture, history, conservation and heritage sites. Oorala –Youth Senior Leadership Camps, The University of New England offered to stage 6 Aboriginal students. The aim of the camp to offer Aboriginal students an introduction to university life and experiences. The camp was delivered over 3 days commencing Wednesday and finishing on Friday night with a celebratory dinner. Role models and parents/carers were invited to attend the dinner.

The erection of the Memorial Garden consisted of 6 totem poles 2 in which were hand carved.

The Gomeroi Dance Company completed two dance workshops with the Aboriginal Dance Group who performed on the day. NAIDOC special assembly and Morning Tea. Students, staff, families, Elders and community gathered to celebrate Aboriginal and Torres Strait Islander history, culture and achievements at Tamworth High School.

Multicultural and anti-racism education

To support student understanding of multi-cultural concepts, the school has continued the strong relationship with Japanese based schools (Sanohe Prefecture) with visiting students from Japan visiting during September 2017. The students are billeted with THS students and attend a range of activities at school and in the local area.

With regard to the growing number of EAL/D students starting at THS, the school offers specific support to build the English language skills needed to access the general curriculum.

Students are assessed through a variety of comprehensive assessment strategies which provide advice and support to assist teachers address the learning needs of each individual student. Support provided to these students focus on the following learning developments;

- Oral language development
- Differences in ways texts are constructed
- Other features of sentence structure in English
- EAL/D students' expectations of schooling.

These strategies allow these student to assimilate with English language and schooling at Tamworth High.

Tamworth High School has embedded concepts of anti-racism education into the variety of extra-curricula programs conducted by the Student Support Officer in addition to having a staff member act as Anti-Racism Contact Officer (ARCO).