

# Toormina High School

## Annual Report



2017



8527

## Introduction

The Annual Report for 2017 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

## School contact details

Toormina High School

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## Message from the Principal

2017 saw a great deal of change to Toormina High School with the arrival of Mr Paul Humphrey as Principal and Mrs Melanie Murray as Deputy Principal. Mrs Kathy McDowell retired at the end of term 2 after many years of teaching at Toormina High School. Mr Mitchell Stuckey was appointed to the PDHPE faculty; Mr Brock Janssen was appointed to CAPA and Ms Penny Grace was appointed as the Languages other than English (LOTE) teacher to teach Gumbaynggirr to year 7 students.

Our Year 12 cohort performed admirably in the HSC results, achieving 3 Band 6, 24 Band 5, and 60 Band 4 results. This was an improvement over the previous couple of years. The three students who received the Band 6 results achieved marks of 99, 97 and 94 in Mathematics. We also achieved significant improvements in Band 5 and Band 4 results.

We commenced several building projects including:

- Air-conditioning of 24 classrooms and offices
- The installation of 93kw of solar panels to power the additional and future air-conditioners
- A School's Renewal Project to improve the entry and look of the front of the school
- Updating of the Support Unit playground area
- Establishment of a Senior Area
- Installation of an outdoor sensory classroom for the Support Unit

We started a journey into Positive Behaviour for Learning (PBL). PBL is a platform to help students understand what is expected of them by explicitly teaching expected behaviours. This is an exciting new direction for Toormina High School.

The radio podcasts made by our students in our Support Unit with CHYFM were aired by the station and became a national hit, being broadcast by free-to-air as well as commercial radio stations. The Support Unit continued to run successful coffee shop days, throughout the year. We continued our work-experience program with Bunnings and students continued to learn life skills by regularly accessing the community.

Our Boy's Outdoor Learning at Toormina (BOLT) program was supplemented with a girl's outdoor program (GOLD). We held a highly successful Write a Book in Day competition where students developed a story, wrote and illustrated a book in a single day. We continued our success on the sporting field with many students being selected to regional teams. Our students participated in the Kokoda Challenge, Dragonboat Racing, Shave for a Cure, Jeans for Jeans, Cystic Fibrosis. We were the 2017 Community Dragon Boat Champions.

A highlight of 2017 was Spirit Week and the Colour Run. A student led initiative, the activities brought the school together providing students with strong connections to each other and the staff. Students from our partner primary schools also attended this day.

We commenced the refurbishment of the front entry to the school. This will provide improvements to access for students and our community as well as rain cover for students waiting for buses at the end of the day. This upgrade when finished will make the entry to our school more professional and attractive to our community.

Mr Paul Humphrey

Principal

## Message from the school community

2017 has carried on the trend from the last couple of years for Toormina High School P&C. We have seen a steady increase in parent participation in both meeting attendance and support for the committee. We have successfully achieved our fundraising goals. Our new Principal, Paul Humphrey has been a great supporter of our committee and has worked with us on several school issues that have been raised either by us as a committee or been brought to us by parents. We also have 2 new Deputy Principals who also are very supportive of our efforts. I, as President of THS P&C am very proud of our achievements as a committee and excited our future projects we have in the pipeline for 2018.

Michele 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.

A key milestone in our School Plan identified the need to strengthen Literacy outcomes for identified students. Our Intensive Literacy Project continued to deliver higher than expected growth on internal school performance measures in 2017. The Senior Mentor Project, CREST, established in 2015 was reviewed in early 2017 and did not continue in the second half of the year.

### 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.

### 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.

### 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.

### Future Directions

With this being the final year of our three year school plan I am pleased with the progress the staff, students and community of Toormina High School have made in meeting 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); 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 with continued focus on Literacy and Numeracy improvements.

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

### 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 2017, we have achieved many of our goals. Our After-hours Homework Centre and holiday HSC study programs were very successful.

Utilising Resource Allocation Model (RAM) funding, we engaged a Head Teacher Learning and Support to improve learning outcomes for all 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 15% on average in attendance rates of the students involved in the program.
- The ongoing support of the Intensive Literacy Project 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, and English as part of the Project Based Learning initiative.
- Continued support and expansion of the After-Hours Homework Centre, staffed by qualified teaching staff.
- The establishment of holiday HSC tutorials during Term 2 and Term 3 holidays.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Introduction of Project Based Learning.	\$22000.00	English and Science in their third year of PBL present their completed projects to the school community.
Identification and implementation of alternate education pathways.	\$10400.00	The Boys Program was evaluated and continued to run with the expansion of the program to include female students and student leaders.
Promotion of teacher quality and development.	\$47200.00	The accreditation team collaboratively reviewed the applications and made recommendations to support stronger NSECT applications for submission to NESA (BOSTES) throughout the year.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Promotion of teacher quality and development.		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.
A focus on supporting student learning outcomes through the implementation of: 1. Senior Mentoring Program 2. Intensive Literacy Program 3. Numeracy Project 4. After-hours Homework Centre	\$16226.00	<p>The Numeracy and Intensive Literacy project(s) demonstrated 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> <p>The homework centre was expanded to include holiday HSC tutorials.</p>

## Next Steps

In 2018 we anticipate review all of our programs in this area. We will see increased focus on Project Based Learning activities and Science, Technology, Engineering and Mathematics (STEM). The After-Hours Homework Centre initiative will continue to expand 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 (PBL).

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 focused on preparing and improving the leadership capacity of our staff and students to be leaders across our school community.

We 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 refinement 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)	Funds Expended (Resources)	Progress achieved this year
Re-invigoration of our Student Representative Council and Prefect bodies so as to promote leadership and community engagement by our students.	\$12500.00	Student leadership and responsibilities increased with improved opportunities working with partner primary schools.
Identification and development of future staff leaders for the purpose of improving staff leadership capacity.	\$52000.00	<p>The Teacher Talk program continued to develop and provide professional leadership growth for New Scheme Teachers, teachers and Head Teachers involved in the program.</p> <p>Toormina High School developed faculty leadership structures to support future leadership growth across the school.</p>

#### Next Steps

In 2018 we will further enhance the 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 2018, professional learning opportunities will be provided for these staff to achieve their goals.

Student leadership in 2018 will focus on the implementation of Positive Behaviour for Learning (PBL) 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 2018 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 highlight of 2017 was the ANZAC Day march through Sawtell, that saw over 20 staff and 80 students attend. This was a very proud moment for our school.*

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

- *Continued strengthening of language and culture acquisition through the teaching of Gumbaynggirr to Year 7 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)	Funds Expended (Resources)	Progress achieved this year
Fostering community partnership to support educational and transition programs within the school.	\$48300.00	Our links with the Bongil Bongil Community of Schools (BBCoS) was strengthened as a result of a leadership program where students had direct input into the planning of combined activities as well as fund raising initiatives for charity and planning for our 2018 – 2020 school plans.  The Boy's Outdoor Learning at Toormina (BOLT) was strengthened in 2017 with the establishment of a girls program giving students an opportunity to challenge themselves and explore their potential while establishing strong teacher–student and peer relationships through adventurous outdoor learning.
Building and extending community partnerships with the local Aboriginal community and additional stakeholders such as the AECG and Language Nest.	\$11400.00	The ongoing development of Gumbaynggir Language as part of the school curriculum continued to thrive in 2017. Penny Grace, our Languages Teacher, was officially appointed to our school. Several Aboriginal students attended AIME sessions.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff within the school community, and across communities of schools, will participate in collaborative practices to improve teaching and learning.	\$74000.00	Teachers completed their PDPs in consultation with their respective supervisor As a result of ongoing Professional providing direction for future development. SAS Staff were trained in and developed PDPs. These plans also assisted in identifying required PL for staff to assist teachers and support staff to achieve their personal and professional goals.

## Next Steps

Our goals in 2018 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			
	2014	2015	2016	2017
Boys	383	357	362	374
Girls	351	336	343	335

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

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	91.8	90.7	91.5	92.7
8	89.9	87.7	89	90.9
9	85.3	89.5	87.8	87.7
10	84.2	85.7	84.6	89
11	91.2	89.7	91.3	93.6
12	90.9	92.6	91	91.4
All Years	88.5	88.9	89	90.9
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

Student attendance is a major focus at Toormina High School resulting in improvements during 2017

Toormina High School has closed the gap and is now

at or above 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 2017.

### Retention Year 10 to Year 12

#### Year 10

From the 135 students who enrolled in Year 10 in 2017; 116 students completed the year at Toormina High School, while 9 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 101 students who commenced Year 11 in 2017 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 2016 Year 10 cohort, who completed Stage 5, 49% have progressed to the Higher School Certificate (HSC) course.

#### Year 12

Of the 99 students who commenced their HSC in 2017, 84% completed their HSC at the end of 2017. 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	6	5
Employment	6	9	43
TAFE entry	0	6	14
University Entry	0	0	22
Other	0	0	8
Unknown	0	3	8

## Year 12 students undertaking vocational or trade training

Of the 83 students in the Year 12 cohort who completed the year, 22 undertook vocational or trade training at TAFE. Of these, 10 were engaged in School Based Traineeships (SBTs). A further 11 students accessed vocational training in hospitality at school.

*Robyn West – Transition Team Leader*

## Year 12 students attaining HSC or equivalent vocational education qualification

Of the 83

students in Year 12 who completed the year, 67 students successfully achieved their Higher School Certificate (HSC). The other 21 students received a Record of School Achievement (RoSA). Many of the 21 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
Assistant Principal(s)	0
Head Teacher(s)	9
Classroom Teacher(s)	42.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.2
Teacher Librarian	1
Teacher of ESL	0.6
School Counsellor	1
School Administration & Support Staff	17.28
Other Positions	1

\*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.

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	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 2017, our teachers attended 203 days of Professional Learning, not including the Staff Development Days. Professional Learning undertaken by staff included:

- Connected Learning Network Conferences;
- Annual Subject Based Conferences;
- Faculty Based Programming Days;
- Project Based Learning;
- STEM;
- 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); and
- Project Based Learning across KLA's.

### Teacher qualifications

# 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.

### Funding Support:

Funding Support 2017 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.

### 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 class set(s) of laptops;
- supporting students to purchase the school uniform;
- purchase of teaching resources; and
- transition Year 6–7 included a number of Transitions activities in 2017 in order to create a smooth transition for our students as they enter High school.

### 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 and Girls Outdoor Learning Program which focused on improving student engagement continued.

### 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 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.

### 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.

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>920,413</b>
Global funds	797,451
Tied funds	1,084,850
School & community sources	176,289
Interest	11,376
Trust receipts	45,109
Canteen	0
<b>Total Receipts</b>	<b>2,115,075</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	208,493
Excursions	61,567
Extracurricular dissections	44,198
Library	6,933
Training & Development	0
Tied Funds Payments	803,679
Short Term Relief	100,858
Administration & Office	93,221
Canteen Payments	0
Utilities	74,342
Maintenance	77,876
Trust Payments	54,258
Capital Programs	170,526
<b>Total Payments</b>	<b>1,695,950</b>
<b>Balance carried forward</b>	<b>1,339,538</b>

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.

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>1,464,537</b>
Appropriation	1,368,122
Sale of Goods and Services	3,127
Grants and Contributions	92,841
Gain and Loss	0
Other Revenue	0
Investment Income	446
<b>Expenses</b>	<b>-807,504</b>
Recurrent Expenses	-807,504
Employee Related	-427,864
Operating Expenses	-379,640
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>657,033</b>
<b>Balance Carried Forward</b>	<b>657,033</b>

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.

In 2017, we established a School Finance Committee, comprising of the Principal, School Admin Manager, two Deputy Principals and three Head Teachers. This committee reviewed school expenditure requests from Faculties and determined school budgets. Faculties were able to request additional funding above their allocated budgets through submissions the the Finance Committee.

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	6,566,356
Base Per Capita	114,152
Base Location	4,877
Other Base	6,447,327
<b>Equity Total</b>	953,757
Equity Aboriginal	109,453
Equity Socio economic	473,939
Equity Language	74,930
Equity Disability	295,435
<b>Targeted Total</b>	1,459,764
<b>Other Total</b>	183,088
<b>Grand Total</b>	9,162,966

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.

## 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.

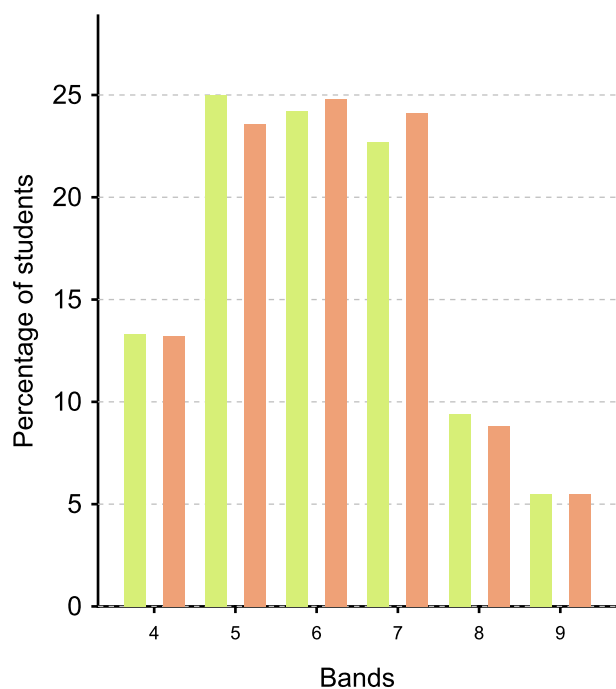
Our NAPLAN Literacy results show improvements in the higher bands on average over the last four years in Year 7 Grammar and Punctuation and Writing; and in Year 9 Spelling, Grammar and Punctuation. Overall, there has been a decrease on average over the past four years in the number of students achieving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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

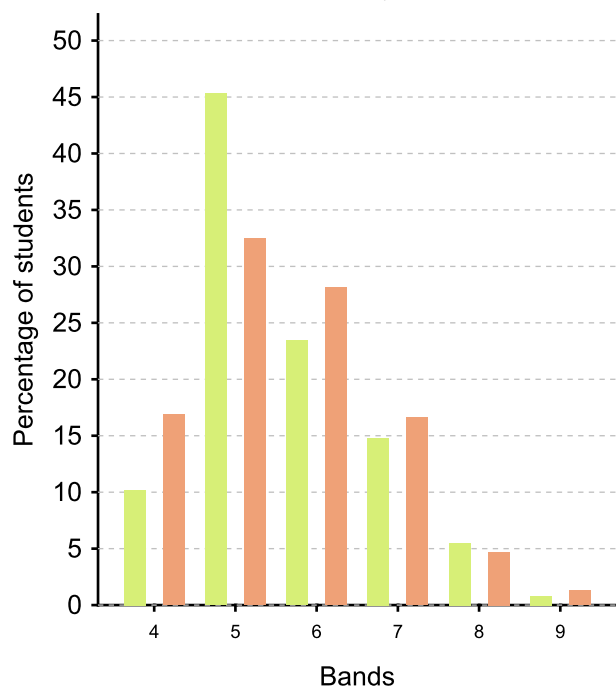
**Percentage in bands:**  
Year 7 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	13.3	25.0	24.2	22.7	9.4	5.5
School avg 2015-2017	13.2	23.6	24.8	24.1	8.8	5.5

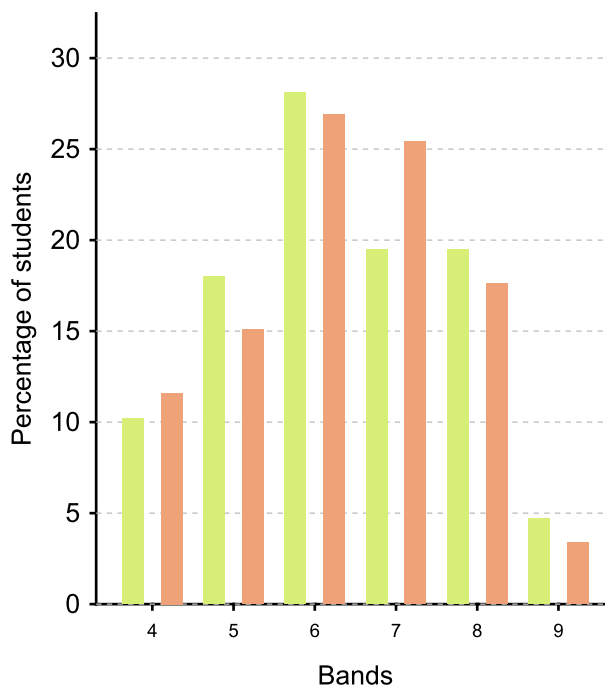
**Percentage in bands:**  
Year 7 Writing



Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	10.2	45.3	23.4	14.8	5.5	0.8
School avg 2015-2017	16.9	32.5	28.1	16.6	4.7	1.3

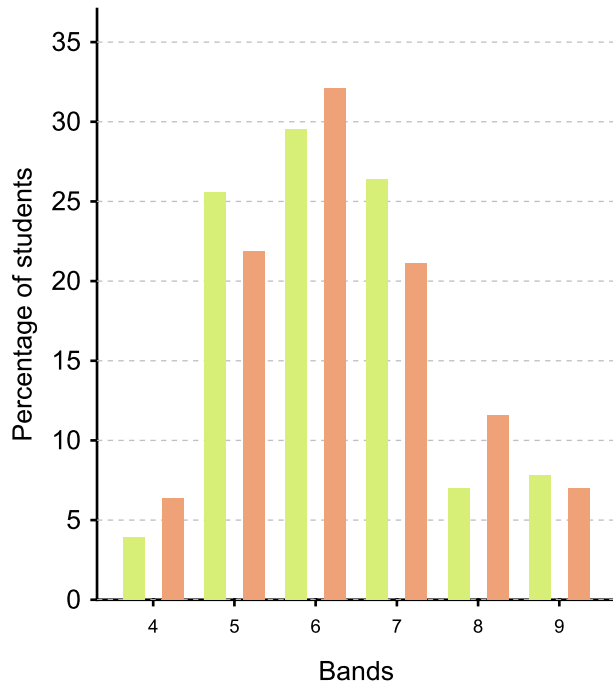
**Percentage in bands:**  
Year 7 Spelling



Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	10.2	18.0	28.1	19.5	19.5	4.7
School avg 2015-2017	11.6	15.1	26.9	25.4	17.6	3.4

**Percentage in bands:**  
Year 7 Reading

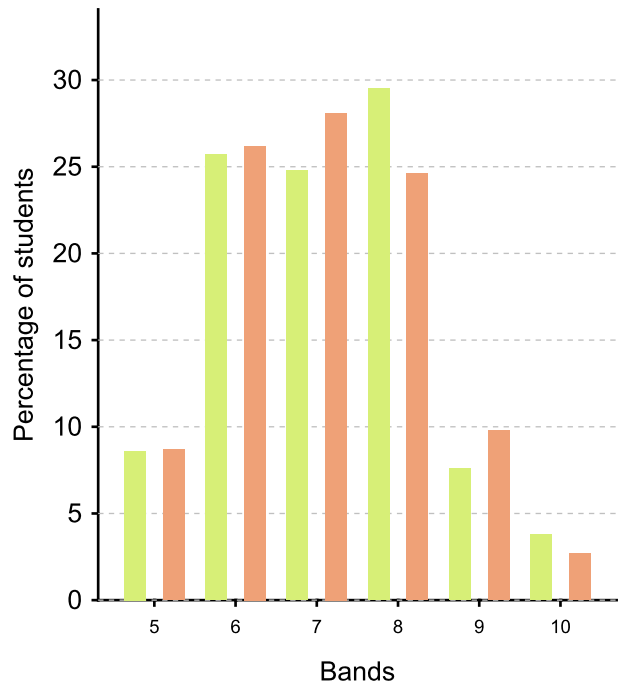


Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	3.9	25.6	29.5	26.4	7.0	7.8
School avg 2015-2017	6.4	21.9	32.1	21.1	11.6	7.0

Band	5	6	7	8	9	10
Percentage of students	23.6	21.7	28.3	19.8	5.7	0.9
School avg 2015-2017	20.0	24.9	29.4	18.6	6.0	1.2

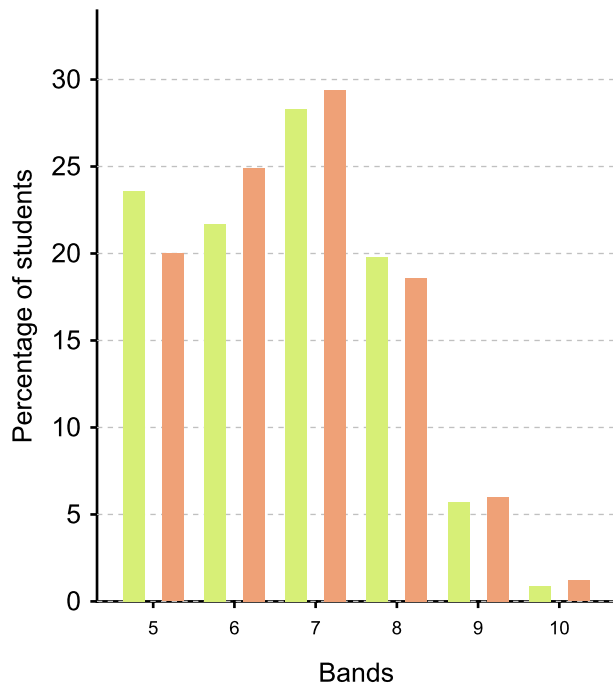
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2015-2017

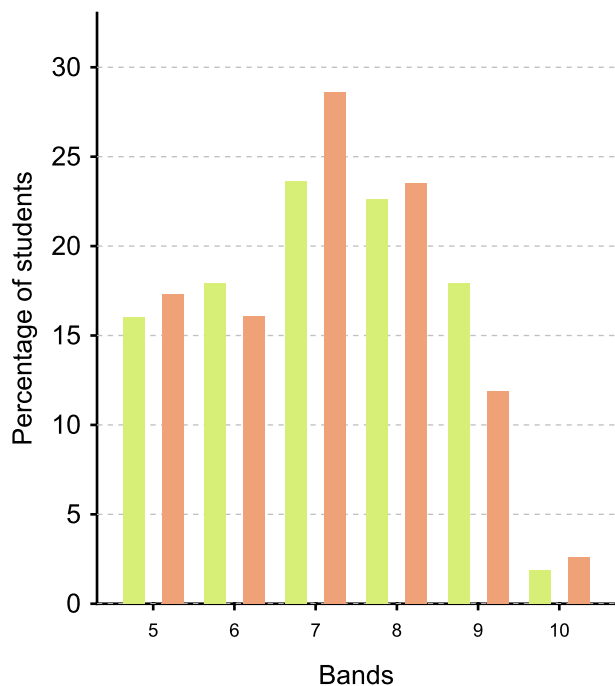
Band	5	6	7	8	9	10
Percentage of students	8.6	25.7	24.8	29.5	7.6	3.8
School avg 2015-2017	8.7	26.2	28.1	24.6	9.8	2.7

**Percentage in bands:**  
Year 9 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

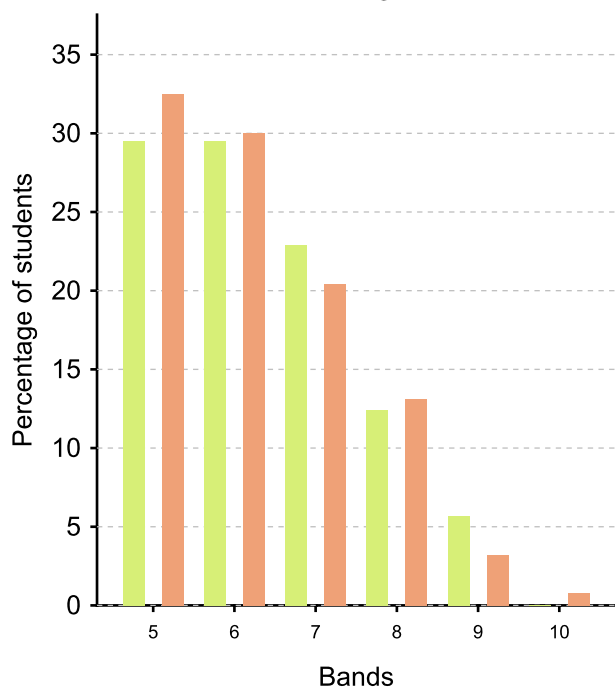
**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	16.0	17.9	23.6	22.6	17.9	1.9
School avg 2015-2017	17.3	16.1	28.6	23.5	11.9	2.6

**Percentage in bands:**  
Year 9 Writing

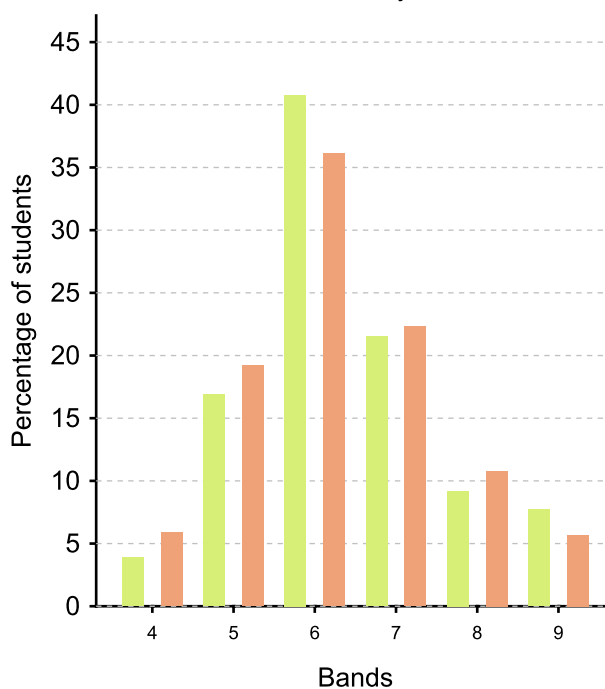


Percentage in Bands  
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	29.5	29.5	22.9	12.4	5.7	0.0
School avg 2015-2017	32.5	30.0	20.4	13.1	3.2	0.8

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 lower two bands. Year 9 Numeracy data shows a positive movement on average of student results in the low and middle bands towards Band 8.

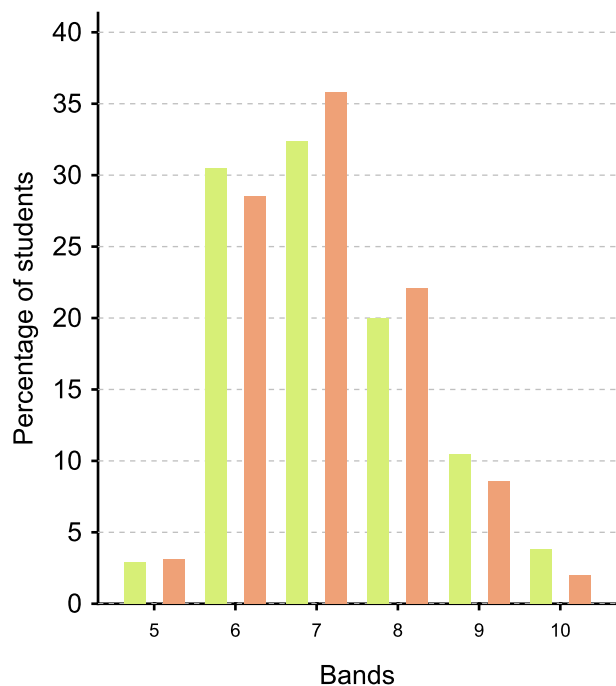
**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2015-2017

### Percentage in bands:

Year 9 Numeracy



Percentage in Bands  
School Average 2015-2017

*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 2017 there was a slight increase in the number of Year 9 students achieving in the top two bands for Numeracy.*

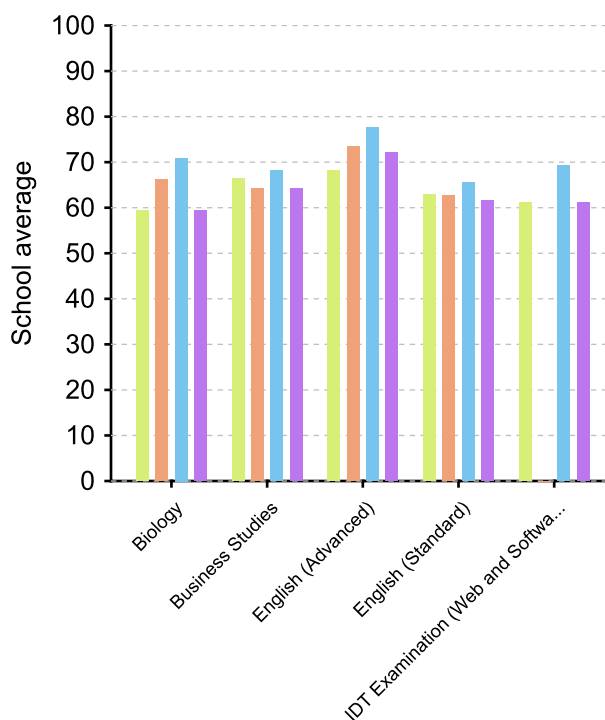
*The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.*

### Higher School Certificate (HSC)

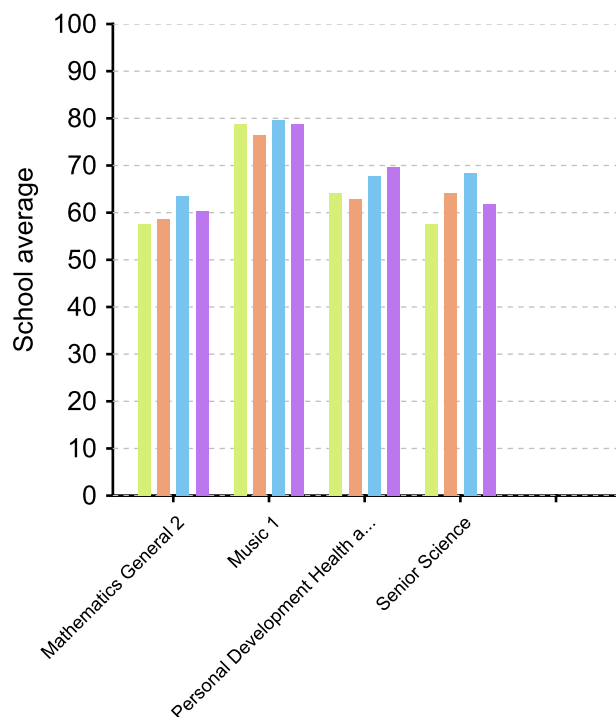
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

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.

In 2017 we achieved 3 Band 6, 24 Band 5 and 60 Band 4 results which was a significant improvement over the past four years.



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



Each year we seek the opinions of parents, students and teachers about the school. Their responses are presented below. Throughout 2017, 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. Our parents' felt their children were very safe at Toormina High School and that they were welcomed when 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 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. 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. This was also identified in our School Excellence Framework Self-assessment Survey (SEF S-aS) for 2017.

We had 474 students complete the survey in 2017. 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. They also indicated that they had developed positive relationships with their teachers. Students indicated that they understood that there are clear rules and expectations for classroom behaviour, which may be an early result of our move to Positive Behaviour for Learning (PBL).

Our Aboriginal students indicated that they felt positive about their culture when at school, however their teachers need to further develop understanding of Aboriginal culture.



## Parent/caregiver, student, teacher satisfaction

## Policy requirements

### Aboriginal education

2017 was a very busy year for Toormina High School's Aboriginal Education committee. Eight of our staff attended the three day Connecting to Country training ran by the Coffs Harbour AECG. 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 and Summer schools at several universities in Sydney and Newcastle;
- several Year 11 students were involved in a combined Bongil Bongil Community of School's (BBCoS) student leadership program;
- 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;
- we again engaged our students in the AIME program; and
- Toormina High School also hosted a number of successful 'Yarning On' morning tea events.



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.

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 2017 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*

### Multicultural and anti-racism education

Toormina High School has a diverse student community, which includes a small number of 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

## Other school programs

### ***Project Based Learning (PBL)***

Several faculties completed PBL projects during 2017. English and Science completed projects in Term 2.

Both faculties reported that the experience they had gained in previous years had helped them improve both the pedagogy and outcomes for students all students .

Technology and Applied Studies (TAS) faculty and Science have been working on a STEM based project for implementation in 2018.

### ***Sport***

Toormina High School had a successful year on the sporting fields and courts with both individual and team success. We had students represent the region in a wide variety of sports. The University Shield and Buckley Shield Rugby League teams were in the final 20 teams in the CHS knockout and the 14's boys cricket team were the regional champions.

Congratulations to the following students who were selected in or qualified for North Coast Regional teams.

- Ellena Cheers Flavell – Cricket
- Cooper Bake-Smith – Baseball
- Euon Hill – Swimming
- Mitch Hickey – Swimming
- Shavannah Boota – Touch
- Malakhai Donovan – Rugby League
- Alex Pyke – Australian Rules
- Alikkan Jerrard – Athletics
- Casey Cowgill – Gymnastics and Cross Country
- Jasmyne Newcombe – Gymnastics
- Demi Martin – Gymnastics
- Luke Field – Tennis
- Ryan Seymour – Swimming
- Catarina Gordon – Swimming

*Simon Bilsborough – Head Teacher PDHPE*