

# Toronto High School Annual Report



2017



8909

## Introduction

The Annual Report for **2017** is provided to the community of **Toronto 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.

Mark McConville

Principal

### School contact details

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## School background

### School vision statement

Toronto High School aims to be a school of inspiration, innovation and excellence.

### School context

Toronto High School is a co-educational, comprehensive high school serving the local Toronto community on the western side of Lake Macquarie, approximately 50 minutes from Newcastle.

The enrolment for 2017 is 942 students. Toronto High School has an ICSEA of 953 (compared with a national average of 1000) and a FOEI value of 123 (compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage – 35 per cent of other NSW government schools have higher FOEI values).

There is a significant enrolment of Aboriginal students (over 10%) and 3% of the school enrolment has a language background other than English.

The school has a collaborative teaching focus with staff working in Professional Peer Learning Groups to develop, implement and evaluate teaching and learning programs, pedagogical practices and student outcomes. There is a strong focus on staff professional development and quality teaching practices.

Toronto High School is committed to building positive relationships between students, staff and the broader community. The ethos of the school is based on 'Respect'.

The school has a wide range of programs, ranging from the Learning Enrichment Accelerated Pathway (LEAP) through to individual tuition and has a diverse range of subjects available to all students.

The senior school is designed around four curriculum pathways; • University / ATAR / HSC pathway • University / ATAR / HSC / Vocational Education pathway • HSC / Vocational Education pathway • Vocational Education pathway.

There are a number of significant partnerships that add value to the school. Partnerships include: • Toronto High School P&C • Mankillikan AECG • Sunrise Toronto Rotary • Toronto Lions and Lioness Club • Social Ventures Australia • University of Newcastle • Lakeside Transition Partnership • Toronto Learning Community.

## 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of **Learning** Toronto High School is:

**Excelling** in the element of **Wellbeing**; Through the Student Services Team, Learning & Support Team, School Advisory Panel, student leadership / peer support programs, and the Student Representative Council, the school has developed a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students. Individual learning is supported by the effective use of expertise both internal and external. Students are self-aware, build positive relationships and actively contribute to the school, community and wider society .

**Sustaining and Growing** in the elements of **Learning Culture and Curriculum and Learning**; The Student Data Processes, Transition Program, Teaching & Learning Handbook, Learning Support Processes all support the identification, implementation of strategies and the evaluation of their effects on student learning needs. These areas supplement the School Plan and support staff to translate School Planning priorities into practice in the classroom. There are strong partnerships with the 'Westlakes' high schools, TAFE, University of Newcastle, local businesses, local service clubs and partner primary schools. This has allowed additional curriculum provision to flourish beyond the school gates.

The processes within the school are inclusive of parents and students working closely together to improve their educational opportunities and attainment.

**Delivering** in the elements of **Assessment and Reporting and Student Performance Measures**. The school has strong data processes, however data is mainly used internally and a significant amount of this data isn't shared with or reported to the school community. This is an identified area of focus for the school for inclusion in the 2018–2020 school plan. Our Student Reports are compliant with reporting guidelines but are not necessarily used as the basis for further discussion with parents. Assessment items meet NESA / DoE requirements; however, there is still a reliance on summative performance occurring for the purpose of writing a student report. The School Self Evaluation Team debated the judgement of Student Performance Measures, as at both NAPLAN and HSC levels the school is able to demonstrate that it is performing above its surrounding comprehensive schools in many aspects. HSC band 6 analysis indicate that the school is always performing above its expected results based on ICSEA/FOEI as compared to other schools in the Hunter/Central Coast. External performance measures place the school at Delivering/Working Towards Delivering, whilst internal measures and evidence based judgements suggest some parts of the student population are demonstrating performance measures that are Sustaining and Growing while others are demonstrating Delivering.

The results of this process indicated that in the School Excellence Framework domain of **Teaching** Toronto High School is:

**Excelling** in the elements of **Collaborative Practice, Learning & Development and Professional Standards**. The school has developed an evidence based professional learning model that systematically has staff collaborating with, providing feedback to and receiving feedback from other staff. The Collaborative Peer Learning Program is based on research and practice that has originated from Ontario Canada. Staff work with a facilitator and collaborate in lesson planning, lesson delivery, reflection and further planning. It occurs in class and is aligned with the school plan. Newcastle University and Taylor Made Education have undertaken an evaluation of the model to determine its impact on the quality of teaching and student learning outcomes. These results were then used along with cyclical evaluation of the program to determine the model being implemented in 2017. The Collaborative Peer Learning Program supports staff to demonstrate personal responsibility for maintaining and developing their professional standards by having a whole school system embedded in day-to-day practice.

**Sustaining & Growing** in the elements of **Effective Classroom Practice and Data Skills and Use**. Teachers regularly use student performance data and other feedback to evaluate the effectiveness of their own teaching practices, with a high priority given to identifying evidence based practices that improve student outcomes. Clear indicators of this are evident in the Collaborative Peer Learning Program, THS Data Tools, Teaching & Learning Handbook and LAST Intervention Program. Student assessment data is incorporated in teachers planning for learning and to monitor student learning progress and to identify skill gaps. This is particularly so with the Learning and Support Team (LAST) that lead the analysis of PAT and NAPLAN data across the school for the benefit of all staff and students. The School Leadership Team provides a school analysis of student performance data to the community via P&C meetings and school newsletters. This is an area that has been identified for improvement in the 2018–2020 School Planning process.

The results of this process indicated that in the School Excellence Framework domain of **Leading** Toronto High School is:

**Excelling** in the elements of **School Planning, Implementation and Reporting and School Resources**. The school plan is at the core of continuous improvement efforts, with the schools' vision and strategic directions evident in its main activities. The major 'Processes' in the school plan have been implemented or are currently being implemented. This is a clear indication of the importance of the school plan as a blueprint for school improvement. The schools' vision to be a school of inspiration, innovation and excellence is translated into practice though the actions in the school plan and the resources that are strategically used to support those actions such as the intergration of curriculum, accelerated pathways, LST/support processes in literacy and numeracy and innovative professional learning models.

**Sustaining & Growing** in the elements of **Leadership and Management Practices & Processes**. The school solicits feedback about school performance from a variety of stakeholders through Tell Them from Me Surveys, Hay Group 360 Survey, Student Feedback Interviews, staff focus groups feedback and data analysis. Toronto High School has an extensive range of productive relations in the areas of wellbeing, academic/curriculum provision and transitional partnerships. There are leadership opportunities created for staff in leading whole school / specific working parties and relieving in a range of roles. There are efficient and flexible processes that deliver services and information to strengthen parental engagement and student outcomes.

Our self-assessment and the external validation 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

Toronto High School students will become successful learners, confident and creative individuals, active and informed citizens.

### Purpose

To develop in all students essential skills in:

1. Literacy and numeracy and becoming creative and productive users of technology.
2. Thinking deeply and logically, and obtaining and evaluating evidence in a disciplined manner.
3. Creativity, innovation and resourcefulness so they are able to solve problems in ways that draw upon a range of learning disciplines.
4. Planning activities independently, collaboratively and working in teams and communicating ideas.
5. Making sense of their world.

### Overall summary of progress

The Literacy and Numeracy Focus Groups were continued and refined. Intensive literacy and numeracy support is provided to those students identified. Every student (Year 7–10) is benchmarked and students requiring support are identified based on PAT, NAPLAN and school based assessment processes. The implementation of integrated curriculum in Year 7 Maths, PDHPE and Science was commenced. The ICT Team implemented the policies and procedures for the commencement of BYOD in Year 7 this year.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Literacy / Numeracy – students in Yr7–10 improve in standardised testing.	Class Teachers / LAST – \$400,000	Literacy & Numeracy support and intervention classes were developed based on PAT/NAPLAN and SBA. Students within these groupings generally demonstrated improved results (see separate Intervention report).
Literacy / Numeracy – students growth (effect size) is equal to or greater than 12 months growth.	Class Teachers / LAST – \$400,000	Literacy & Numeracy support and intervention classes were developed based on PAT/NAPLAN and SBA. Students within these groupings generally demonstrated improved results (see separate Intervention report).
HSC Band 4 and greater results achieved by an increasing number of students.	Class Teachers / LASTS – \$400,000	Each year since 2015, there has been a percentage increase in the number of students receiving Band 6 and Band 5 results in HSC courses.

### Next Steps

The Literacy and Numeracy Focus Groups will continue to be refined with a greater focus on senior student support. The implementation of further integrated curriculum in Year 8 Maths, PDHPE and Science will be implemented. The ICT Team will implement BYOD in Year 8 next year.

## Strategic Direction 2

Toronto High School will promote and deliver equity and excellence in education.

### Purpose

A commitment to promoting and delivering equity and excellence in education through:

1. Providing all students access to high quality teaching that is free from discrimination.
2. Building on local cultural knowledge and experience of the Aboriginal community.
3. Ensuring that learning outcomes for Aboriginal students match those of other students.
4. Ensuring that SES disadvantage and other forms of disadvantage (disability, homelessness, refugee etc) ceases to be a significant determinant of educational outcomes.
5. Ensuring that the school contributes to a socially cohesive society.
6. Encouraging families and students to hold high expectations for their educational outcomes.
7. Promoting a culture of excellence by providing challenging and stimulating learning experiences and opportunities.
8. Promoting personalised learning.

### Overall summary of progress

The new implementation model for Aboriginal Personalised Learning Programs was further refined. This has greatly increased the completion rate and engagement with families. The school strongly supported those students and families that required wellbeing assistance. External agencies were engaged as required. Eight Ways of Thinking has been incorporated into Teaching & Learning Programs and was audited as part of the Curriculum & Assessment School Evaluation.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All Aboriginal students have a PLP.	AEO/Teacher Relief; \$132,000	Most Aboriginal students by the end of 2017 had a PLP.
Aboriginal students outcomes match those of other students (academic, retention, attendance, post school destination) and / or have shown greater growth.	AEO/Teacher relief: \$132,000	Depending on the measure; in some areas for some Aboriginal students their growth was greater than non-Aboriginal students.
Low SES students outcomes match those of other students (academic, retention, attendance, post school destination) and / or have shown greater growth.	LASTs / AEO: \$532,000	This target has been difficult to measure due to difficulties in extracting and identifying low SES students. However, students that have been placed in various interventions groups have generally demonstrated growth greater than those students who are not in the intervention groups.

### Next Steps

The future directions for 2018 include: Continue refining the new PLP process to ensure that all Aboriginal students have a PLP and that those families who were unable to attend PLP meetings are provided with other opportunities to interact with their child's goals. This will be provided through the implementation of MGoals. Develop a process for the identification of low SES students. This will involve working with State Office to develop a report through the LMBR systems. Strengthen the Aboriginal Advisory Committee to have a greater representation from the community.

## Strategic Direction 3

Toronto High School staff will develop capacity and ability to improve student outcomes for all learners.

### Purpose

To develop teachers so they:

1. Engage in collaborative practices that support both teacher professional learning and improved student outcomes.
2. Implement pedagogical methods that are required for students to become successful in a continuously changing world.
3. Have the capacity to develop and implement curriculum that meets the diverse needs of all our students.
4. Are able to plan, implement, evaluate and redesign learning activities for individual targeted outcomes.
5. Use a range of assessment methods in determining student learning requirements.

### Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 3 of the school plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

The team teaching model that was implemented requires further refinement. There were a number of barriers that created difficulties with the initiative including timetabling issues and rooming. A revised model will be implemented in 2017.

The Curriculum and Assessment School Evaluation provided valuable professional learning for the staff directly involved in the team and provided guidance for all the staff on NSW Education Standards Authority, NSW Department of Education and Toronto High School requirements for curriculum and assessment implementation.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Evaluations of class teaching observations, student workbook monitoring, Teaching &amp; Learning program review, and School Walk-Throughs.</li></ul>	Relief: \$20,000	Evaluations occurred over the course of the year and feedback provided to staff on compliance and quality.
<ul style="list-style-type: none"><li>• Staff to complete Performance and Development Framework and targeted goals</li></ul>	Professional learning as part of the Collaborative Peer Learning Program, SDD and staff meetings supported PDP completion.  Professional Learning Funds :\$100,000	Staff completed the PDP process.
<ul style="list-style-type: none"><li>• Staff survey of Peer Learning Program.</li></ul>	Completed as part of the Collaborative Peer Learning Program.  Professional Learning Funds: \$100,00	Staff participating in the Collaborative Peer Learning Program all completed exit surveys for each session.

### Next Steps

The future directions for 2018 includes: Further evaluation and revision of the Collaborative Peer Learning Program to further 'integrate' the collaborative processes through the inclusion of team-teaching for some staff. These staff will have 'collaboration sessions' incorporated into their timetables. Revise the Beginning Teacher Program, the New Staff Induction Program and provide a program for staff wanting to gain accreditation at higher levels. There will be a continued focus on differentiation in the classroom.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$132,628. These funds were used to employ an Aboriginal Education Officer (AEO) to support Aboriginal students and families and an additional AEO to support students with their transition when leaving school to the workforce, TAFE, University or other provider.	Through Strategic Direction 1 our impact was: <ul style="list-style-type: none"> <li>• Students were identified for support based on their effort and ability. Students were benchmarked in literacy and numeracy and improvement plans were developed and implemented for those students identified.</li> </ul> Through Strategic Direction 2 our impact was: <ul style="list-style-type: none"> <li>• PLPs were developed for Aboriginal students. An Aboriginal Education Officer (AEO) was employed to support students and families.</li> <li>• An Aboriginal Transition Worker was employed to provide ongoing support for students and families after they leave Toronto High School.</li> <li>• Students were benchmarked in literacy and numeracy and improvement plans were developed and implemented for those students identified.</li> </ul> Through Strategic Direction 3 our impact was: <ul style="list-style-type: none"> <li>• Improved teacher quality through the Collaborative Peer Learning Program.</li> </ul>
<b>Low level adjustment for disability</b>	\$314,166.  These funds were used to employ 2x LASTs and a Student Support Officer (SSO).	Through Strategic Direction 2 our impact was: <ul style="list-style-type: none"> <li>• The employment of LASTs to support differentiation, adjustments and accommodations.</li> <li>• A revised learning and support program for students was implemented.</li> </ul> Through Strategic Direction 3 our impact was: <ul style="list-style-type: none"> <li>• Improved teacher quality through the Collaborative Peer Learning</li> </ul>
<b>Socio-economic background</b>	\$674,863. These funds were used to employ additional LASTs (x2), a Business Manager, ICT Support Officer, additional SLSO's and additional staff to create a targeted Literacy and Numeracy class.	Through Strategic Direction 2 our impact was: <ul style="list-style-type: none"> <li>• The employment of two SLSO's to support differentiation, adjustments and accommodations.</li> </ul> Through Strategic Direction 1 our impact was: <ul style="list-style-type: none"> <li>• To support student's literacy and numeracy additional LASTs (x2) were employed.</li> <li>• Additional SLSO's were employed.</li> <li>• A refined Learning and Support program for students was implemented.</li> <li>• An ICT specialist was employed to support students and staff use of ICT devices.</li> <li>• A Business manager was employed supporting Senior Executive members to lead the educational requirements of the school.</li> </ul>
<b>Support for beginning teachers</b>	\$4063	Through Strategic Direction 3 our impact was: <ul style="list-style-type: none"> <li>• Improved teacher quality through the Collaborative Peer Learning Program.</li> <li>• The New and Beginning Teacher program was implemented to support beginning teachers.</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	455	463	493	469
Girls	427	445	473	473

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.3	89	90.2	90.4
8	87.2	87.6	86.7	88.3
9	86	86.3	84.9	85.9
10	84	85.1	81.7	82.9
11	81.9	83.6	84.6	81.4
12	89.9	88.2	88.4	89.5
All Years	86.7	86.6	86.1	86.3
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

Toronto High School has a dedicated Attendance Team that meets weekly to analyse students' attendance and to conduct interventions for those students whose attendance has been noted as a concern. The team includes both Deputy Principals, the Home School Liaison Officer (HSLO), Year Advisors and SSO. Parental contact is made, letters are issued and if required, Attendance Plans are developed. Student attendance concerns are also raised at the weekly Executive and Student Advisory Panel meetings. They are also identified in Faculty Meetings which are held on a fortnightly basis. The process for identifying and dealing with truancy during the day involves all class teachers at the beginning of every lesson, marking the roll electronically and hence providing an electronic record to the Deputy Principals regarding student attendance in class. If a staff member does not have access to electronic roll marking, they send

an 'absentee/truancy slip' directly to the Deputy Principals whom investigates the situation.

In addition, the school provides SMS and / email notification to parents where students have an unexplained absence. Parents can respond to this message or access the Parent Portal to make notifications for absences.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	4
Employment	12.5	41	45
TAFE entry	75	31	13
University Entry	0	0	28
Other	12.5	22.7	4
Unknown	0	4.5	5

### Year 12 students undertaking vocational or trade training

Many Year 12 students are keen to undertake vocational or trade training while completing their HSC. The percentage of Year 12 students undertaking vocational or trade training during **2017 was 44%**. Many of these students have continued in their field of study after the completion of the HSC.

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

In 2017, **98% of Year 12** students who completed Year 12 studies, attained the HSC or equivalent vocational educational qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	11
Classroom Teacher(s)	48.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	14.77
Other Positions	1

\*Full Time Equivalent

There are **3.6%** of staff members that identify as Aboriginal.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	94
Postgraduate degree	6

### Professional learning and teacher accreditation

The main priorities for professional learning for 2017 were in the areas of Teacher Quality, Literacy and Numeracy, Welfare and Equity and Career Development. The major focus of professional development was the Collaborative Peer Learning Program, an in-school process of collaborative lesson design, evaluation and reflection and dialogue. All staff, teachers and administrative staff participated in Staff Development Days (SDD) at the beginning of Terms 1, 2 and 3 and the last two days of Term 4, where Professional Learning funds supported these activities. Professional Learning focused on: –Emergency Care and CPR, – Anaphylaxis training, –Disability Standards and differentiation, – Literacy strategies including Quick

Write,– Australian Curriculum,– School Evaluation, – using data to inform teaching practice,– integrated curriculum and;– co–operative learning strategies. Collaborative Peer Learning operated across the year, through staff workshops and regular staff meetings. Non–teaching staff not involved in the workshops were able to participate in staff meeting groups so that 100% of staff were involved in Peer Learning during 2017. This included permanent, temporary and casual teachers. Additionally, staff were provided with professional learning through Faculty Planning Days, Head Teacher / Deputy Principal Network days, VET meetings and compliance processes.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

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

	2017 Actual (\$)
<b>Opening Balance</b>	30,380
<b>Revenue</b>	11,169,752
Appropriation	10,367,187
Sale of Goods and Services	162,397
Grants and Contributions	638,122
Gain and Loss	0
Other Revenue	0
Investment Income	2,047
<b>Expenses</b>	-10,846,695
Recurrent Expenses	-10,846,695
Employee Related	-9,842,745
Operating Expenses	-1,003,950
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	323,058
<b>Balance Carried Forward</b>	353,437

### Management of School Finances –

The school finances are managed on a daily basis by the Principal, Business Manager and School Administrative Manager.

The financial management tools provided to schools are afflicted with data integrity issues which means

that schools cannot produce accurate reports to allow Principals to financially manage their schools.

The School Finance Committee meets once a term and the budget team meets in Term 4 to determine expenditure priorities for the next year. There is an approved template where requests are submitted and ranked against the following criteria – New Course Resourcing; Year 12 Resourcing; Year 11 Resourcing; Junior School Subject Resourcing; Workplace Health & Safety Requirements; Alignment with School Plan / Priorities and Replacement of Assets.

### Significant Financial Events

1. The school has entered into a new agreement for printers – this has streamlined functionality across the school and also provided some cost savings on our printing.
2. Security – the school was rekeyed onto a Master Key system Term 4 2017 resulting in improved security and control over access to all areas of the school.
3. The canteen was tendered in Term 4 with the new operator to commence in 2018. Therefore stocks were decreasing in the lead up to transitioning over to the new operators.
4. The increase in Grants and Contributions was largely due to a large amount of funds being received in 2017 for courses / programs / events being undertaken in 2018.

### 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>	8,046,919
Base Per Capita	151,967
Base Location	0
Other Base	7,894,951
<b>Equity Total</b>	1,126,696
Equity Aboriginal	132,628
Equity Socio economic	674,863
Equity Language	5,039
Equity Disability	314,166
<b>Targeted Total</b>	772,524
<b>Other Total</b>	242,471
<b>Grand Total</b>	10,188,609

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom

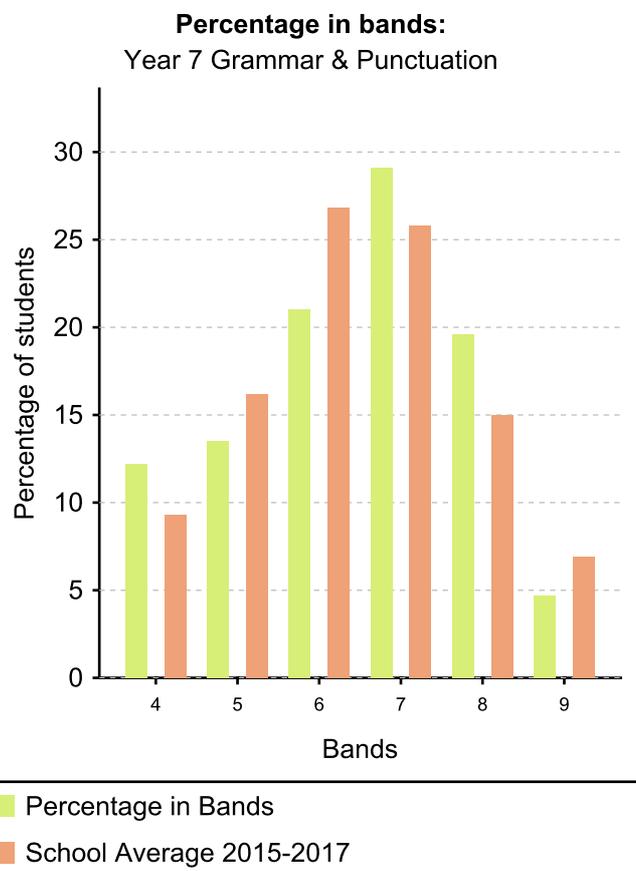
line totals, which are calculated without any rounding.

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.

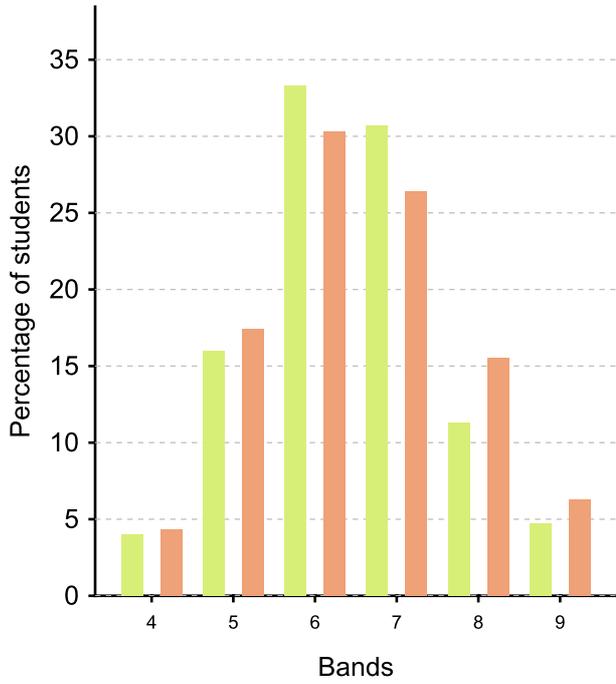
## School performance

### NAPLAN

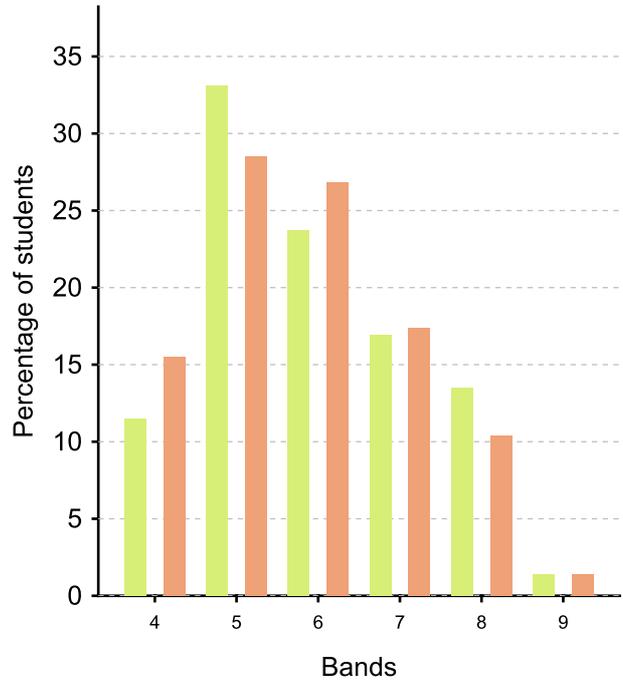
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



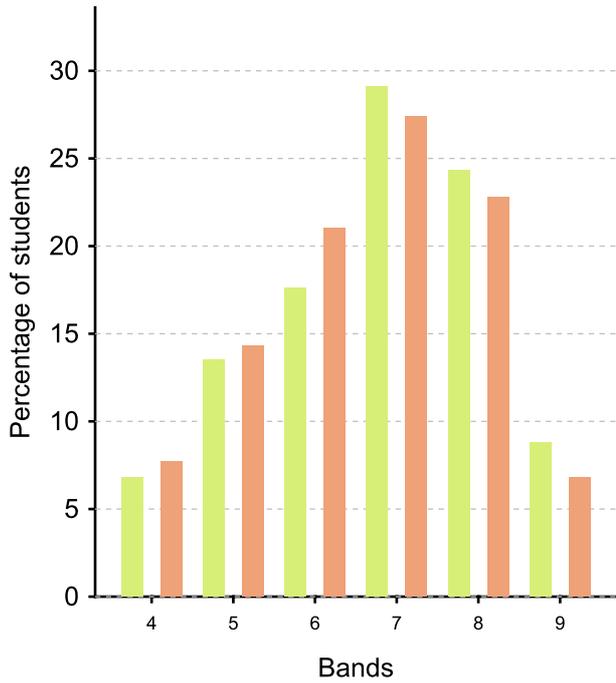
**Percentage in bands:**  
Year 7 Reading



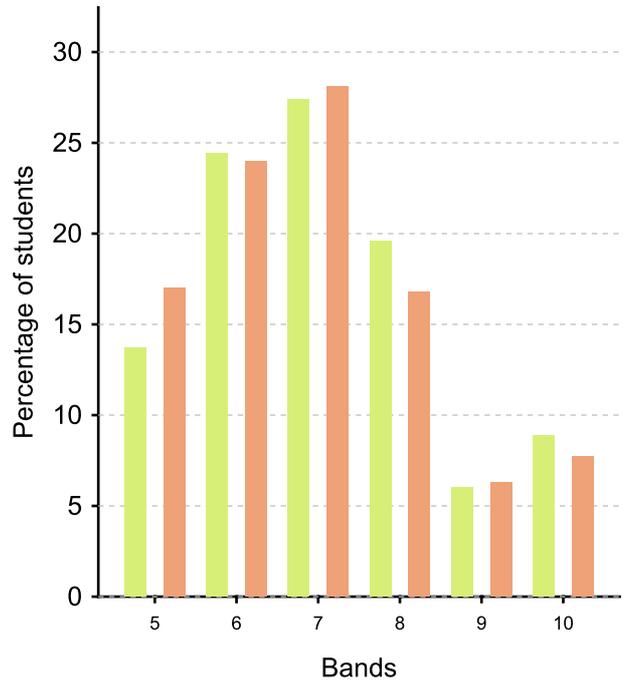
**Percentage in bands:**  
Year 7 Writing



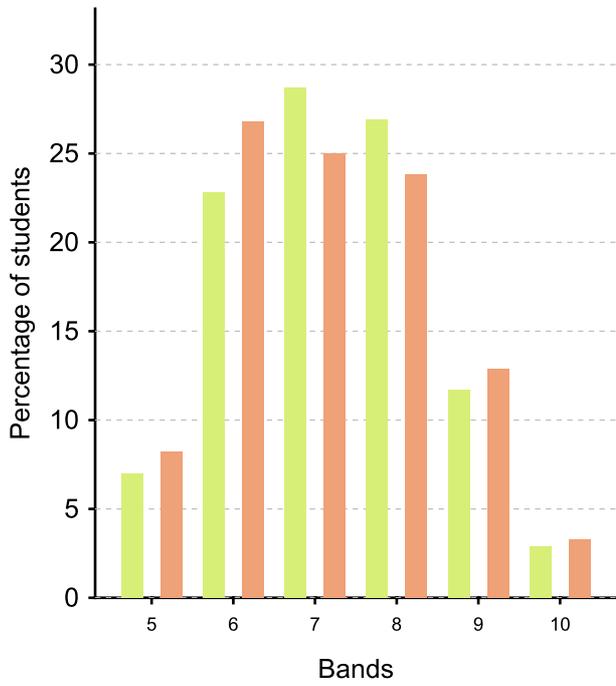
**Percentage in bands:**  
Year 7 Spelling



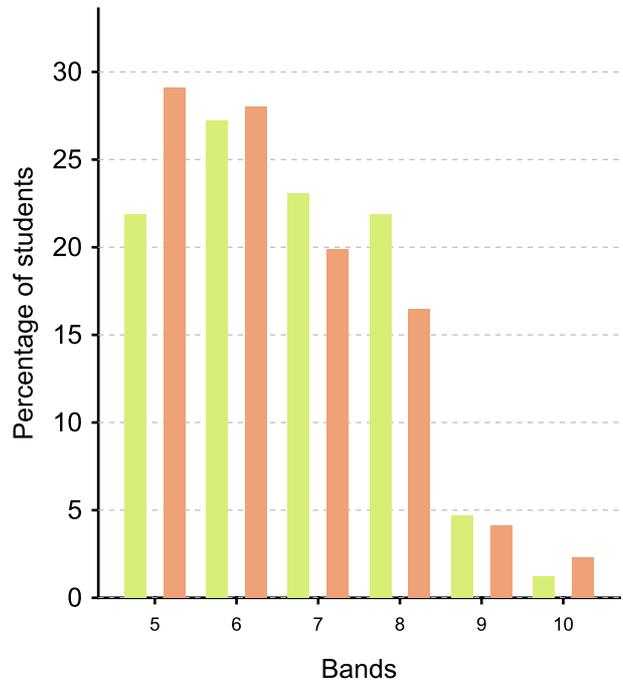
**Percentage in bands:**  
Year 9 Grammar & Punctuation



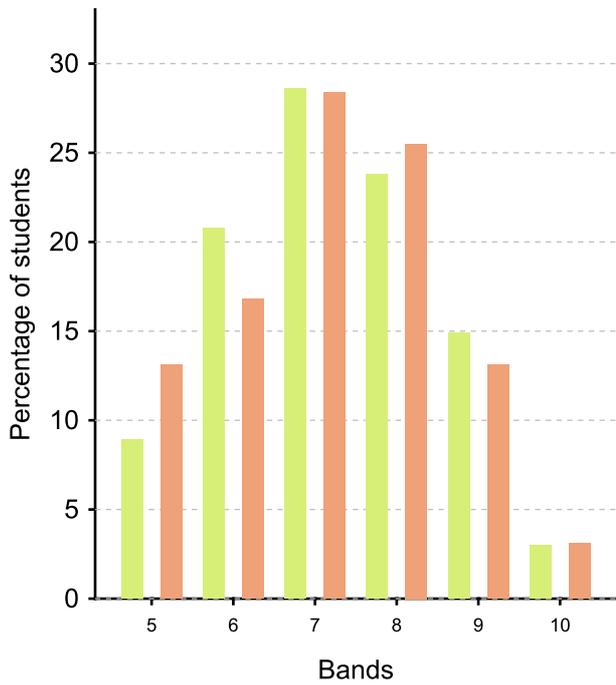
**Percentage in bands:**  
Year 9 Reading



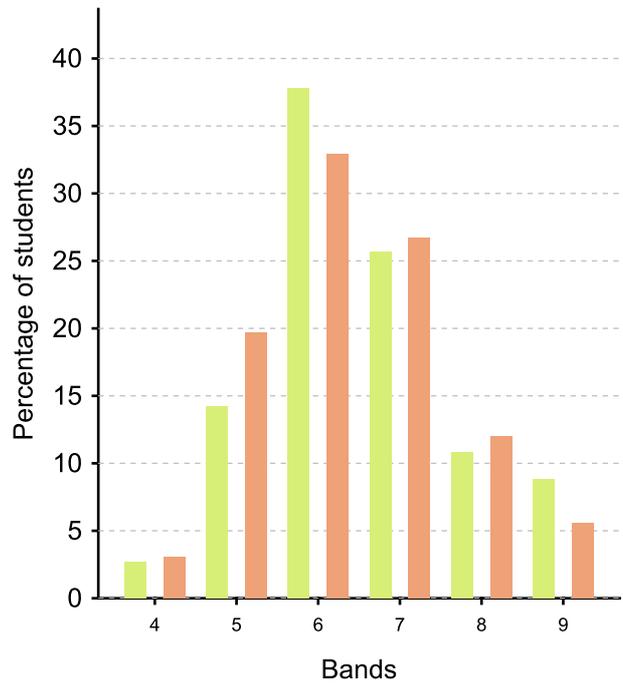
**Percentage in bands:**  
Year 9 Writing



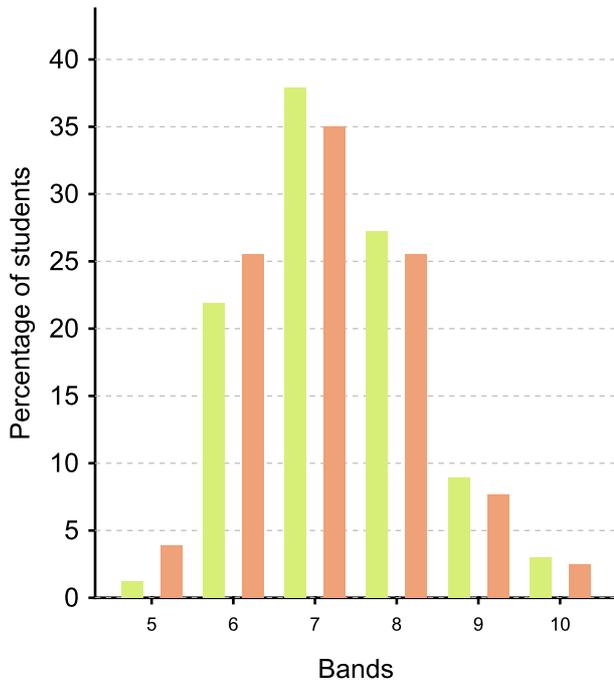
**Percentage in bands:**  
Year 9 Spelling



**Percentage in bands:**  
Year 7 Numeracy



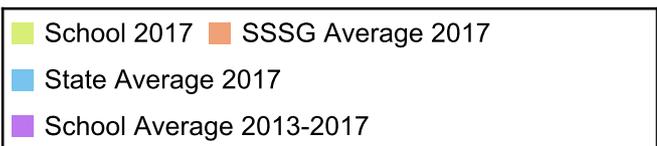
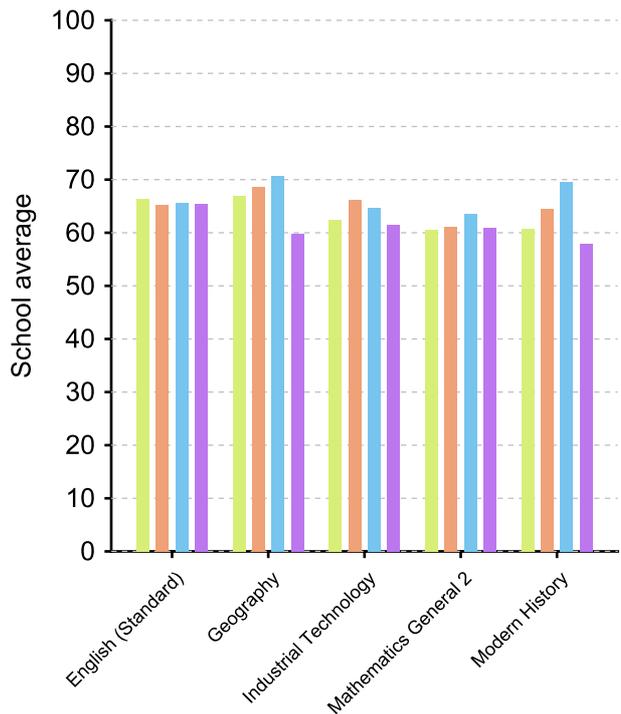
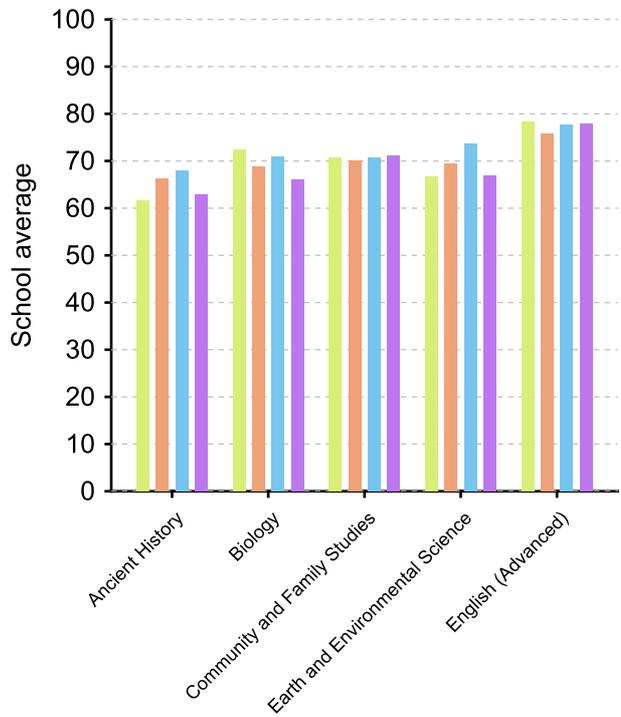
**Percentage in bands:  
Year 9 Numeracy**

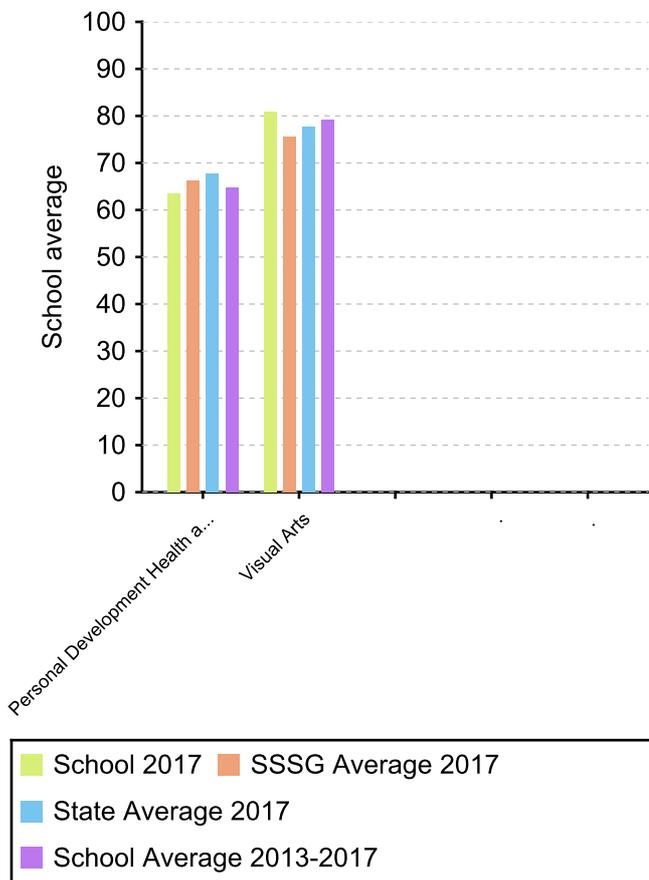


The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

### Higher School Certificate (HSC)

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





## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. This year students provided feedback via the 'Tell Them from Me' Survey while for parents, staff and community members provided feedback via the 'Excellence in School Customer Service 360 Reflection Tool (Hay 360 Survey tool)'.

Strengths identified by parents and staff include:

### Communicating Effectively:

- Our Values
- Information – Quality and ease of use

### Commit to Customer Service:

- Inclusivity
- Customer service
- Community partnerships
- Empathy

### Working Collaboratively:

- Teamwork
- Collaboration is valued and respected

- Process collaboration

### Consistency and Vision in Planning:

- Ethical behaviour

Parents have reported anecdotally at P & C meetings, parent forums and teacher/parent evening high levels of satisfaction with Toronto High School. There has been continued positive feedback about the emphasis on school uniform and creating a positive school climate that fosters conditions for learning.

Student feedback was 'above average' compared to state Tell Them from Me Survey results in the following areas:

- Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives; Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn; Students feel teachers are responsive to their needs, and encourage independence with a democratic approach; Students understand there are clear rules and expectations for classroom behaviour; The school staff emphasises academic skills and hold high expectations for all students to succeed; and Students have someone at home or community who consistently provides encouragement and can be turned to for advice. These are very pleasing results.

Our staff provided additional feedback during staff meetings. Staff provided feedback regarding that student engagement and work ethic remains their main priority and concern. The other main concern for staff was finding the time to complete all the requirements of their job, as the role and expectations are significant.

## Policy requirements

### Aboriginal education

Toronto High School respectfully acknowledges the traditional owners of this land by including Acknowledgement of Country by Aboriginal members of the student body at every formal assembly. Formal staff meetings and Staff Development Days also extend this respect. Aboriginal education perspectives are embedded into all faculty programs to highlight Indigenous history and to promote Aboriginal achievement and culture. Toronto High School has incorporated the 8 Ways of Learning into the teaching and learning programs of all subjects to support Aboriginal learning in the classroom. An Aboriginal Education Worker (AEW) position continued in the school and was employed via the Aboriginal Funding resource. The focus of the AEW is to assist with Aboriginal students' learning outcomes, promote attendance, develop culturally appropriate programs across curriculum, liaise with the Aboriginal community and promote Aboriginal culture within the school and its community. An AEW also specialises in the development and support of pathways for Aboriginal students from school to work or further study. Students are tracked for up to two years once they leave school

to provide ongoing support for the ex-student and their family. Sue Hodges was the school's substantive AEW until she resigned in November 2017. Toni Heard and Rhonda Finlay relieved as AEW in a temporary position for the last four weeks of the year.

Aboriginal students have participated in 'Bro-speak' and 'Sista-speak' to develop their cultural understandings. This program was conducted by trained facilitators from the Toronto High School staff. A special "Sorry Day" assembly was held to celebrate the anniversary of the apology to Aboriginal and Torres Strait Islanders by Kevin Rudd. Community members attended and spoke at the assembly. Involvement of parents and community was also encouraged through activities to celebrate NAIDOC Day – Our Languages Matter. Senior students accessed the tutoring program with specific course tutors as well as benefiting from tuition in general study skills and exam preparation. Aboriginal Studies continues to be offered at Toronto High School with strong academic results continuing to be on par with State average for this subject. The process for the development of Personalised Learning Pathways (PLPs) continues to be improved and consolidated in consultation with the school community, the local Aboriginal Education Consultative Group (AECG) and the Toronto High School Aboriginal Advisory Committee. In 2017, all PLPs were completed over a two day process. Over 98% of the 138 Aboriginal Students at the school had a PLP developed in consultation with a staff member and parents. The Aboriginal Advisory Committee met once a term to discuss the direction of Aboriginal education at Toronto High School. Members of this group also attended local Aboriginal Education Consultative Group (AECG) meetings. Toronto High School remains an active Stronger Smarter Institute Hub School. Aboriginal student attendance for Semester 1 was 75.5% and for Semester 2 was 72.5%.

It is pleasing to note the impressive results achieved by our Aboriginal students in NAPLAN for 2017 compared to Aboriginal students across the State.

Andrew Pesle

Deputy Principal / Aboriginal Education Co-Ordinator

### **Multicultural and anti-racism education**

In 2017, Toronto High School continued its commitment to Multicultural Education. Toronto High School's Anti-Racism Contact Officer is Mrs Kath Fotheringham. Our officer addressed both staff and students in whole school meetings and helped to develop programs and practices that counter racism which fostered an environment that demonstrates inclusiveness and diversity. Anti-racism and Multiculturalism is embedded in faculties learning programs across the school. The quality learning environment created for our diverse population is a credit to our students, staff and wider community. All forms of racism and discrimination are rejected at Toronto High. There was no racial incidents reported to the Anti-Racism contact officer in 2017.

Harmony day was recognised in 2017. It celebrated

our unique students and a sense of belonging for everyone. It was a day to embrace cultural diversity and to share what we have in common. On significant days, students and staff were privileged to a special assemblies that include dance, music, food and cultural performances. The students celebrated wearing themed clothing in support and recognise our diverse population.

The ARCO also promoted her role as Anti-Discrimination Officer and encourage belonging, harmony and wellbeing of all at Toronto High School. For the fourth year in a row, 'Wear it Purple' day was celebrated. It is a day that Rainbow Youth are supported and empowered.

In 2017, Toronto School participated in the Japanese Exchange Program, supporting and providing hospitality to students from Japan, during their cultural immersion homestay. During this time students participated in mainstream school class activities, specific English courses and organised activities where exchange students can raise cultural awareness of their own country and impart cultural diversity.

Our students from Language Backgrounds Other Than English (LBOTE) benefit from an additional 2.0 Learning and Support Teacher positions funded by the school, in addition to the 0.2 ESL teacher allocation.

Kath Fotheringham

Anti-Racism Contact Officer

### **Other school programs**

#### **Connections**

Connections is a stage four integrated curriculum model spanning Mathematics, Science and PDHPE. This collaborative, future focus model of learning is currently operating across Year 7 where two classes combine, utilising the library as a learning centre. A team of dynamic staff deliver integrated programs creating opportunities for students to take responsibility for their own learning. Connections staff know and understand their students and are flexible in selecting appropriate teaching and learning strategies to support their student's needs. Current research shows that an integrated, student-centred approach to learning, improves student engagement, develops future focused learning skills and enhances student outcomes. Students in Connections are required to collaborate and use critical and creative thinking to solve complex problems.

Currently, Year 7 students have four periods of Connections per timetable cycle. Connections lessons are additional double periods run by the integrated curriculum staff who explicitly teach Mathematics, Science and PDHPE to their base classes.

Connections has five skill focus areas whereby a student:

- Demonstrates the ability to combine numeracy,

- scientific and PDHPE skills to solve problems
- Demonstrates the ability to work together in a collaborative manner
- Uses appropriate communication skills when working in teams and/or individually
- Demonstrates creativity and/or innovation in problem solving
- Can use technology to facilitate individual learning

Connections integrates the purposeful use of technology and utilises the BYOD initiative to allow students to work independently and collaboratively facilitated by online learning platforms such as Google Classroom, Google Sites and Moodle. The use of digital technologies in Connections has led to students developing digital literacy skills in coding, robotics and to globally connect in a technology driven world.

Greg Morgan

Deputy Principal

### Students with disabilities

Inclusion is fully imbedded and practiced within our school as demonstrated by a number of significant student achievements. Not least was the achievement of one student from the support I.O. class in being named school captain for 2017. This demonstrated the schools strong belief in always encouraging students to meet their potential.

This student conducted assemblies, attended leadership days and competed in public speaking competitions alongside his leadership peers. He was also the co-chairperson at a SEPLA conference for approximately 400 special educators across the state.

Toronto High School always aim to gather and share academic information about students to all staff to minimise the effect of transitioning to high school. LASTs conduct file reviews and curriculum based assessments for each incoming Year 7. This information is shared with teaching staff.

### Literacy and Numeracy

Throughout 2017, Toronto High School continued the Whole School Intervention process. The aim is to provide a tiered approach to providing quality targeted instruction to develop the literacy and numeracy skills of students. All students in Years 7 – 10 were tested at the beginning and the end of the year using the Progressive Achievement Test (PAT) to assess their progress in Mathematics, Comprehension and Grammar and Punctuation.

Focus Groups provided an intervention for:

- Year 7, 56 /158 students – 35 %
- Year 8, 88 /191 students – 46 %
- Year 9, 92 /190 students – 48 %
- Year 10, 27 /175 students – 15 %

Some students accessed more than one intervention.

Analysis of the data indicated the effectiveness of the Focus Groups with some of the students achieving up to 4 times the expected growth.

LASTs also identified that students involved in Focus Groups were more engaged by talking about their learning with other students and staff and showed consistent improvement by applying feedback from teachers and SLSOs.

**Funding Support** – Five students with an identified disability were supported under the Funding Support program to access their patterns of study in an integrated model. These students received specialised support guided by their Individual Education Plan by accessing teacher and SLSO time.

**Three support classes** provided specialised and explicit instruction for 34 students with intellectual disabilities in the mild and moderate range. The class placement offers a rich environment for language, literacy and numeracy development. Students attend electives, PE, TEP and Sport with their mainstream peers. In 2017, four students graduated with peers from Year 12 to receive a HSC. Two students have entered employment, one has gone on to further study, and one is accessing NDIS funding to further his social skill development.

Lisa Milson–Black

Head Teacher – Special Education

### Respect and Responsibility

Our goal is to inspire and excel our students through innovative approaches to education. To do so we have adopted core values that underpin learning and permeates all areas of school life, namely, respect and responsibility. Toronto High School's strategic directions use Respect as an acronym to represent all other values set out in the Department of Education and Community's Values in NSW public schools policy. These values guide our welfare and discipline policies and how we communicate in the classroom, playground and with our community.

Respect and responsibility as a core ethos encourages students to take responsibility for their learning and actions, and it is directed at preparing students to be informed individuals on the rights of others, celebrating our diversity and developing morals and ethics. Self-awareness and taking responsibility for our actions provides students opportunities to develop into active citizens and involved in creating a better world. To achieve this Toronto High School offers a variety of leadership opportunities for students including our Student Representative Council (SRC) and Peer Support programs.

The SRC invites students across all years to volunteer their time to be active in making informed decisions to bring about change in the school community and instigate programs to address the change they want to

see. In 2017 THS hosted the "Shave for Cure" fundraiser, a presentation on Domestic and Family Violence and a proposal for gender fluid bathrooms that are now available in A block.

Peer Support is a program that aids in the transition for Year 7 students entering high school. Year 10 students volunteer their time to learn how to deliver learning opportunities to small groups of Year 7 students on bullying, resilience and building positive relationships. This culminates in a Peer Support camp where students are challenged by physical and emotional obstacles to learn to trust in their abilities and build new friendships.

In an endeavour to recognise and reduce risk factors that impair positive relationships and self-esteem the Student Services team run small social groups, such as 'The Art of Manliness' and 'How Stuff Works', to assist students in developing resilience and positive regard. These groups are small in size ranging between 5 and 10 in number and are formed by age and gender. In addition, a lunch time group is run for students who struggle in the playground due to social issues. In this group students have been learning to crochet a scarf and can play board games to assist in socialising by negotiating rules, sharing and fair play.

Dignity and equity is addressed through financial assistance and resources distributed justifiably to ensure SES disadvantage ceases to impact the student's ability to engage with learning on the same basis as their peers. In addition, other forms of disadvantage including disability, homelessness, and refugee status are addressed through our Learning Support team and Students Services team.

An awareness of cultural knowledge of our Aboriginal community is addressed within the classroom, special events such as our NAIDOC assembly and in positive communication with all students. Role models within our school community are respected for their cultural knowledge and proudly wear their Aboriginality represented by significant colours and special event shirts.

Respect and responsibility are key values that contribute to our attitude and attributes to be successful at school, work and life and continue to underpin everything we do at Toronto High School.

Candice Little

Head Teacher Student Services (Acting)

## **2017 Sporting Achievements**

2017 was a very successful year in the sporting arena for Toronto High School students.

Over 200 students represented Toronto High School in NSW Combined High School knockout competitions, while over 240 students represented the school in Zone and Regional Carnivals.

At a Zone level, Toronto High School was once again dominant in the Westlakes Zone Athletics, Cross Country, Swimming Carnivals, retaining all 3 Champion School shields. Three students were named as Zone Age Champions in Athletics (Will Angel, Max Bradbury and Kathleen Young), 5 students in Cross Country (Brooke Woods, Will Angel, Luke Glennie, Luke Young and Kathleen Young), and 4 students in Swimming (Dillon Siv, Eddie Jansen, Lachlan Mackay and Demi Parsons). Luke Young was crowned as "Athlete of the Meet" at the Cross Country Carnival. The school was also Zone Champions in Under 14 Knights Knockout Rugby League and CHS Lawn Bowls.

Toronto High School again had a large number of students selected to represent the Hunter Region at State Carnivals. As a result of their performances at the Hunter SSSA Carnivals, 9 students were represented in Athletics (Joseph Jobson, Max Bradbury, Kobe Nightingale, Cody Schutz-Relf, Bailey Nelson, Luke Young, Krystelle Manderson, Jack Jordan and Kathleen Young), 6 in Cross Country (Will Angel, Rebecca Burgess, Jazlyn Evans, Jordan Joynson, Kathleen Young and Luke Young), and 8 in Swimming (Amelia Carrall, Natasha Kozaczynski, Jakayla Simes, Kirralee Simon, Dillon Siv, Flynn Fardell, Lachlan Mackay and Demi Parsons).

Another 10 students were selected to represent the Hunter Region in their chosen sports, with Alexander Matthews and Jessica Hjort (Cricket), Amelia Fisher, Bethany Fisher and Kaylan Moloney (gymnastics), Thomas Holland (baseball), Mikaela Bell (basketball) and Max Bradbury and Jack Jordan (rugby league).

Taking their sport one level higher were Dillon Siv (Swimming), Kathleen Young (Cross Country) and Luke Young (Cross Country and Athletics), who represented NSW Combined High Schools in 2017. Thomas Holland received a NSWCHS Sporting Blue for his achievements in Baseball.

The Under 14 Boys Buckley Shield Rugby League team had a very successful year, finishing as Hunter Regional Champions, and in the Top 8 in the NSWCHS Knockout tournament.

Over 100 students were invited to the Toronto High School Annual Sports Presentation Dinner, where Will Angel was named as Junior Sportsman of the Year, Kaylan Moloney as Junior Sportswoman of the Year, Kathleen Young as Senior Sportswoman of the Year, while Thomas Holland and Luke Young shared the Senior Sportsman of the Year award. Kathleen Young, Thomas Holland and Jack Jordan were awarded with the prestigious Toronto High School Sporting Blues. Jazlyn Evans was presented with the Jade Frith Spirit of Sport award.

A successful and enjoyable year of sport for Toronto High School students.

Steve Richards

CHS Sports Organiser

## Creative & Performing Arts (CAPA)

Toronto High Schools Creative and Performing Arts Faculty had a hugely successful year in 2017. The faculty continued to provide various opportunities for students to develop their creativity, talents and passions in a range of courses and presentations in which the students participate with distinction.

Toronto High School was represented at StarStruck this year again with over 80 students in total and 4 staff from the areas of Dance, Drama and Music. This was the first time that all three disciplines were represented.

2017 also saw the continuation of the Dance ensemble, with 16 talented students selected to perform at the Hunter Dance Festival and State of Dance at the Hunter School of Performing Arts.

The CAPA department prides themselves of working in the community and in Term 1 of 2017 a select group of Drama students participated in a Drama ensemble that performed in conjunction with Tantrum Theatre. Called 'Mapping the Lake', the production was set on the shores of Lake Macquarie working with Primary schools on the west side of Lake Macquarie and actors from the Newcastle region.

Visual Arts and Photography students also went on various excursions including ArtExpress and a walking tour of Newcastle taking suburban and urban imagery.

The Music Department, had a wonderful year including offering ensembles in Vocaland Concert Band.

Students are given an amazing opportunity to continue playing instruments and many were invited to join the "The Toronto Learning Community Concert Band", which was significantly hosted at Toronto High School forming string links with the primary schools and local musicians. Links were also made with the West Lakes Hub which is a combined high schools music workshop for concert band and choir, supported by Newcastle University, with graduate students sent to the school as tutors. They performed at the Education Week Assembly and Toronto Spring Fair.

We are fortunate enough to have a student run Sound and Lighting Crew that oversees the assemblies once a term dealing with all stage production, sound and lighting of the event. Our Sound and Lighting Crew again hosted Bandfest and ChoralFest at Warners Bay Performing Arts Centre in Warners Bay in October. Students gain entertainment experience by organising and presenting a major performing arts event.

In 2017, the CAPA department worked hard to create a wonderful outdoor learning space which provided students with a space to paint, create and perform and this will be ongoing into 2018. As a result of this, an 'Art Crew' was formed with a group of highly talented students to physically enhance the CAPA areas with murals and painted signs.

The one major CAPA event on the annual calendar is MADD (Music, Art, Dance, Drama) Night. The night

was held in Term 4 and showcased the wide variety of Creative and Performing Arts talent at our school. MADD Night 2017 was an outstanding success with more than 150 students directly or indirectly involved in the delivery of music and dance performances and drama acts. The outstanding art exhibition curated brought a total of around 200 students whose work contributed towards the night. The highlight was showcasing the amazing HSC Body of Works. The night then led into the main performance with Dance, Drama and Music students performing their works in the MPC for parents and the community.

Students showcased their skills and all CAPA classes were represented on the night. From Year 7 to Year 12, 200 students wowed the audience with musical performances, dance items and dramatic pieces.

The CAPA department saw another outstanding year of HSC results with many students receiving their highest or 2nd highest results in one of our CAPA subjects. Excellent results were seen in Visual Arts with two Band 6's and a successful nomination in Art Express. Lauren Cadman's sculptures were successful in this nomination and is touring in the traveling exhibition in 2018. Three Visual Arts students were also selected in First Class. This annual exhibition celebrates the high calibre of work by the previous year's HSC Visual Arts students from the Hunter and Central Coast regions. The successful students were Lauren Cadman, Jamie Kopplehubber and Madison Butt. Jamie Kopplehubber was also selected in the Moran Contemporary Photographic prize as a semi-finalist for her stunning black and white image titled, 'Wrong way, go back'.

A finale to the 2017 HSC year saw the Year 12 CAPA students acknowledged and celebrated at the annual Year 12 Showcase. An Art exhibition was held, displaying the amazing talent we have in our art students. Wonderful drama performances we also showcased on the night and it was a celebratory evening where family, friends and teachers acknowledged the hard work of Year 12.

With the dedication, and commitment of the CAPA students and staff at Toronto High School, we can look forward to many wonderful things in 2018.

Kath Fotheringham

CAPA Head Teacher (Relieving)