

Tamworth High School

Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Tamworth High School as an account of the school's operations and achievements throughout the year.

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

Daniel Wilson

Principal

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Message from the Principal

The 2018 school year commenced with the news that our 2017 School Captain, Georgia Taggart had been awarded the 2018 Young Citizen of the Year at the Tamworth Australia Day ceremony. Georgia has always been a great ambassador for Tamworth High School and public education and as such was a very worthy recipient that the school is justifiably proud of.

We welcomed our new Deputy Principal, Ms Megan Marshall, replacing Mr Rands to work alongside Mrs Thomas. Ms Marshall has brought with her a significant range of skills and experience and as a result, has had a very positive impact in the short time she has been with us. We also welcomed a number of other new staff providing a positive influx of new ideas and energy to our ranks.

As has long been the case our P&C ran the 2018 Country Music Camp over the summer holiday break. I need to recognise the great efforts of two key members of the P&C, Mara Dedini and Cherie Willis who have coordinated this major project over the past few years and have done an outstanding job in streamlining the planning and coordination of this important fund-raiser for the P&C to ensure a well-run camp.

For 2018, a new focus on generating stronger student participation was the aim of our Sports Carnival coordinator Mr Hayden Merrick and External Sport Coordinator, Mr Nathan TeRangi. As a result of their efforts, the Swimming Carnival returned to a more traditional day carnival and was a great success, with extremely positive levels of participation. There was a similar impact with the Athletics Carnival but the big success was the re-vamped 'Colour-Run' Cross-Country that had outstanding levels of student and staff participation. Overall, a great achievement for the year – well done to Hayden and Nathan for their organisation!

Elsewhere on the sporting front, our very young open girl's water polo team made us proud with a fantastic Bronze medal result in the Combined High School (CHS) championships. Given that the main opposition teams had much more experienced players, this was an outstanding result that augers well for the future of the sport in coming years. This result is a great reward, not only for the students concerned but also for a justifiably proud manager and coach team, i.e. Tina Poder and Sean Hofman.

Three of our Water Polo girls went on to achieve even greater results – Mikayla Gross – gold medallist at State championships in Perth, Lucy Hofman – gold medallist at the Australian Country Championships in Rockhampton, Giaan White – 4th place in the Invitational side in Perth.

The 2018 Northern Excursion was another special event that was another great success, with our students demonstrating exemplary behaviour whilst touring around Central and Northern Australia.

With regard to school development, our school underwent a significant Capital Works program for a wide range of

disability modifications to our school. Essentially, numerous ramps were constructed around the school to improve access for disabled students, modifications made to the existing disability toilet/bathroom in H-Block and a new larger facility was constructed to replace the old clinics in H-Block. This was followed by the commencement of construction of a new lift to ensure disabled students have full access to all parts of the school, thus ensuring THS is truly inclusive of all students.

In the area of technology, Tamworth High School made a significant investments in new mobile hardware, i.e. Student laptops to enhance the delivery of curriculum across the school. This strategy was driven by the recently renewed Information Communication Technology committee who developed a strong plan for driving the development and implementation of technology in all teaching areas. This included the delivery of professional learning for all staff, thus enhancing technology capacity at THS.

An added bonus of the laptop initiative was the ability of the school to move to the new NAPLAN Online testing process, which proved to be a great success for all year 7 and 9 students, the general consensus being that the process worked well and that the large majority of students were thoroughly engaged in the various tests.

On the Student Wellbeing front, one of the major events in the 2018 program was the very successful 'RUOK' Day held during term 3 and coordinated by our DP, Mrs Thomas and assisted by our Student Support Officer Sue Warden and School Counsellor Di Kelly.. The feedback from various participating organisations about the day and in particular our students was very positive! Similarly, the Transition and Future Leaders Day was also another great success, with a very large number of students from a wide range of partner primary schools participating in a very positive day. This was just one of the many events that were key components of the very successful Partner School Program coordinated by our Community Liaison Officer, Mrs Belinda Gleeson-Barker and supported by a large number of staff volunteering their valuable time.

A planning committee was established earlier in 2017 to guide the preparations for Tamworth High School's centenary year in 2019. This committee was chaired by Mr Ken Hall with the assistance of Mr Ron Surtees who took the lead on many of the research and collection tasks. During 2018 in addition to these two esteemed retired staff members, the committee was expanded to consist of key staff, parent and student representatives. As a result, planning and preparations were well underway for a great series of celebration events during March 2019!

The 2018 school year witnessed the implementation of the 2018–20 Strategic Plan. This plan sought to place a stronger focus upon various aspect of the teaching and learning process. Three strategic directions were developed, i.e.

- Enriched Instructional Leadership capabilities
- Enhanced Learning Culture
- Improved Student Engagement

This report contains significant details regarding our progress in the first year of the plan. To support the implementation process a broad range of specific milestone plans were used to guide various projects in these three areas. For example, our Term 2 Staff Development Day involved professional development from Professor Steve Dinham focussing upon developing Instructional Leadership capacity whilst the Term 3 SDD had all staff listening to Bill Rogers delivery valuable advice regarding strategies to enhance student engagement. These were just a few of the many professional learning activities and school improvement strategies that were undertaken and will continue throughout the life of the current three-year plan.

Tamworth High School also completed two significant school evaluation processes during 2018, namely:

- The DoE mandated External Validation
- The Leadership and Management Evaluation

To complete the External Validation process, Ms Megan Marshall (Deputy Principal) was appointed to assemble a team of staff willing and capable to undertake the task of collecting evidence and providing a deep analysis of the schools achievement against the standards articulated in the School Excellence Framework (SEF). Details of the overall findings of the External Validation process can be found later in this report.

The Leadership and Management Evaluation was process initiated by the Principal, Daniel Wilson and was intended as an initiative directed towards enhancing the quality of leadership and management at our school. To conduct the evaluation process, an external independent team of consultants (SPICE Education Evaluations) were engaged to implement evaluation and final reporting process. Our recently appointed Deputy Principal Ms Megan Marshall appointed to act as the school coordinator.

The methods of evaluation included analysis of current leadership and management practices and their impact on school organisational climate and culture, teacher survey results and data from staff focus groups, and individual interviews and submissions and parent and student meetings.

The Evaluation sought answers to the following question: Are current leadership and management practices at all levels

at THS effectively maximising conditions where teachers can operate effectively and students can learn? The framework for the evaluation was based on components identified by current Australian and international research-based literature on school leadership and management.

In conducting the review, the evaluation team:

- Developed an online staff survey
- Developed focus group and interview questions for the Senior Executive, Executive, teaching staff, SAS staff, individuals, parents and students. Opportunities for teaching staff to request individual interviews or participation in a focus group were provided
- Identified issues raised by senior executive, executive, teachers and SAS at THS
- Conducted a survey of staff
- Conducted focus groups with staff
- Sought the views held by key staff who have leadership and management roles including the Principal, Deputy Principal and Head Teachers
- Sought the views held by teaching and SAS staff
- Held a parent focus group
- Held a student leadership focus group

The SPICE team proceeded to develop a comprehensive report covering key issues raised by the evaluation in relation to future directions for leadership and management at THS. A confidential printed report and presentation was provided to all staff and a summary presentation made to members of the school's P&C Association. The report included a comprehensive list of recommendations, the implementation of which commenced immediately and will continue until completed in the 2019 school year.

Daniel Wilson

Principal

Message from the school community

The P&C has enjoyed another successful year and it has been a privilege for me to serve as President.

I would like to thank past President, Mara Dedini, for her amazing support during the transition period for the new country music committee. The administration was a very easy transition due to support provided by the LBS office having a broad network already established within the country music industry.

Our major fundraiser, CampTHS, raised over \$30,000 to be distributed to our school for improvements into the future. A new service website, CampTHS, was created and donated by Butler–Gilchrist Productions, to make all information available for return campers and potential clients of the future. This has become a most valuable tool for bookings and has reduced the time required for the booking process.

We have also personally contacted most of last year's campers, in the past few weeks, to rebook their sites for 2020. Most powered sites have already been booked out and we are confident the rooms will also fill up when the line–dancers start to prepare for the 2020 festival.

It would be remiss not to acknowledge the incredible THS staff members responsible for coordinating this year's camp. Thank you to Adam Green, Chris O'Connell and Stuart Hann, our General Assistant. Without their support, the camp would not have been possible. We do need to attract more help from parent volunteers, if possible next year, especially for check–in and check–out times. Alternatively we are considering contracting this process out over the 10 days. Overall, CampTHS was a huge success and should be again next year.

We have also played a role in planning for the 2019 THS CENTENARY in March 2019. As a member of the planning committee, I can report that the school is planning a magnificent celebration for our school and all participants, over the week, including a major concert presentation in the school hall produced by the P&C in conjunction the THS Centenary Committee. It is our intention to showcase some of Tamworth's finest talent in concert, allowing past and present students, teachers and parents to join forces to present a musical extravaganza.

I would like to thank and acknowledge our parent representatives for serving on selection panels throughout the year. We have welcomed many new teachers to our school and this is an important contribution by our P&C members annually.

Finally, I would like to thank the outgoing committee for their time, serving Tamworth High over the past year. We have faced several challenges but have left the P&C in a healthy financial position for the incoming committee.

Congratulations and thank you to all involved in our P&C over the past year and we wish the incoming committee every success.

Shaza Leigh Butler

P&C President 2018

School background

School vision statement

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

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

The 2015–17 plan sought to strengthen the school's potential via enhancing school governance systems and leadership capabilities, thus establishing a sound foundation for a culture of sustainable development and continuous improvement.

The core focus of the 2018–20 plan is upon strengthening the teaching and learning process. This will be achieved firstly via placing an emphasis upon developing staff capacity to deliver effective Instructional Leadership at all levels. This capacity will in turn be utilised to guide the cohesive development and implementation of advanced pedagogy. The final phase concentrates on enhancing student engagement via targeted curriculum delivery systems and provision of appropriate conditions in which the school can augment the learning trajectory of each student.

School context

Tamworth High School is a comprehensive co-educational high school of approximately 690 students, located in a large regional city. It provides an education for students from a large cross-section of the community, including children from urban and rural environments, and from a wide range of socio-economic backgrounds.

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

The school's 2017 Family Occupation and Education Index is 132 indicating that 77% of NSW school communities are more advantaged than the THS school community (FOEI average = 100). The school has a small but steadily increasing number of students requiring English Language Proficiency support.

There is an Aboriginal population of around 30% who enjoy the support of a strong and proactive Aboriginal Education Team.

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout N.S.W. 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:

During the last three years (2015–17) our school plan had a major focus upon school governance systems to build a sustainable platform for the increased focus upon teaching and learning that is the emphasis of the 2018–20 school plan. The process bringing about a broad cultural shift at Tamworth High School (THS) has been driven firstly by an emphasis upon systems leadership, followed by the current strategy that seeks to build broad-based capacity in instructional leadership to drive the shift from a teacher-centred culture to one focused upon the various needs of students.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

Tamworth High School is largely operating at a **delivering** level. In terms of Learning Culture, THS attendance data reflects gradual improvement in student attendance and thus engagement, brought about via implementation of the SENTRAL system which facilitated regularly and accurately monitoring of attendance and supporting prompt action to address issues with individual students.

The THS Partner School Program has driven significant improvements in connections with partner primary schools and the transition support program. This includes the most recent innovation, the Year 6 student data collection strategy that supports the school collection and analyses information to inform and support student's successful transition. The role of the Student Support Officer (SSO), and the Learning Support Team (LST) Referral are innovations that clearly demonstrate the level of caring for students at THS, – every student can identify a staff member to whom they can confidently turn for advice and assistance at school. The establishment and ongoing development of a comprehensive Student Wellbeing Team is clear evidence of a planned approach to wellbeing where the school collects, analyses and uses data, including valid and reliable student, parent and staff surveys/feedback, to monitor and refine a whole school approach to wellbeing and engagement in order to improve learning.

The current behaviour management review, which forms a significant component of the current school plan, is further evidence of the school's commitment to enhancing the connection between student wellbeing and learning culture. Recent innovations to the elective structure and delivery systems, as evidenced in the Stage 5 Curriculum Handbook, demonstrate that the school offers a curriculum that meets requirements of the Department of Education and the NSW Education Standards Authority and provides equitable academic opportunities for all students. The THS National Consistent Collection of Data (NCCD) strategy supports differentiation of curriculum delivery within classrooms happens for some students with particular identified needs. The parents of affected students are advised about adjustments.

The THS Assessment Schedule outlines a whole school assessment strategy that is designed to ensure that the learning of all students is systematically monitored. Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.

As a component of the THS communication strategy, a significant effort was directed at improving parent engagement via improved communications such as the school website, Facebook page and revamped newsletter ('The Buzz') as well as stronger parent-teacher evening organisation, including the use of an online booking system, thus enabling the school to provide parents/carers with information on the learning progress of their children, including reports and parent/teacher interviews as well as opportunities to discuss this progress.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

Tamworth High School is consistently operating at a **delivering** level. Executive staff attendance at professional learning regarding data analysis provides additional support for faculty based feedback on annotated assessment tasks, a clear demonstration that teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement. The THS senior executive utilise student progress and achievement data on SENTRAL to inform key decisions such as resourcing and implementation of new programs or initiatives. THS has

invested significant time and effort into a comprehensive Beginning Teachers program to support a large number of beginning and new scheme teachers. This program has provided a strong induction process and support for accreditation via the use of the funded Teacher Mentor position, to support the attainment of professional goals in their PDPs and maintenance of accreditation is supported by the school. The most recent professional learning program (**G Suite and SDE**) developed and delivered by the THS ICT committee is clear evidence that the school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading:

On balance, Tamworth High School is operating at a **sustaining & growing** level. The THS Term 2 Staff Development Day program was a key component of Strategic Direction 1 in the current school plan, aimed at strengthening Instructional Leadership capacity at THS – professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. The recently implemented PDP process and table is also designed to enhance leadership and supervisory practice. Tamworth High School has a well-established commitment to community engagement, utilising the Tell Them From Me (TTFM) survey to regularly solicit and subsequently address feedback on school performance from students, staff, parents and the broader school community.

The THS Annual report is evidence of the school collecting and analysing learning and wellbeing data to monitor the achievement of milestones and review, self-assess and report performance annually. The THS SharePoint site has been established to facilitate improved collaboration amongst the school leadership team, allowing them to actively support change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. The ICT program for 2018 (specifically the Chrome book and teacher laptop initiatives) had a strong focus upon enhancing the level and quality of technology accessible to staff and students. The 2015 Communication Report informed the review of a wide range of management practices and processes in response to school community feedback. There is a whole school approach to improving service delivery.

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

Enriched Instructional Leadership Capabilities

Purpose

To develop an environment where all teachers at THS are able to lead the process of teaching and learning, focused on Instructional Leadership guiding the implementation of Visible Learning concepts. To support this process, a strong alignment of professional learning support will create an impact upon the quality of teaching and student learning outcomes. Instructional Leadership will be the prevailing leadership model throughout the school.

Overall summary of progress

The Enriched Instructional Leadership Capabilities' project was initiated and developed in parallel to the establishment and delivery of the 'Implementation of Visible Learning' project, with the specific aim of the two programs providing mutual support, i.e:

- The expansion of Instructional Leadership capacity to support the implementation of Visible Learning by building leadership support for this important teaching and learning initiative.
- The implementation of teaching and learning strategies such as visible learning (and Strategic Direction 2 programs – Assessment for Learning and ALARM) provide tangible leadership development opportunities for middle managers and aspiring leaders.

THS is committed to the pursuit of excellence and the provision of high quality educational activities for every child (School Excellence Framework) To achieve this direction the Instructional leadership Program has been implemented to establish and deliver enriched instructional leadership capabilities throughout the school. This process was informed by a structured Professional Learning Program. Establishing a clear vision with staff that our school is a learning organisation within a learning community forms part of our professional development process and that the school responds to the educational needs of every child becomes common practice. Evidence for Learning assists with making great practice common practice. Our aim is to build capacity of teachers to deliver high quality pedagogy through focused professional learning both in school and externally.

To support the successful delivery of these projects, a part-time Instructional Leader position was created and a retired School Principal, Ms Elisabeth Jackson was appointed to commence term 1 2018. This role had several prime tasks:

- assist and support the Principal with development and delivery of Strategic Direction 1 projects aimed at generating stronger levels of Instructional Leadership
- support Head Teachers with specific teaching and learning issues including informal support for teacher experiencing performance issues.
- support the delivery of Beginning Teacher programs via collaboration with new Teacher Mentor position

The initial phase of these projects focused upon the delivery of professional learning in Instructional Leadership delivered by Professor Steve Dinham at the 2018 Term 2 Staff Development Day. A critical element of this professional learning was to start the shift of focus school planning from 'Systems Leadership' of the 2015–18 plan to 'Instructional Leadership' for the current plan thus signalling a significant focus upon enhancing teaching and learning at Tamworth High School.

As a follow-on from this highly valuable professional learning, it was considered essential to establish sound baseline data regarding current classroom practice via the development of a systematic classroom observation plan. Clear observation criteria was developed and a proposal presented to staff prior to commencement of the program.

After a period overcoming a degree of staff resistance, teams of two observers made up by Senior Executive and the Instructional Leader undertook a program of brief classroom observations to collect data that will be used to support to guide the planning process for both Strategic Direction 1 projects. In addition, this data would enable clear measure of impact via repetition of the observation process at regular intervals, thus providing comparable data to measure the success of various Strategic Directions.

The 'Implementation of Visible Learning' project was initiated and developed in parallel to the establishment and delivery of the 'Enriched Instructional Leadership Capabilities' project, with the specific aim of the two programs providing mutual support, i.e:

- The expansion of Instructional Leadership capacity to support the implementation of Visible Learning by building leadership support for this important teaching and learning initiative.
- The implementation of teaching and learning strategies such as visible learning (and Strategic Direction 2 programs – Assessment for Learning and ALARM) provide tangible leadership development opportunities for

middle managers and aspiring leaders.

Our vision is to empower teachers to understand that instructional leadership resides in all teachers not just those in leadership positions and that it has a profound effect on student learning. To this end professional learning has deliberately focused upon the development of the school Middle Management Team (Heads of Faculties) in developing Instructional Leadership capabilities.

Specific strategies to support this development such as John Hattie's work on Visible Learning will be a strategic focus. The first phase involved collection and collation of baseline data via a classroom observation program and reporting these findings back to staff to form the case for change in practice. The second phase involved all staff through faculty meetings in PD to establish a baseline of knowledge and develop a library of resource materials.

In addition to the observation program, a program of professional learning was developed for delivery of initial Visible Learning concepts to staff. The preferred delivery for this PL was via visits by the Instructional Leader to individual faculties over a period from term 3 and 4.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Measurable improvement in teacher and student sentiment based upon survey data	Employment of Instructional Leader – \$41645.00	Survey data collected via 'Tell Them From Me' has shown minimal change from previous years as would be expected at this stage of the plan.
• Measurable increase in application of identified teaching and learning strategies as observed by senior leadership team	Senior Executive/Instructional Leader – Observation Team release \$2000	The THS 'Walkthrough Observation' program commenced in 2018 as a key data collection technique designed to measure implementation rates and intensity of use of Visible Learning strategies when compared to data collected in 2019 and 2020..
Student data: • Post test data from PAT and/or other tests indicate measurable improvement in student performance. • NAPLAN data provides evidence of improved rates of student growth from years 7 – 9 • HSC data provides evidence of improved rates of student growth	N.A.	It is expected that the first indicators of positive impact as measured via these assessments will be seen in 2019 NAPLAN and HSC data.
• Observation of HT and CRT practice via PDP demonstrates stronger understanding and capabilities with regard to instructional leadership	Instructional Leadership PL – Steve Dinham SDD Term 2 – \$7000	The first phase of the Instructional Leadership plan resulted in the development of the 'THS Executive Professional Development and Line Management' document which was designed to support Head Teachers through the process of providing structured leadership support to teaching staff via the Professional Development Plan (PDP) process. Implementation of this process was delayed due to staffing disruptions and will be re-commenced in 2019.

Next Steps

To support the continued delivery of the Instructional Leadership plan, the following tasks have been identified:

- Conduct a full review of all Executive Role Statements and associated duties to clarify responsibilities and build capacity
- Implement an Executive Professional Learning program focused specifically upon developing Instructional Leadership skills
- Full implementation of Executive Line Management system to strengthen supervisory practice

As a follow-up to the observation program, an interim report/presentation to staff was made by the Instructional Leader during term 4. It is intended that a detailed report with final data analysis will be presented to staff during term 1 2019, thus acting as a component of a presentation seeking to make a 'Case for Change' in practice across the school.

It is envisaged that this presentation will be the initial step in the next phase of the delivery of a professional learning program that seeks to enhance Instructional Leadership via stronger leadership skills and an enhanced supervision program that is also being implemented (THS Line Management Procedures).

It is envisaged that the delivery of the Visible Learning PL will result in the development and implementation of a VL lesson template with the intention that become the standard practice over the coming year. The option of utilising the licensee (Corwin) to take over delivery of professional learning for Visible Learning is also being seriously considered, thus enabling program leaders to focus upon the Instructional Leadership aspect of the Strategic Direction.

To support the continued delivery of the Instructional Leadership plan, the following tasks have been identified:

- Detailed feedback to staff regarding phase 1 of the 'THS Walkthrough Observation' data and student achievement data as a component of the 'Case for Change' PL
- Establish program of staff visits to other schools implementing Visible Learning concepts to allow staff to observe VL practice first-hand.

Strategic Direction 2

Enhanced Learning Culture

Purpose

To meet the learning needs of all students at THS, through the identification, evaluation and incorporation of effective evidence-based teaching and learning strategies. Consistent application of these practices will enhance the learning culture at THS and provide every individual with the opportunity for improved learning outcomes.

Quality professional learning and ongoing targeted support of teaching and learning practices in all faculties will ensure sustained growth and development of both staff and students.

Overall summary of progress

As a result of the need to improve the learning goals of students, Formative Assessment was targeted as a key initiative within the School Plan. It is essential for all staff, students and parents to understand the importance of formative assessment as part of the learning cycle.

The implementation of this program has been delayed by a strong need to explore all avenues for effective implementation and baseline data collection to ensure maximum impact is generated. There were 2 major professional learning opportunities attended this year specifically relating to the delivery of this program and the development of effective resources and contacts in order to support all staff during the process.

The more the methods for achieving and measuring the long term goals were analysed, the more it became obvious that the milestone plan links heavily with and runs concurrently alongside the Visible Learning milestone plan. With this in mind, the baseline data collected through classroom 'walk-throughs', measuring on-task students, will also be used for measuring the success of the Assessment For Learning program.

The short term goal is for all teaching staff to have a basic knowledge of formative assessment as well as some examples that can be easily implemented within the classroom.

ALARM implementation has been successful in developing a team from a variety of faculties across the school. Procedures have been successfully developed, with the effective and resourceful team.

Communication with Curriculum specialist officer at district officer has enable future Professional Learning for the whole school.

The Quality Teaching Strategy was delayed to allow staff to focus upon development of Assessment for Learning (AFL) and ALARM strategies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved academic results – NAPLAN <ul style="list-style-type: none">• Year 9 Growth (all students) improved by average of 3% per annum – target growth = 9% to reach state growth rate• Year 9 Growth (Aboriginal students) improved by average of 2% per annum – target growth = 6% to reach state growth rate• Increase representation in higher achievement bands (all students) by 4% per annum – target = 12% improvement over 3 years• Increase representation in higher achievement bands (Aboriginal students) by 6% per	Assessment For Learning DVD resource package by Dylan William \$600 Baseline data collected for SD1 Professional development and contact with School Services – David Barbara	It is expected that the first indicators of positive impact as measured via these assessments will be seen in 2019 NAPLAN data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
annum – target = 18% improvement over 3 years		It is expected that the first indicators of positive impact as measured via these assessments will be seen in 2019 NAPLAN data.
Premiers Priorities for Literacy & Numeracy – NAPLAN <ul style="list-style-type: none"> • Increase percentage of students in top two bands by 8% (2018 – 2020) • Increase percentage of Aboriginal students in top two bands for reading and numeracy by 30% (2018 – 2020) 	Assessment For Learning DVD resource package by Dylan William Baseline data collected for SD1 Professional development and contact with School Services – David Barbara	It is expected that the first indicators of positive impact as measured via these assessments will be seen in 2019 NAPLAN data.
Improved academic results – HSC <ul style="list-style-type: none"> • Lift student achievement across bands 4, 5 & 6 by 2% per annum – target improvement = 6% over 3 years (2018 – 2020) • Lift whole school Z-Score level (average) by 0.5 (2018 – 2020) • Improved value added data (2018 – 2020) • Lift Averaged Examination Mean Score by 2% per annum – target improvement = 6% over 3 years (2018 – 2020) • Reduce the margin between SSSG and State level of achievement (2018 – 2020) 	Assessment For Learning DVD resource package by Dylan William Baseline data collected for SD1 Professional development and contact with School Services – David Barbara	It is expected that the first indicators of positive impact as measured via these assessments will be seen in 2019 HSC data.

Next Steps

The Assessment for Learning team have a long term goal to have all teaching staff, students and parents familiar with many different types of formative assessment strategies. Teachers and students will also use these strategies throughout every lesson in order to help students better achieve their learning goals and be drivers of their education.

The ALARM Team has developed targets for 2019 and have provided transparent communication with the staff at Tamworth High School, at faculty and full staff meetings. All teachers are able to access stage specific information using online technology.

Strategic Direction 3

Increased Levels of Student Engagement

Purpose

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

The school leadership team utilises explicit strategies to generate a positive, supportive school culture of high expectations and responsible behaviour, building upon school traditions and establishing collaborative practices at all levels of school.

School staff demonstrate personal responsibility for maintaining and developing their classroom practice that plays an integral role in the maintenance of a positive, supportive teaching and learning climate for all members of the school community.

Overall summary of progress

In response to concerns raised by staff about inconsistencies in the approach to student behaviours, both positive and negative, THS committed to a review of processes in this area. Our commitment to providing a safe and productive learning environment required us to evaluate current practices and come to a series of recommendations for change.

Although this process was delayed due to External Evaluation and External Validation, much of the material generated by these two events became part of our evaluation of behaviour in the school. It was clear that staff had strong opinions about what was lacking in the current system and we needed to harness this and create solutions to the problems identified. A review of existing materials revealed a lack of shared awareness of their existence, purpose and applicability. A lack of shared understanding and consultation underpinned this.

A long term goal to establish clear expectations and support for staff and students in the area of behaviour was then reduced to a series of key initiatives, beginning with our student support cards and recognition processes. A modified system was developed and support material created to help facilitate greater understanding of the process by all. Expectations of staff and students were clearly articulated.

In addition to the intensive work associated with developing the new behaviour management system, the term 3 Staff Development Day was dedicated to Behaviour Management Professional Learning via the delivery of the professional learning program 'Cracking the Hard Class' by Bill Rogers.

The Sports Development Program made significant progress in 2018. The implementation of a revised sport supervision structure resulted in the positions for:

- Internal Sport
- External Sport
- Carnivals and Special Events
- Special Programs (i.e. PA4E1)

This separation of different roles improved the effectiveness of sport delivery by separating the organisation of carnivals away from external sport organisation.

To facilitate equitable access to swimming based sports for all students, a decision was made to fund all student access for junior sport activities based at the local pool and to cover the cost of student entry for the swimming carnival. A lifesaving program was the basis for sport activities at the pool for junior students.

The Physical Activity for Everyone (PA4E1) program began this year with Stephen Porter carrying out the role of School Champion. The students involved participated in health data collection and incorporation of the SAAFE principles into their PDHPE lessons and throughout lunchtimes. A key outcome of the first phase of this program was increased levels of student autonomy and engagement in practical lessons as well as increased opportunities for students to participate in physical activity during their lunch breaks.

An important outcome of the establishment of the Carnivals coordinator position was the evaluation of the traditional sporting carnivals leading to initiatives aimed at lifting levels of student participation. For 2018, efforts focused upon the adaptation of the 'Colour Run' concept for the Cross Country Carnival and a return to the day time schedule and revised program for the Swimming Carnival. Both adjustments saw great success with clear evidence of improved levels of

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Student Engagement measured via</p> <ul style="list-style-type: none"> • Increase in overall attendance rate – 2% per annum – target = state average (+90%) • Decrease in unexplained absence rates– 5% per annum – target <15% absent unexplained) • Decrease in lateness rates – 5% per annum – target <15% late unexplained) 	<p>THS School Attendance Plan</p> <p>Staff attend Behaviour Management Professional Learning – 'Cracking the Hard Class' by Bill Rogers as Staff Development Day Term 3</p> <p>\$10,000</p> <p>Coordinators for sporting components throughout school.</p> <ul style="list-style-type: none"> • Internal Sport • External Sport • Carnivals and Special Events • Special Programs (i.e. PA4E1) <p>Establishment of a funded HT PDHPE for 2019 and subsequent appointment of Steph Halpin commencing in 2019</p> <p>Successful implementation of PA4E1 program – continuing relationship in second phase 2019</p>	<p>It is expected that the first indicators of positive impact as measured via these assessments will be seen in 2019 Attendance data.</p>
<p>Additional Engagement data measured via</p> <ul style="list-style-type: none"> • Decrease in reported truancy rates • Reduction in rates of disruptive behaviour • Improved rates of assessment completion and compliance as measured by rates of warning notifications and N-Determination rates 	<p>Review data current support processes</p> <p>Student monitoring cards</p> <p>Supporting Student Behaviour process document</p> <p>Staff presentations (ppt)</p> <p>PREP presentation (ppt)</p> <p>Staff implementation script</p> <p>Term 1 behaviour data analysis</p>	<p>It is expected that the first indicators of positive impact as measured via these assessments will be seen in 2019 Attendance data.</p>

Next Steps

Behaviour Management – 2019 will see the initial implementation of this monitoring process, modified to accommodate ideas and queries of staff and students and will be reviewed again mid-year and at the conclusion of 2019.

The second half of 2019 will engage the student body in identifying behaviour expectation in all areas of the school, clearly defining what a student should be doing in each setting. This will support the current monitoring system and the goal to establish clear expectations across the whole school. This will then be shared with staff and parents before becoming an essential part of our renewed learning culture.

A commitment to celebrating the positive behaviours of students will continued in Semester 2 2019 as we prepare to implement a more regular and student driven recognition process. VIVO appears to meet the needs of our school and we will be investigating its implementation before the end of the year.

Sport Development Program – The establishment of the funded Head Teacher PDHPE in 2019 will provide the essential leadership required to guide the Sport Development Program to new levels with additional focus upon:

- building sport coaching capacity amongst a larger number of staff
- further enhancing communication with students and parents regarding representative sport
- exploring options for improving student participation in sport at all levels

Gifted & Talented – In 2018, THS conducted an evaluation of the direction of our Gifted and Talented Program, with a view to extending the program to include a focus on key skills identified in DoE directions. This review concluded that the existing program limited the scope of the potential candidates and students would benefit from a broader approach to GAT education. As a result, an application process was developed to support the identification of quality candidates in areas including CAPA, sport, technology, academia or leadership. This process was supported by student engagement interviews prior to acceptance into the program. To ensure that this was a genuine GAT program, additional information would be harvested through Best Start Year 7 to support student learning outside the scope of their identified gift or talent. Targeted staffing of the program allowed for a shared understanding of the teaching and learning philosophy of the Stage 4 Program.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Appoint Teacher mentor of Aboriginal Students, 3 days per week – Karen Porter (\$60090) Appoint Teacher mentor of Aboriginal Students, 2 days per week – Ken Hall (\$40060) Appoint Aboriginal Education Worker, 2 days – Ronald Knight (\$24106) Continue with Girl Academy (GA) Program (Role Models Australia) (\$100000) RMLA Girls Academy Annual Report for Department of the Prime Minister and Cabinet Girls Academy Newsletter</p>	<p>Teacher mentor have improved educational outcomes and wellbeing for THS Aboriginal students, enriching their life chances and assisting students in achieving their full potential. Teacher mentors have been able to engage and motivate Aboriginal students for successful participation in education. The Tamworth Girl's Academy's mid-year report data indicated that the Tamworth Girls Academy was ranked 5th / 6th out of 48 national academies for attendance data. The Girls Academy data currently indicates that the Girls Academy students are sitting at 9.9% above the general THS female school population. The Tamworth High School attendance data has seen a reversal in attendance in 2016 and 2017; Aboriginal girls for the first time in seven years are above Aboriginal boys. The final 2018 data was a true reflection of the Girls Academy program and its impact on increased the participation and retention of contracted Aboriginal female students. The Aboriginal Education Unit and the Girls Academy made sound progress to ensuring every Aboriginal student at Tamworth High School had a Personalised Learning Pathway (PLP) completed in 2018. Unfortunately due to various unplanned impacts, the teams were unable to achieve every student having a PLP in 2018. Tamworth High School has worked with other government agencies and non-government organisations to build capacity within THS to ensure that Aboriginal students have access to Cultural and Support Programs. Cultural Programs have provided supportive and culturally inclusive learning environments for our Aboriginal students. Students have a deeper understanding and appreciation for Aboriginal history and cultural. These programs have increased students' knowledge and understanding of sense of identity and belonging resulting in increased self-esteem, self-awareness and self-respect.</p>
English language proficiency	<ul style="list-style-type: none"> • 0.2 EAL/D teacher • EAL/D Resource Folder • EAL/D Student Progression data • English language proficiency (\$ 20823.00) • English language proficiency (\$20 823.00) 	<p>Tamworth High School received an increased number of students with languages other than English enrolling throughout the 2018 school year.</p> <p>As a result of this influx of EAL/D students, increased funding support was provided to the school as a part of the School Budget Allocation Report (SBAR) – these funds were utilised to employ a teacher 1 day per week (0.2) which was integrated with other Learning and Support Teacher (LaST) roles to allow for efficient use of funds to respond to this growing need.</p> <p>As a first phase of the response to this area of need, a priority was placed upon understanding the capabilities of these students, thus guiding the process of planning</p>

English language proficiency	<ul style="list-style-type: none"> • 0.2 EAL/D teacher • EAL/D Resource Folder • EAL/D Student Progression data • English language proficiency (\$ 20823.00) • English language proficiency (\$20 823.00) 	<p>for their individual needs.</p> <p>Research was undertaken by the EAL/D teacher to create a collection of resources (EAL/D Resource Folder) to support LaST's and teachers to differentiate the curriculum to ESL students. The resources contained important DoE information and guidance regarding for differentiation of learning to assist teachers with identified EAL/D students in their classes.</p> <p>An emphasis was placed upon the use of the EAL/D language assessment tool using the NSW EAL/D learning progression. The purpose of this assessment tool is to provide staff with vital information about students English language development, whether they are 'beginning, emerging, developing or consolidating'.</p> <p>It was the EAL/D teacher's role to liaise with EAL/D students, their families and case workers to support open communication. EAL/D students received assistance in class, during break times and had access to the EAL/D teachers e-mail address for added assistance when completing homework, or assessment tasks.</p> <p>To assist EAL/D students in the beginning and emerging stages of English language development, Google translate was downloaded onto iPad's based in the THS Library to allow students to borrow at for use in the classroom or at home.</p> <p>The 2018 program laid the foundations for an enlarged 2019 EALD program to correlate with an increase rate of EALD enrolments at Tamworth High School.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> • 2.6 FTE Learning and Support Teachers • Additional 0.2 Learning and Support Teacher • Job Coach SLSO 3 days per week • Student Learning Support Officers (SLSO) • Low level adjustment for disability (\$ 403401.00) • Low level adjustment for disability (\$403 401.00) 	<p>2.6 FTE Learning and Support Teachers – As allocated in School Budget Allocation Report (SBAR)</p> <p>Additional 0.2 Learning and Support Teacher – To supplement 0.6 LaST allocation and 0.2 EALD to make a fulltime position</p> <p>Job Coach SLSO 3 days per week – To support Transition to work for Support Unit students and work experience placements for mainstream students</p> <p>Student Learning Support Officers (SLSO)</p> <ul style="list-style-type: none"> • Alternative Curriculum Program (ACP) SLSO 0.6 FTE • Flexible SLSO Support for integrated students 0.4 FTE
Socio-economic background	<ul style="list-style-type: none"> • Funding support for QuickSmart Numeracy/Literacy program • Priority School Funding Program (PSFP) staffing 0.9 FTE • Employment of fulltime 	<p>Funding support for QuickSmart Numeracy/Literacy program – 2.2 FTE SLSO staff to deliver QS Program</p> <p>Priority School Funding Program (PSFP) staffing 0.9 FTE – Additional staffing use to provide additional allowances for various</p>

<p>Socio-economic background</p>	<p>Community and Engagement Officer (SASS)</p> <ul style="list-style-type: none"> • Employment of 0.8 FTE Technology Support Officer • Employment of Student Support Office (SSO) • Employment of Administration Support • Employment of additional SLSO to support integrated students • Technology Enhancement Program • Socio-economic background (\$ 652066.00) • Socio-economic background (\$652 066.00) 	<p>curriculum and school development programs</p> <p>Employment of fulltime Community and Engagement Officer (SASS) – CLO provides support for all Year 6–7 transition programs, especially the Partner School Program in addition to managing all Community Liaison tasks such as school communication and promotion</p> <p>Employment of 0.8 FTE Technology Support Officer – Technology Support officer provides all technology support for hardware and software systems in addition to managing coordination of DoE and external support services.</p> <p>Employment of Student Support Office (SSO) – 0.6 FTE supplement for Flexible Wellbeing funding</p> <p>Employment of Administration Support – 0.38 FTE supplementing Principal's support –</p> <p>Employment of additional SLSO to support integrated students – Flexible SLSO Support for integrated students 1.0 FTE</p> <p>Technology Enhancement Program –</p> <p>Update range of ICT equipment to support improved delivery of curriculum and student assessment – items included</p> <ul style="list-style-type: none"> • Chromebook Laptops • Additional iPads • Interactive Whiteboards
<p>Support for beginning teachers</p>	<p>Employment of a Teacher Accreditation mentor – Don Gardiner</p> <p>Employment of teacher replacement for support program – Ben Merrick</p> <p>Development of Yearly professional learning plan for Beginning teachers</p> <p>Design school-based mentoring program with school Lead Teacher</p> <p>Provide all Beginning Teachers with appropriate BT teaching allowance (5ppf year 1, PL time year 2)</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$ 40060.00) • Support for beginning teachers (\$ 83838.00) • Support for beginning teachers (\$ 11000.00) • Support for beginning teachers (\$40 060.00) • Support for beginning teachers (\$83 838.00) 	<p>Tamworth High Schools beginning teachers program was able to support 16 first and second year beginning teachers and mentors during 2018. The program has provided significant support and allowed for an encouraging environment drawing on collaborative practices. Participants were able to come into a learning community which was a benefit for new and established teaching staff. The program drew on research from NESA, ATSL and many other sources to create a holistic approach for all involved.</p> <p>Tamworth High School provided beginning teachers with a comprehensive induction and mentoring program which supported their training and professional development.</p> <p>Beginning teachers were supported under the four key areas as outlined in the policy:–</p> <ul style="list-style-type: none"> • Reduced responsibilities, • feedback and support, • professional learning opportunities and • mentoring support. <p>Beginning Teachers were provided with:</p> <ul style="list-style-type: none"> • an initial induction booklet outlining the program and understanding of relevant department policy documents. • reduced teaching load equivalent to 2 hours per week in their first year. • A Professional development program yearly

<p>Support for beginning teachers</p>	<ul style="list-style-type: none"> • Support for beginning teachers (\$11 000.00) 	<p>timeline which outlines the training they will receive.</p> <ul style="list-style-type: none"> • All beginning teachers are linked with an experienced mentor. <p>Achievement in this area was seen through the construction and implementation of an in depth professional learning program for teachers. Regular meetings were held in which senior school staff provide detailed training for beginning teachers with a focus on the Strong Start, Great Teachers induction program. This provided initial orientation, ongoing networking opportunities, and professional development sessions that are clearly defined areas of need for new teachers.</p> <p>To further support the beginning teachers at Tamworth High, a Teacher Mentoring program was implemented by the school. This provided a more structured individualised approach to the teacher induction process.</p> <p>Beginning teachers were linked with a suitable mentor and provided with time to have an initial meeting. Training for mentors was also provided and a plethora of resources supplied. Mentors provided in class support and peer observation and continued professional conversations. Mentor support included but were not limited to class observations, classroom management strategies, goal setting, differentiated instruction analysis of student work and lesson planning.</p>
<p>Literacy Strategy</p>	<p>QuickSmart Literacy SLSO staff</p> <p>Best Start Teacher Professional Learning</p> <ul style="list-style-type: none"> • Socio-economic background (\$ 42093.00) • Socio-economic background (\$42 093.00) 	<p>The Literacy Strategy Co-ordination Team was re-established in 2018, with a shift in the whole school focus towards developing students' vocabularies. (This shift has since been supported by the Best Start Year 7 data for 2019, our first year as part of this program AND currently the only secondary school in the region using this powerful diagnostic tool.) A proposal was presented to, and accepted by, the teaching staff, and a weekly literacy vocabulary strategy (Words of the Week) was implemented in Term 3, during Monday morning roll call sessions.</p> <p>In Term II Literacy Team leaders completed a PL day on the new Learning progressions, which have replaced the Learning Continuum. This was to be followed up with PL on the Learning Progressions for the entire English Faculty. However, the development of the new HSC English courses and associated PL took priority, as did the development of the whole-school Literacy plan, and the intended follow-up PL on the Learning Progressions was postponed until 2019.</p> <p>The work with Hillvue teachers had a deeper impact in terms of transition of students from Stage 3 into Stage 4, rather than focusing on literacy development. It was ultimately about facilitating the transition of students from primary to secondary school, with a focus on</p>

Literacy Strategy	<p>QuickSmart Literacy SLSO staff</p> <p>Best Start Teacher Professional Learning</p> <ul style="list-style-type: none"> • Socio-economic background (\$ 42093.00) • Socio-economic background (\$42 093.00) 	<p>English, through programming and assessment.</p> <p>We had some success in expanding Literacy Planet to use with Year 7 and 8 classes in other faculties, resulting in some wonderful cross-KLA communication and collaboration, particularly with the HSIE Faculty. And, as indicated above, Best Start Year 7 was successfully implemented at the beginning of 2019.</p> <p>The main targeted strategy to support improvement in student literacy capabilities for Stage 4 students was the THS QuickSmart program. This program addressed the needs of a small group of identified students. QuickSmart Literacy data for 2018 was not available at the time of publication of this report.</p>
Numeracy Strategy	<p>QuickSmart Numeracy SLSO staff</p> <ul style="list-style-type: none"> • Socio-economic background (\$ 81708.00) • Socio-economic background (\$81 708.00) 	<p>The main strategy to support improvement in student numeracy capabilities for Stage 4 students is the THS QuickSmart program. This program addressed the needs of a group of 22 students during 2018. As in past years, this program has produced significant student improvement as measured via the QuickSmart OZCAAS system and PAT-M tests.</p> <ul style="list-style-type: none"> • In terms of accuracy, the QuickSmart students' average scores on Division for this school have increased by 25.115 percentage points. This Effect Size shows substantial improvement • Average Effect Size for accuracy across the eight standard mathematical function was 1.132 which indicates significant growth • On the Division OZCAAS test, there were paired data for 20 QuickSmart students. The average decrease in time for QuickSmart students is 1.439 seconds. The Effect Size for this result is 0.771, which indicates very strong improvement • Effect size for the PAT-M test for all students was 0.824 indicating a strong gain for QuickSmart students • Indigenous students also showed improvement although this improvement is smaller than that for the rest of the QuickSmart group the effect size being 0.648 <p>Other aspects of the THS Numeracy strategy focused upon analysing NAPLAN data to identify areas of need and commencement of planning for an embedded Numeracy program delivered via two means:</p> <ul style="list-style-type: none"> • Classes taught by Learning and Support Teachers to deliver numeracy and literacy skills <p>Numeracy support work to be delivered by all staff via the new 'Prep' Sessions that will commence in 2019.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	312	274	310	321
Girls	350	338	341	344

Enrolments continued the gradual rising trend commenced in 2017. This positive trend represented concrete evidence that the strategy employed to improve community relations and bolster the THS year 6 to 7 transition process via the Partner Schools Program were having a positive impact.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.3	88.3	89.8	84.4
8	85.7	87.7	86.3	84.6
9	84.4	82.1	83.5	79.6
10	76.8	81.3	76.6	79.3
11	74.2	78.2	88.6	71.8
12	83.5	89.7	86.1	88
All Years	82.6	84.3	85	81.3
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Despite efforts commence 2016 – 2017 to improve attendance monitoring systems and procedures, the 2018 attendance data represents a negative trend. This was identified during the 2018 school year and as a result, Tamworth High School was required to develop a specific Attendance Plan, to be the responsibility of a Deputy Principal. with the assistance of key staff and local Home School Liaison Officers.

Tasks associated with this process included:

- Review and update THS attendance policy and procedures.
- Establish an attendance monitoring team to meet regularly with HSLO staff and identify specific attendance issues to be acted upon.

As at the end of the 2018 school year, moderate progress was evident on the monitoring procedures but these were insufficient to bring about a reversal of the negative data produced in earlier in 2018. It is envisaged an adjustment to staff responsible for attendance in 2019 will bring about a return to positive attendance results.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	2
Employment	0	15	35
TAFE entry	8	12	4
University Entry	0	0	37
Other	24	7	0
Unknown	3	19	27

The 2018 post-school destination profile is similar to the 2017 profile with the exception of improvement in the number of students entering employment and a lift in the percentage of students entering University.

Year 12 students undertaking vocational or trade training

Students undertaking school based vocational education and training

Vocational and education training courses remain viable and popular at Tamworth High School. In 2018 students had the opportunity to gain dual accreditation in Construction, Hospitality and Retail. Majority of Year 12 students in 2018 undertaking a vocational and education training course were successful in achieving their full nationally recognised Australian Qualifications Framework (AQF) Certificate within their chosen industry area. These students leave with Certificate II qualifications in their particular course and use this qualification to secure employment as trainees or apprentices.

The percentage of year 11 and 12 students undertaking a vocational and education training course is as follows:

- 27% completed a preliminary vocational and education training course (Construction and Hospitality).
- 19% completed a HSC vocational and education

training courses (Hospitality and Retail)

In general students undertaking their optional vocational and education training HSC written examination performed well within their chosen course.

All students completed their mandatory work placement within industry, all of which were organised by our vocational and education training partners Careers Network. Some students were fortunate to secure part time work, with some students offered apprenticeships in their chosen industry area.

Staff undertaking vocational education and training

Throughout 2018 all the vocational and education training staff were successful in completing their TAE40166 certificate IV in training and assessment upgrade to maintain their vocational and education training teaching currency.

VET staff continued to upgrade their skills within industry by attending professional development opportunities throughout the year. As a result, the school has formed many successful partnerships with industry.

Two staff were trained and accredited to deliver two new vocational and education training frameworks. These included Entertainment Industry and Business Services.

Year 12 students attaining HSC or equivalent vocational education qualification

65 students were enrolled in Year 12 during 2018, with the aim of completing their Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	43.94
Learning and Support Teacher(s)	2.6
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	15.88
Other Positions	1

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

Tamworth High School provides all staff with a comprehensive range of professional learning opportunities via:

- Staff Development Days developed to deliver compliance training and support for aspects of the school plan
- Regular staff meetings focusing upon the delivery of specific skills
- Support for individual and teams of staff to attend specific professional learning events to support:
 - school plan strategic directions,
 - curriculum and/or syllabus implementation
 - compliance training
- Beginning teachers receive a comprehensive induction and mentoring program which supports their training and professional development – please refer to the Key Initiatives section of this report for more details

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	665,179
Revenue	10,903,329
Appropriation	10,494,883
Sale of Goods and Services	198,663
Grants and Contributions	203,550
Gain and Loss	0
Other Revenue	1,153
Investment Income	5,079
Expenses	-10,664,336
Recurrent Expenses	-10,664,336
Employee Related	-9,544,481
Operating Expenses	-1,119,856
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	238,992
Balance Carried Forward	904,171

Due largely to the socio-economic profile of the area that Tamworth High School serves, our school has not enjoyed the benefit of strong rates of voluntary school contribution payments. In addition, the percentage of payments for elective subject fees has also continued to be a cause for concern, placing additional pressure upon school finances.

A review of fees and charges was undertaken during 2017 in line with the introduction of the SAP Finance system identified possible strategies to address issues of equitable use of school funds. To this end, a decisions were made to utilise a portion of Socio-Economic Background funds to enable the:

- Cessation the practice of charging subjects fees for Stage 4 mandatory courses (Visual Arts and Mandatory Technology) and provide faculties full funding for expendable materials consumed:
- Provision of elective courses with a 30% fee loading to accommodate low rates of fee payments
- Budgeting for the cost of entry for all sport carnivals and pool based activities.

In addition, a plan for the re-introduction of pre-payment of elective fees was considered for 2018 as a means of improving rates of fee payments for electives, thus reducing the amount of school funds expended to supplement the costs associated with a variety of curriculum areas. However, difficulties associated with the ongoing roll-out of SAP resulted in a postponement of this strategy until 2019.

In addition to the above, a decision was made to budget for the employment of a Business Manager, to assist the Principal and School Administration Manager with key administration tasks.

Consistent with the pattern of utilising RAM funds to employ staff to address specific areas of need (e.g. Technology Support Officer, Community Liaison Officer, Student Learning Support Officers), a decision was made to commence the process of establishing a position for a Business Manager (Clerk Grade 5/6). After a careful selection process under the Government Sector Employment (GSE) process, Mr Adam Green was appointed to the role, commencing duties during term 4 2018 in order to be fully inducted ready for the 2019 school year. This position is partially funded by the Principal Support funding allocation supplemented by re-allocated SAS staffing and RAM funds.

The role of the Business Manager will be to assist the Principal with whole school administration tasks, especially Financial Management, School Maintenance, School Development Projects and Health & Safety. It is envisaged that this will allow the Principal and other members of the Senior Executive to focus more on the development of Teaching and Learning. The Business Manager will be able to provide stronger connection between school planning and financial management, thus taking some of the increased administrative load away from the School Administration Manager that has arisen since the introduction of the LMBR system.

The advent of the new LMBR SAP financial accounting system brought with it a range of difficulties due to its complexity and the rollover process from OASIS based systems. This naturally lead to somewhat conservative expenditure during the earlier portion of the school year. As a result, Tamworth High School not only rolled over significant funds from 2017 as a result of the transition from OASIS and release of funds once held in Tied and Trust accounts, but retained a surplus from 2018 budget year.

During the 2019 budget planning process, as the financial management team became more familiar with positive state of THS funds, plans were developed to utilise these funds for major school development projects that are intended to improve the learning environment for students and staff. A key project was the enhancement of computer technology systems which was commenced in 2018 and will continue into the 2019 school year.

Other projects planned for 2019 to utilise current surplus funds include:

- Voice Over Internet Protocol (VOIP) telephone system to improve school communications at all

levels

- Improved safety and security systems such as a new electric power gate for the Jean Street vehicle access (recommended by DoE Safety and Security)
- Closed Circuit TV system (recommended by DoE Safety and Security)
- Window blinds for classrooms to improve use of audio-visual systems
- A range of small classroom improvements such as relocation of Textiles room

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

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	6,699,796
Base Per Capita	133,955
Base Location	4,090
Other Base	6,561,752
Equity Total	1,383,897
Equity Aboriginal	313,977
Equity Socio economic	648,998
Equity Language	19,435
Equity Disability	401,487
Targeted Total	1,254,674
Other Total	682,065
Grand Total	10,020,433

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

All phases of Year 9 NAPLAN Literacy assessment (Reading, Writing, Spelling, Grammar & Punctuation) have continued the steady improvement commenced in 2016. These results are can be attributed to increasing impact of the various literacy strategies initiated by the Literacy team and intensive support provided to students via the QuickSmart Literacy program. The following data reinforces this view:

- An average of 48% of students in year 9 have displayed above expected growth across the 4 assessment areas
- An average of 28.75% of students in year 9 have displayed below expected growth across the 4 assessment areas
- An average of 23% of students in year 9 have displayed negative growth across the 4 assessment areas

Whilst showing minimal improvement upon 2017 results, the 2018 year 9 NAPLAN data sustains the positive trend commenced since 2016. These results are largely attributed to intensive support provided to students via the QuickSmart Numeracy program. The following data reinforces this view:

- An average of 56% of students in year 9 have displayed above expected growth across the 4 assessment areas
- An average of 38% of students in year 9 have displayed below expected growth across the 4 assessment areas
- An average of 6% of students in year 9 have displayed negative growth across the 4 assessment areas

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format

agreed by state and territory education ministers, and is reflected on the myschool website.

In all areas of Year 9 NAPLAN, reading, writing and numeracy, we saw an increase in the above expected performance of over 50% of the students across the year. Compared to last year where 37% of students were displaying above expected growth. 2018 saw an average of 50% of our students displaying above expected growth in their NAPLAN data. Our Aboriginal female students have also shown significant growth in all areas of NAPLAN, whilst the male students have not shown much of an increase.

Year 9 growth data indicates that:

- An average of 50% of students in year 9 have displayed above expected growth across the 4 assessment areas.
- An average of 30% of students in year 9 have displayed below expected growth across the 4 assessment areas.
- An average of 24% of students in year 9 have displayed negative growth across the 4 assessment areas.
- The highest growth amongst year 9 students were in the areas of numeracy and reading comprehension were numeracy and reading.

The programs of support in learning and engagement has seen our Aboriginal students with positive growth in some areas.

Year 9 Aboriginal student growth data indicates that:

Female students

- An average of 55% of Aboriginal female students in year 9 have displayed above expected growth across the 4 assessment areas.
- An average of 28% of Aboriginal female students in year 9 have displayed below expected growth across the 4 assessment areas.
- An average of 16% of Aboriginal female students in year 9 have displayed negative growth across the 4 assessment areas

Male students.

- An average of 39% of Aboriginal male students in year 9 have displayed above expected growth across the 4 assessment areas.
- An average of 32% of Aboriginal male students in year 9 have displayed below expected growth across the 4 assessment areas.
- An average of 28% of Aboriginal male students in year 9 have displayed negative growth across the 4 assessment areas

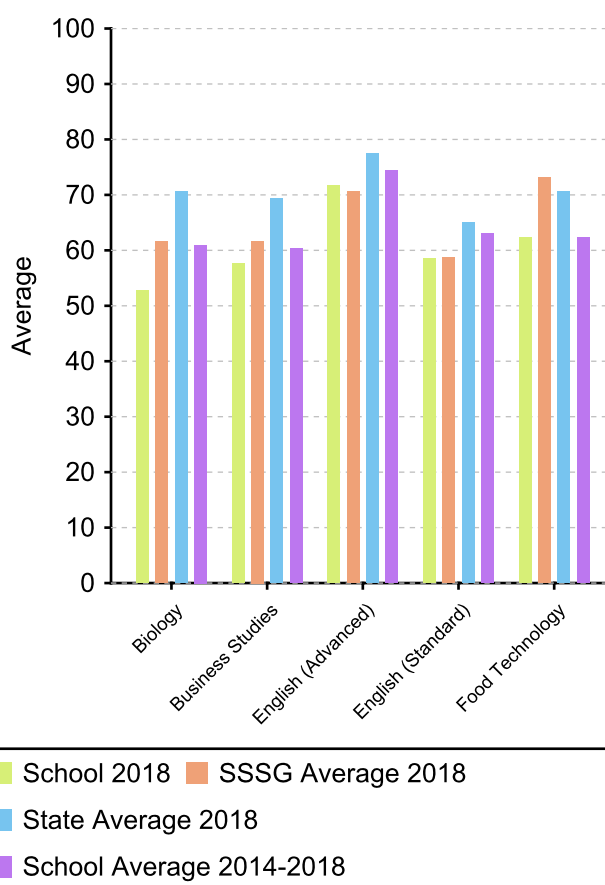
Year 7 growth data indicates that:

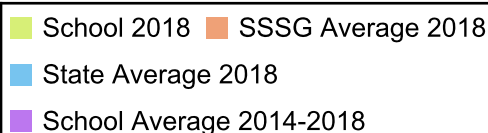
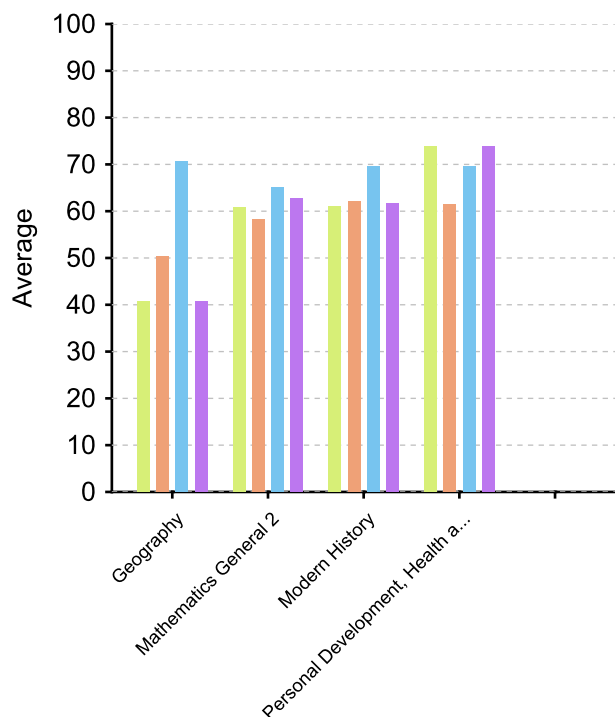
- An average of 50% of students in year 9 have displayed above expected growth across the 4 assessment areas.
- An average of 30% of students in year 9 have displayed below expected growth across the 4 assessment areas.
- An average of 24% of students in year 9 have displayed negative growth across the 4 assessment areas.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Whilst several courses achieved stronger results comparable to previous years, (PDHPE, Legal Studies, Mathematics, English Advanced, Visual Arts, Food Technology & Physics), other courses performed well below school and State average. This has had a negative impact on the overall positive trend in HSC data that had commenced in 2016.

It is envisaged that the new focus upon teaching and learning reflected in the 2018–20 school plan will restore the positive trend in HSC Average result data in 2019.





Parent/caregiver, student, teacher satisfaction

The 'Tell Them from Me' survey, regularly completed by students, staff and parents, is a key tool in gauging the needs of our students and where our focus should be in terms of student engagement and learning. It is, therefore, used to help drive our school planning and to help identify possible school improvement initiatives.

To give a state wide context – across NSW the key findings of the latest survey included the following:

- The general level of engagement among students has declined, from 7 – 12
- Only about 40% of NSW students felt confident in their skills level and felt challenged in their classes
- In NSW students from low socio-economic backgrounds and Aboriginal students had lower levels of engagement

The survey covers topics under three broad headings: social-emotional outcomes; academic outcomes; and drivers of student outcomes. 431 Tamworth High School students completed the survey in April of this year, with the highest contribution coming from Year 10 students.

Social-Emotional Outcomes

In terms of involvement in school sport, between March 2018 and April 2019, participation of THS students has risen by 2%, and is slightly above state average at the moment. The same can be said of student involvement in extra-curricular activities, with THS student involvement rising significantly above the state norm in

Years 11 and 12. This may be a reflection of the significance we place on developing student leadership skills, especially in the senior years.

Areas of concern, where we have seen a slight decline, include a positive sense of belonging – students feeling accepted and valued by their peers and others; valuing school outcomes – students believing that schooling is useful in their everyday life and will have a strong bearing on their future; positive homework behaviours – students doing homework for their classes with a positive attitude and in a timely manner; and effort – students trying hard to succeed in their learning.

Academic Outcomes

Students' perceptions of their academic outcomes, in English, Maths and Science, were reported as also being slightly down, but this appears to be a consistent trend across the state.

Drivers of Student Engagement

Most of the areas addressed in this section of the survey showed little movement, including effective learning time, relevance of instruction to everyday lives and the feeling that instruction was well-organised and with a clear purpose. These areas are also sitting well within state-wide norms.

Some aspects of student responses demonstrated continued improvement, in areas such as bullying, where a 4% drop in the number of students who feel they are subjected to moderate to severe physical, social or verbal bullying, or are bullied over the internet. Students also reported a slight improvement in feeling that they have someone at school who consistently provides encouragement and can be turned to for advice, and in feeling that teachers are responsive to their needs and encourage independence. In this area, as well as in a positive learning climate and advocacy outside of school, THS students are above the state wide average.

Areas of concern, where THS is currently sitting below the NSW norm, include student expectations for success, and, therefore, things that involve their future planning – planning to complete Year 12, planning to do an apprenticeship or VET/TAFE course, and planning to go to university.

Policy requirements

Aboriginal education

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

Strategies for support:

Teacher mentor positions

- The teacher mentor positions continued to provide support to stage Aboriginal student's

personal learning on an individual basis:

- Support students across the stages to complete assessment tasks and reduce N Award determinations
- Increase retention rates
- Completion of Aboriginal Personalised Learning Pathways.
- Provide teacher supervision to the BroSpeak Program for Stages 4, 5 and the disability support class
- Provide in class support to Stage 4 classes on a needs basis, with a focus on young men.
- The Aboriginal Education SLSO offers support to Aboriginal students across the stages with a focus on cultural leadership for students and staff. A key task was to assist Aboriginal boys with day-to-day learning activities and specific boy's programs to encourage good learning practices for excellent performance.

Girls Academy – Role Models Australia

The Girls Academy Program aims to develop and empower Aboriginal girls through leadership training, mentoring, sport and extra-curricular programs. The goal is to create an environment within schools where the girls receive the support and programs needed to help them realise their full potential.

Programs included:

Wirribiyaan Program (Stage 4) – resilience, self-esteem and leadership program

- Ochre Program (Stage 5) – future educational or career pathways
- Gomeroi Gaaynggal Program – artistic and cultural practices, health and educational program
- Nutritional Program – Food processing and Nutrition
- Buddy Knox Music Mentoring Program – mentoring and guidance to assist in developing students singing talents and confidence
- Rewards Program – Attendance and Behaviour
- Senior and Junior Excursions – reinforcing outcomes in key learning areas, including Science and Technology, History and Geography.
- Awards Night – Celebrating the girls' achievements from across the year.

At Tamworth High School there are 3 female staff members, Leica Le Brocq (Program manager), Kim Knox and Katrina Bone, this allows 80 contracts to be offered to our Aboriginal girls, annually. Evidence of impact of this program are provided via

- Bi-annual reporting to Department of the Prime Minister and Cabinet, weekly attendance reporting. The Girls Academy holds 2 advisory committee meetings per term.
- Implementation of Cultural Programs

Opportunity Hub Ochre Activities – State Government Initiative

The OCHRE, Opportunity Hub aims to provide Aboriginal young people with the confidence and

knowledge to follow a supported pathway between secondary school and further education and/or employment. To achieve this outcome the Opportunity Hub has partnered with Tamworth High School partnerships, employers, education and training providers and the local community to coordinate and match employment, training and further education opportunities to individual students' aspirations.

The Opportunity Hub is supporting our students by delivering the BroSpeak Program and Girls Academy, Wirribiyaan and Ochre Programs.

BroSpeak Program (Stages 4 5 and support student)

BroSpeak is an initiative which aims to promote engagement and enrich young Aboriginal male students' knowledge of their culture and heritage. The boys have the opportunity to be involved in cultural activities, events and performances throughout the year. This program is delivered in a culturally appropriate setting in the Buudhaabaa Room (Aboriginal meeting room) or our Aboriginal Memorial Garden.

Ochre Program (Stage 5)

Ochre aims to promote engagement and enrich students' knowledge in having the skills and knowledge to pursue their ambitions into the future. Students are supported to explore future educational or career pathways, whether that be higher educational or entering the workforce. Students have the opportunity to develop their skills in interviewing, developing a resume and portfolio as well as gaining information relating to scholarships, apprenticeships and traineeships.

Wirribiyaan Program (Stage 4 girls)

Wirribiyaan aims to build resilience, self-esteem and leadership skills in our girls. Wirribiyaan aims to involve the Elders in the community to assist with basic discussions about respect and general appropriate behaviour.

Gomeroi Cultural Academy

Gomeroi Cultural Academy aims to develop a stronger sense of personal and cultural identity, learning traditional Gomeroi skills, practices and processes, as well as creating a strong network of like-minded young people from across the community.

Aboriginal Dance Group

The Tamworth High School Aboriginal Dance group share their Aboriginal culture and stories through dance. Some of the dancers will have opportunity to perform at Regional and State performing arts events such as CAPERS, School Spectacular, dance festival and other cultural events such as NAIDOC, Sorry dDay and Harmony Day and so on.

In term 2, in the lead up to Tamworth High School

NAIDOC week celebrations, the Aboriginal dance group participated in a cultural/dance workshop and create an Aboriginal inspired belt/head piece for dance performances.

Oorala –Youth Leadership Camps

The University of New England – Oorala Youth Leadership Camps is offered to Aboriginal student. The aim of the camp to offer Aboriginal students an introduction to university life and experiences. The camp is delivered over two and a half days commencing midday on Wednesday and finishing on Friday night with a celebratory dinner. Role models and parents/carers are invited to attend the dinner.

Secondary Aboriginal Dance Workshops

Aboriginal students from NSW Public Schools participate in workshop run by the Department of Education in collaboration with the internationally renowned Bangarra Dance Theatre. Students with exceptional talent and potential will be identified from these workshops and shortlisted to be invited to join the 2019 N.S.W. Public Schools Aboriginal Dance Company.

School Spectacular

In 2018, the Aboriginal Dance Company and Schools Spectacular Aboriginal Dance Ensemble performed to great acclaim at a range of high profile and televised events. In term 4, four Aboriginal students will travel to Sydney via train to part take in a week-long rehearsal and performances. The Aboriginal education unit will subsidise 50% of the cost which is estimated to be \$400.00 per student.

Aboriginal Personalised Learning Pathways (PLP's)

The purpose of the Personalised Learning Pathways (PLP's) assist Aboriginal students identify, organise and apply personal approaches to learning and engagement. The Aboriginal Unit and the GA are working towards every Aboriginal student at Tamworth High School having a Personalised Learning Pathway completed in 2018.

Student Leadership

Facilitate Student Leadership and representation – Junior Aboriginal Education Consultative Group (AECG) and Leadership group (Prefect, SRC and Senior Mentors)

At Tamworth High School we are seeing increasing numbers of Aboriginal students involved in student leadership groups.

Tamworth High School leadership representation in 2018:

- 12 x Junior AECG Committee
- 4 x Prefects
- 7 x SRC
- 6 out of 8 Senior Mentors are Aboriginal

students

Additional Support Program

Facilitate Study, traineeships and employment opportunities for Aboriginal students

University information sessions

The purpose is to provide Aboriginal students with the opportunity to explore options and pathways that are available at universities across Australia.

School Based Traineeships information sessions

The purpose is to provide Aboriginal students with the opportunity to meet with employment agencies and industry to discuss potential Indigenous school based traineeship.

Exercise First Look

Exercise First Look is Army's Indigenous Flagship Work Experience Program and allows Indigenous students from across the country the opportunity to get a taste of life as an Army Officer. A three-day residential program designed to give aspiring students in year 11 and 12 with a comprehensive overview of life in the Army. During the program students will be exposed to the day-to-day activities of an Army Officer, and will have the opportunity to experience Army lifestyle as a whole.

'iTrack' Support Program (Smith Family)

iTrack is an 18 week, online mentoring program offered to Tamworth High School students in years 9 to 11. Students are matched with a supportive mentor (volunteer) who provides the student with general guidance, advice and encouragement in relation to workplace, study and career opportunities. Although not a specific Aboriginal Program, there are 67% of Aboriginal students involved in iTRACK program.

Multicultural and anti-racism education

To support student understanding of multi-cultural concepts, the school has continued the strong relationship with Japanese based schools (Sanohe Prefecture) with visiting students from Japan visiting during September 2018. The students are billeted with THS students and attended a range of activities at school and in the local area.

With regard to the growing number of EAL/D students starting at THS, the school offers specific support to build the English language skills needed to access the general curriculum. Students are assessed through a variety of comprehensive assessment strategies which provide advice and support to assist teachers address the learning needs of each individual student.

Support provided to these students focus on the following learning developments;

- Oral language development

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

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

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