

Toormina High School

Annual Report



2018



8527

Introduction

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

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

Mr Paul Humphrey

Principal

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School background

School vision statement

At Toormina High School, we strive for excellence in everything we do. We provide a vibrant and innovative, proudly comprehensive high school that values strong community partnerships delivered in a safe and supportive learning environment allowing every student to thrive as an individual. Excellent performance is not an exception but an expectation at Toormina High School. Our theme “Creating Our Future” is driven by excellence in teaching and learning delivered by world class educators.

Our Learning Support Unit is the largest unit on the Mid North Coast, catering for students with identified disabilities in a supportive and engaging environment. We strive to provide high quality learning outcomes for students engaging them in a variety of programs designed to develop quality post-school options.

School context

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

Our school serves a diverse community with an ICSEA (Index of Community Socio-Economic Advantage) of 936 in comparison to the national average of 1000. Of our students, 17% are Aboriginal or Torres Strait Islander and 6% are from a language background other than English.

There has been a significant increase in student enrolments for 2018, whereby we currently have 780 students enrolled. The school has an average student attendance rate of 90%.

Student leadership is strong, with students actively encouraged to have a voice and be engaged within the school. Our Student Representative Council (SRC) is representative of all year groups and are led by a team of senior students who meet regularly with the Principal. Several after school programs exist to support students and their learning beyond the classroom.

The Parents and Citizens Association (P&C) works closely with the Principal to determine the strategic directions of the school and support the school in many ways, including purchasing resources, providing advice on school programs and structures, initiating community activities to increase parental involvement and actively participating in the selection of staff.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

In the Teaching Domain, we have continued our relentless focus on providing high quality teaching and learning experiences. Our focus in this area included the implementation of ALARM (a learning and responding matrix) to several faculties. This has resulted in greater understanding for students to investigate a text at a deep enough level for an adequate response. On balance, we believe that overall we are performing in the Sustaining and Growing stage of the Teaching Domain in the School Excellence Framework.

In the Leading Domain our school plan and milestones document have focused on capacity building of staff and students. Student leadership has been formalised through enhancement of the peer support program, student executive team and student representative council. There has been an increase in staff seeking leadership opportunities in and outside of the school. We have also seen an increase in teachers selected for HSC marking. Overall on balance, we believe that we are currently performing in the Sustaining and Growing stage of the Leading Domain in the School Excellence Framework.

Strategic Direction 1

LEARNING

Purpose

A relentless focus on the achievement of high quality outcomes through high expectations from all stakeholders is essential for student success.

Our purpose is to cultivate a whole school culture focused on high expectations and achievement for our students. Our students will be resilient, respectful lifelong learners who make a significant contribution to our community.

Overall summary of progress

In our strategic direction, Learning, we are focused on achieving improved NAPLAN and HSC outcomes for students. We set ambitious goals of 90% of our students at or above expected growth in Year 9 NAPLAN Reading and 80% of our students at or above expected growth in Year 9 NAPLAN Numeracy. We also set goals of a 600% increase in HSC Band 6 and 200% increase in Band 5 HSC Results. Our expected growth in NAPLAN reading increased from 2017 to 2018 from 52.6% to 64.9% an increase of over 12%. Our expected growth in Numeracy from 2017 to 2018 decreased from 67% to 54.9%. Our HSC Target increases for Band 6 and 5 results saw a 233% increase in Band 6 results from 3 to 7 and an increase of 179% in Band 5 results. Additionally we saw a significant reduction of Band 1 and 2 results. Our Band 1 results declined by 516% from 31 to 6 and our Band 2 results decreased 151% from 56 to 31. These results are directly attributable to our relentless focus on providing quality teaching and learning opportunities to students as well as After-hours Homework Centre and holiday HSC, the participation of students in Years 9 and 10 in alternate education programs resulting in improvements in attendance rates of the students involved in the program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 90% of our students are at or above expected growth in Year 9 NAPLAN Reading and 80% of our students are at or above expected growth in Year 9 NAPLAN Numeracy	\$120000	Our expected growth in NAPLAN reading increased from 2017 to 2018 from 52.6% to 64.9% an increase of over 12%. Our expected growth in Numeracy from 2017 to 2018 decreased from 67% to 54.9%.
<ul style="list-style-type: none">• Three year average data (2018–2020) indicates a 600% increase in HSC Band 6 results and a 200% increase in HSC Band 5 results as measured against 2015–2017 baseline	\$45000	Our HSC Target increases for Band 6 and 5 results saw a 233% increase in Band 6 results from 3 to 7 and an increase of 179% in Band 5 results. Additionally we saw a significant reduction of Band 1 and 2 results. Our Band 1 results declined by 516% from 31 to 6 and our Band 2 results decreased 151% from 56 to 31.
<ul style="list-style-type: none">• The school is deemed to be Excelling in all sections of the Wellbeing element of the School Excellence Framework through self-assessment or external validation	\$80000	We are still working towards this goal and have made growth within this domain in several elements within Wellbeing.

Next Steps

In 2019 we will review all of our programs in all faculty areas. The After–Hours Homework Centre initiative will continue to expand to provide HSC preparation tuition for students before or after school as well as a comprehensive holiday tuition program in terms 2 and 3. We will continue the introduction of Positive Education into the Toormina High School with the establishment a rewards program and school based awards system as part of the Positive Behaviour for Learning (PBL) focus. Our School Learning and Support Officers (SLSOs) will commence reading programs with targeted students and teachers will focus on the development and refinement of high quality teaching practice through the analysis and refinement of comprehensive assessment rubrics, peer marking, professional observation of teaching practice and a focus on data informed practice.



Strategic Direction 2

TEACHING

Purpose

Excellent teaching engages all staff to take personal responsibility for improving teaching practice in order to improve student learning.

Our purpose is to implement the most effective explicit teaching methods, resulting in high quality outcomes for all students. All teachers will take shared responsibility for student improvement and contribute to a transparent learning culture, ensuring every student is challenged, engaged and learning successfully.

Overall summary of progress

In 2018 our focus in the Strategic Direction of Teaching was on teachers achieving high quality professional practice. This occurred by all teachers reviewing syllabus documents, teaching programs, assessment tasks and data generated through external testing. All executive staff were provided access to SCOUT and staff were also encouraged to undertake the training to gain access.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 100% of teaching staff engaged in instructional rounds and all indicate improvements to their practice through self-reflection and classroom observation data	Nil	This outcome has been delayed at this time as staff are not yet ready to engage.
<ul style="list-style-type: none">• 50% of teachers choose a performance and development goal from the Highly Accomplished or Lead levels from the Australian Professional Standards for Teachers	Nil	10% of staff indicated in 2018 that they considered attempting to gain accreditation at Highly Accomplished or Lead levels from the Australian Professional Standards for Teachers.
<ul style="list-style-type: none">• All teachers involved in the leadership coaching indicate significant improvements in their capacity to lead for improved teaching practice and student outcomes	Nil	Leadership coaching delayed till 2019.

Next Steps

In 2019, we will continue our pursuit of high quality professional practice from staff. We will continue the development of ALARM, with increased opportunities for staff to undertake training. We will review all teaching programs and registration documents, ensuring that assessment tasks developed are reliable assessment tools.



Strategic Direction 3

LEADING

Purpose

School leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning as a lasting legacy of their contributions. Strong, strategic and effective leadership is the cornerstone of school excellence.

Our purpose is to build and lead a school-wide culture of high expectations for all stakeholders, developing our student and staff as leaders of today and the future.

Overall summary of progress

In our strategic direction, Leading, we continued our focus on preparing and improving the leadership capacity of our staff and students to be leaders across our school community. We continued to improve leadership opportunities for students by training all Year 9 students to be Peer Mentors in 2019. The Student Representative Council (SRC) and student executive team merged to become a single body. Our impact in the strategic direction area of Leading is demonstrated continued leadership development training for SRC members, and review of staff PDPs identifying and supporting staff to aspire to leadership positions.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">85% of partner primary school students select Toormina High School as secondary school of choice	\$20000	Approximately 82% of partner primary school students selected Toormina High School to attend Year 7 in 2019.
<ul style="list-style-type: none">Increase in the number of students choosing Toormina High School to complete their HSC	\$10000	There was a slight decrease in the percentage of students remaining at Toormina High School to complete the HSC due to increased TAFE access and jobs in 2018.
<ul style="list-style-type: none">Measureable improvements in the number of students taking up extra-curricula opportunities and in school engagement data obtained through student surveys	\$12000	Increased attendance of students in both After School Homework Centre and Active Arvos in 2018 as well as many students competing individually or part of a team for Toormina High School.

Next Steps

Our goals in 2019 are to continue to enhance our partnerships made with the BBCoS Primary Schools providing increased transition opportunities for students. Activities such as Marine Studies program, NAIDOC Day celebrations, mentoring, dance and sporting programs will strengthen these partnerships. We will continue to increase our social media presence while educating our students to use social media appropriately.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$139852	Increased leadership opportunities and development of Dance and Digiridoo groups. Increased access to AIME. Employment of Aboriginal Education Officer and Aboriginal School Learning and Support Officer (SLSO)
Support Unit	\$15000	Improvements in the provision of high quality teaching and learning to Support Unit students. Increased access to technology.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	357	362	374	380
Girls	336	343	335	356

Student enrollments in 2018 saw an increase from 712 to 751. This is the first growth in student numbers that the school has seen in the past 6 years.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	90.7	91.5	92.7	92.8
8	87.7	89	90.9	88.5
9	89.5	87.8	87.7	84.8
10	85.7	84.6	89	83.2
11	89.7	91.3	93.6	81.1
12	92.6	91	91.4	86
All Years	88.9	89	90.9	86.6
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

Student attendance is a major focus at Toormina High School. 2018 saw the employment of a student attendance coordinator and restructuring of our roll calls to vertical rolls across all years. Additionally, weekly reviews by the Deputy Principals (DPs), working closely with the Home School Liaison Officer (HSLO) and the School Liaison Police officer (SLP), Aboriginal School Liaison Officer (ASLO), as well as engaging our Aboriginal Education Officer to make regular contact with parents has stabilized our overall attendance rates. We did however see a reduction in overall recorded attendance primarily due to a reluctance of some students to attend roll call each day resulting in them

being marked absent.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	8	5
Employment	8	12	42
TAFE entry	3	4	20
University Entry	0	0	26
Other	2	12	0
Unknown	2	3	7

Year 10

117 students enrolled in Year 10 in 2018 and completed the year at Toormina High School.

Year 11

From the 101 students who commenced Year 11 in 2018 approximately 12% moved to another school through the course of the year and 15% left school during the year to undertake full-time work, further training at TAFE or to seek employment as they had turned 17 years of age. From the original 2018 Year 10 cohort, who completed Stage 5, 89% have progressed to the Higher School Certificate (HSC) course.

Year 12

Of the 75 students who commenced their HSC in 2018, 90% completed their HSC at the end of 2018. Those students who left did so in order to seek or accept full time employment, undertake full time traineeships and (TAFE) courses or explore alternate pathways. Approximately 26% of students who completed their HSC have continued on to higher education at University or TAFE. Early indications show that approximately 42% have gained full or part time employment. Most students who applied for Early Entry into Universities were successful.

Robyn West – Transition Team Leader

Year 12 students undertaking vocational or trade training

Of the 75 students in the Year 12 cohort who completed the year, 26 undertook vocational or trade training at TAFE. A further 11 students accessed vocational training in hospitality at school.

Robyn West – Transition Team Leader

Year 12 students attaining HSC or equivalent vocational education qualification

Of the 75 students in Year 12 who completed the year, 44 students successfully achieved their Higher School Certificate (HSC). The other 31 students received a Record of School Achievement (RoSA). Many of the 31 students who achieved a RoSA successfully completed Vocational Education and Training (VET) qualifications through school or Technical and Further Education (TAFE) courses.

Robyn West – Transition Team Leader

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	43.2
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.28
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Approximately 10% of staff at Toormina High School are of Indigenous extraction.

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	19

Professional learning and teacher accreditation

The Staff at Toormina High School have utilised all allocated Professional Learning funds over the past 12

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

Throughout 2018, our teachers attended 254 days of Professional Learning, not including the Staff Development Days. Professional Learning undertaken by staff included:

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

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

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

- Robotics as part of the Science, Technology, Engineering and Mathematics (STEM); and
- Wellbeing initiatives.

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	656,919
Revenue	10,851,893
Appropriation	10,545,722
Sale of Goods and Services	70,214
Grants and Contributions	224,958
Gain and Loss	0
Other Revenue	5,800
Investment Income	5,200
Expenses	-10,579,272
Recurrent Expenses	-10,579,272
Employee Related	-9,620,209
Operating Expenses	-959,064
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	272,620
Balance Carried Forward	929,539

In 2018, our School Finance Committee, comprising of the Principal, School Admin Manager, two Deputy Principals and three Head Teachers met regularly to plan and review expenditure. This committee reviewed school expenditure requests from Faculties and determined school budgets. Faculties were able to request additional funding above their allocated budgets through submissions to the Finance Committee. We underwent a Finance Audit in December 2018 and were deemed satisfactory.

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	6,849,830
Base Per Capita	144,926
Base Location	4,389
Other Base	6,700,514
Equity Total	923,293
Equity Aboriginal	139,852
Equity Socio economic	474,740
Equity Language	54,639
Equity Disability	254,062
Targeted Total	1,625,227
Other Total	187,236
Grand Total	9,585,585

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

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

School performance

NAPLAN

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

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

Our NAPLAN Literacy results show improvements in the higher bands on average in Year 7 Grammar and Punctuation, Writing and Spelling; and in Year 9 Grammar and Punctuation, Numeracy, Reading and Spelling.

There was a significant decrease on average over the 2018 results in the number of students achieving in the lowest bands in all of the Literacy and Numeracy based assessments in both Year 7 and 9.

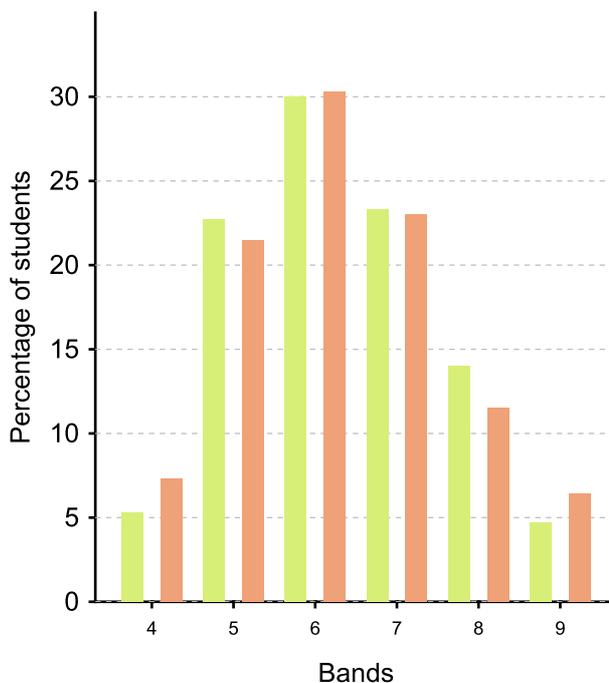
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

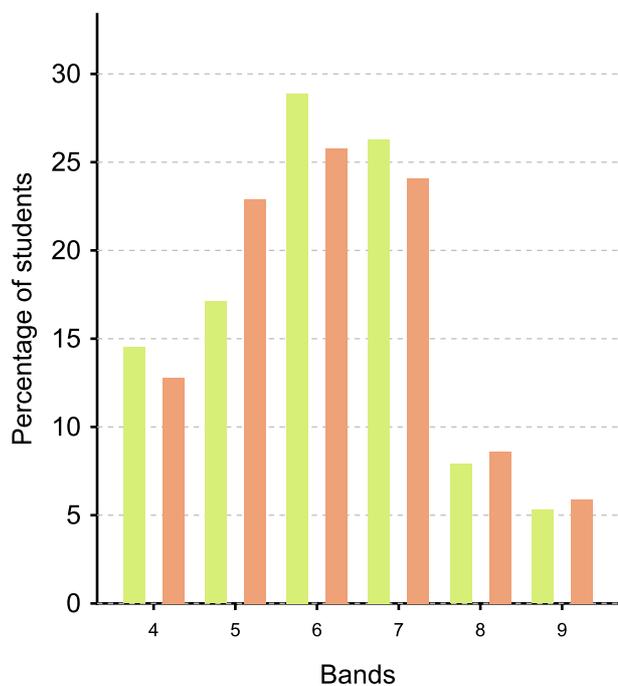
In accordance with the Premier's Priorities: Improving Education Results, schools are required to report their student performance for the top two bands in Literacy. The percentage of Year 7 students in the top two bands has increased in Reading and Numeracy. The percentage of Year 9 students in the top two bands has increased in Reading and Numeracy. Overall we improved from 14.5% in 2017 to 16.34% in 2018.

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

Percentage in bands:
Year 7 Reading



Percentage in bands:
Year 7 Grammar & Punctuation



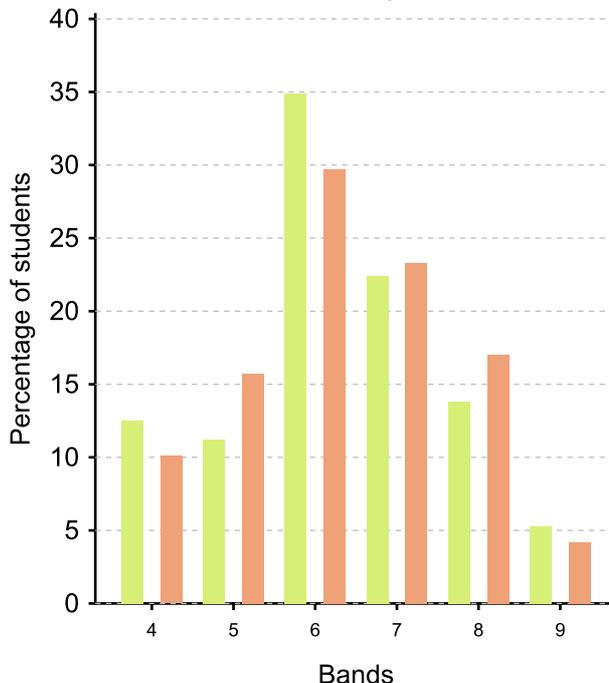
Percentage in Bands						
School Average 2016-2018						

Band	4	5	6	7	8	9
Percentage of students	5.3	22.7	30.0	23.3	14.0	4.7
School avg 2016-2018	7.3	21.5	30.3	23	11.5	6.4

Percentage in Bands						
School Average 2016-2018						

Band	4	5	6	7	8	9
Percentage of students	14.5	17.1	28.9	26.3	7.9	5.3
School avg 2016-2018	12.8	22.9	25.8	24.1	8.6	5.9

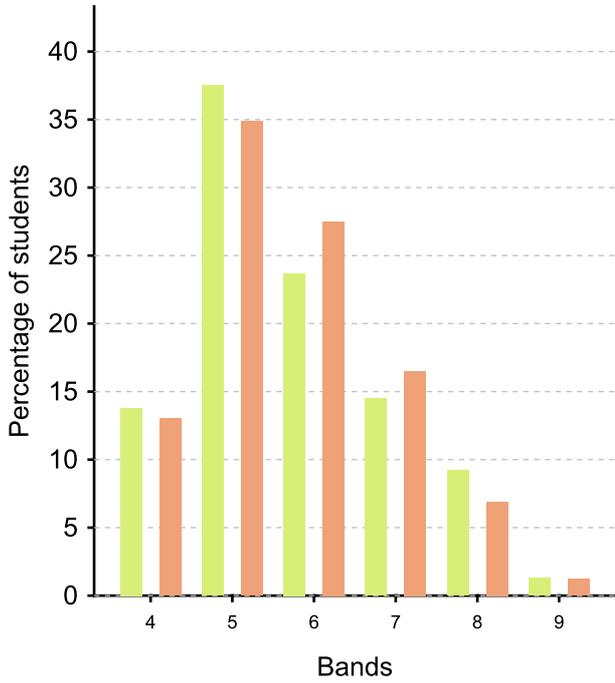
Percentage in bands:
Year 7 Spelling



Percentage in Bands						
School Average 2016-2018						

Band	4	5	6	7	8	9
Percentage of students	12.5	11.2	34.9	22.4	13.8	5.3
School avg 2016-2018	10.1	15.7	29.7	23.3	17	4.2

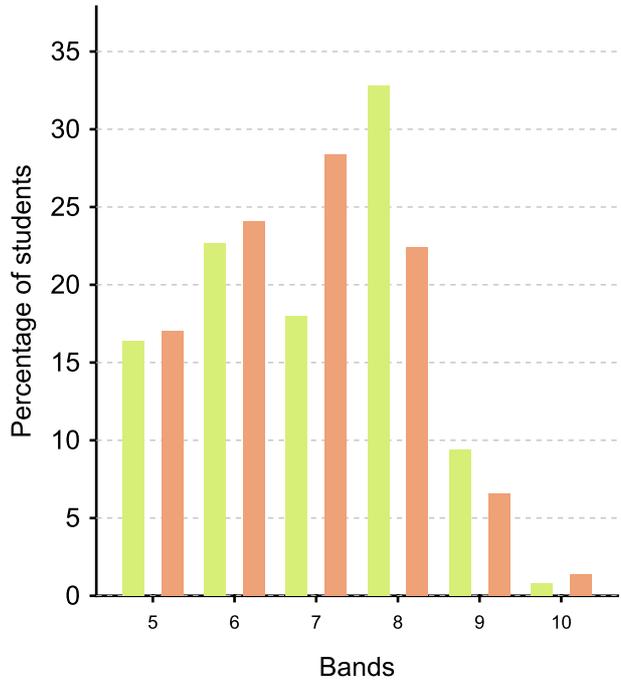
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	13.8	37.5	23.7	14.5	9.2	1.3
School avg 2016-2018	13	34.9	27.5	16.5	6.9	1.2

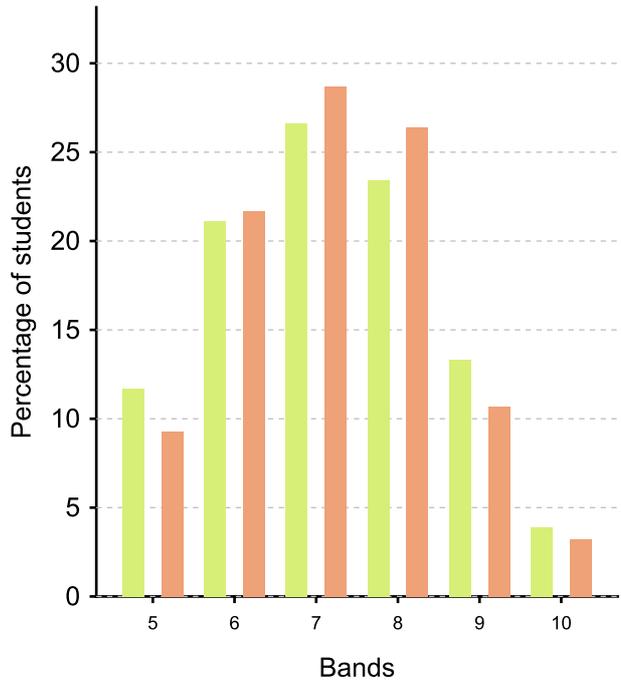
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	16.4	22.7	18.0	32.8	9.4	0.8
School avg 2016-2018	17	24.1	28.4	22.4	6.6	1.4

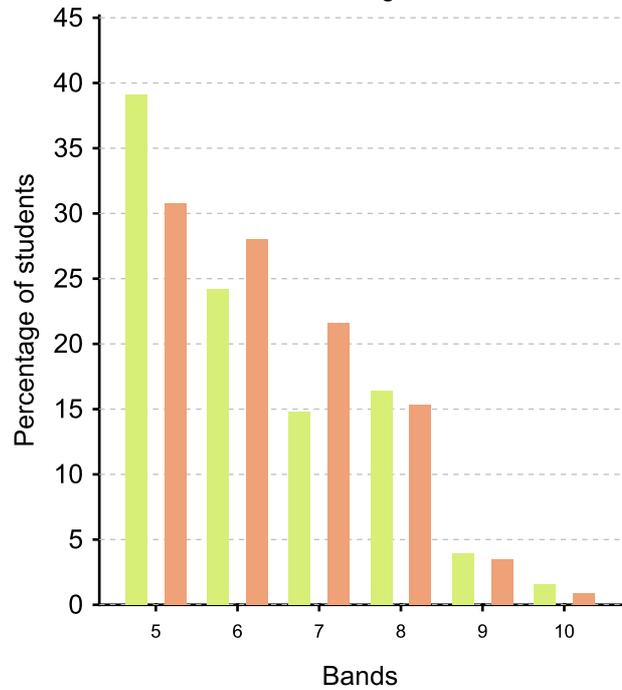
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	11.7	21.1	26.6	23.4	13.3	3.9
School avg 2016-2018	9.3	21.7	28.7	26.4	10.7	3.2

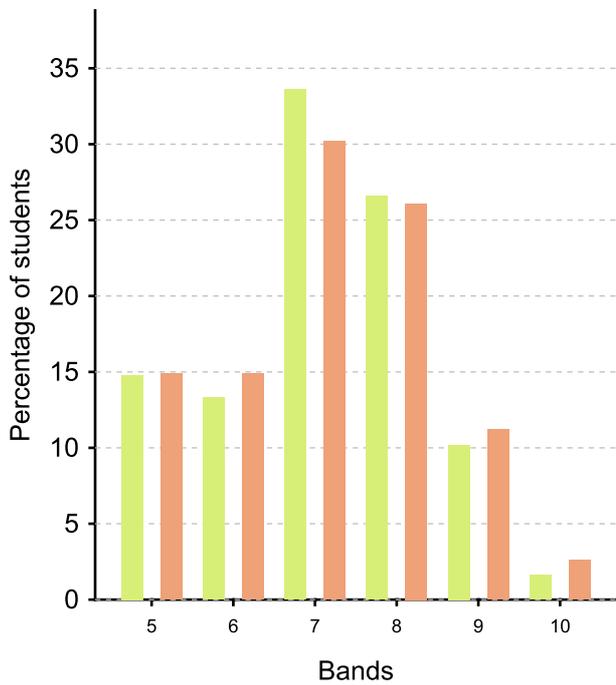
Percentage in bands:
Year 9 Writing



■ Percentage in Bands
■ School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	39.1	24.2	14.8	16.4	3.9	1.6
School avg 2016-2018	30.8	28	21.6	15.3	3.5	0.9

Percentage in bands:
Year 9 Spelling

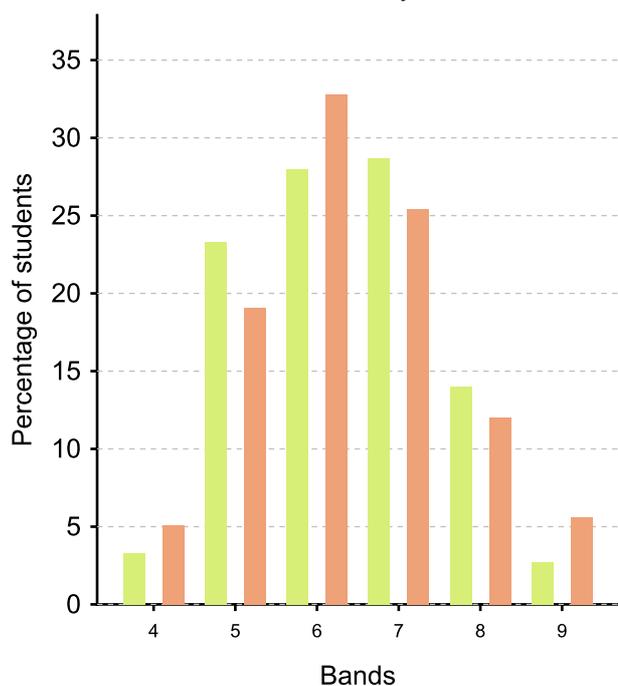


■ Percentage in Bands
■ School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	14.8	13.3	33.6	26.6	10.2	1.6
School avg 2016-2018	14.9	14.9	30.2	26.1	11.2	2.6

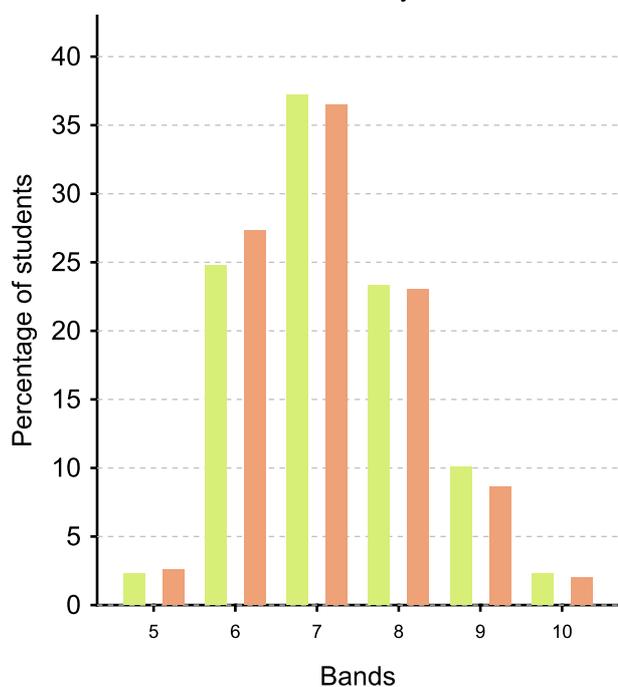
Our NAPLAN Numeracy results show improvements in the higher bands on average over the last four years in Year 7 Numeracy with a decrease in the percentage of students achieving the lower two bands. Year 9 Numeracy data shows a positive growth on average of student results in the low and middle bands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

**Percentage in bands:
Year 7 Numeracy**



Band	4	5	6	7	8	9
Percentage of students	3.3	23.3	28.0	28.7	14.0	2.7
School avg 2016-2018	5.1	19.1	32.8	25.4	12	5.6

**Percentage in bands:
Year 9 Numeracy**



Band	5	6	7	8	9	10
Percentage of students	2.3	24.8	37.2	23.3	10.1	2.3
School avg 2016-2018	2.6	27.3	36.5	23	8.6	2

In accordance with the Premier's Priorities: Improving Education Results, schools are required to report their student performance for the top two bands in Numeracy. The percentage of Year 7 students in the top two bands in Numeracy has increased. In 2018 there was a slight increase in the number of Year 9 students achieving in the top two bands for Numeracy.

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

In accordance with the Premier's Priorities: *Better services – Improving Aboriginal education outcomes* for students, schools are required to report their student performance for the top two bands in Numeracy. The percentage of Year 7 and 9 Aboriginal students in the top two bands in Literacy and Numeracy has increased from 1.16% to 7.59%.

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

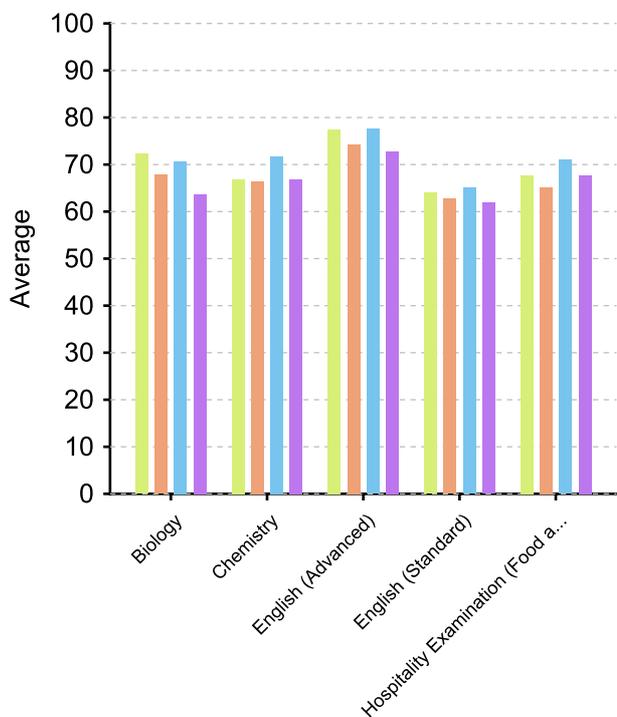


Higher School Certificate (HSC)

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

Students studied a range of courses across the spectrum of curriculum including ATAR eligible and non-ATAR eligible subjects. Students also completed Vocational Education and Training courses at TAFE as well as School Based Traineeships (SBTs) as part of their studies.

In 2018 we achieved 7 Band 6, 43 Band 5 and 58 Band 4 results which was a significant improvement over the past four years. We also received only 6 Band 1 and 37 Band 2 results more than a 60% improvement over 2017.



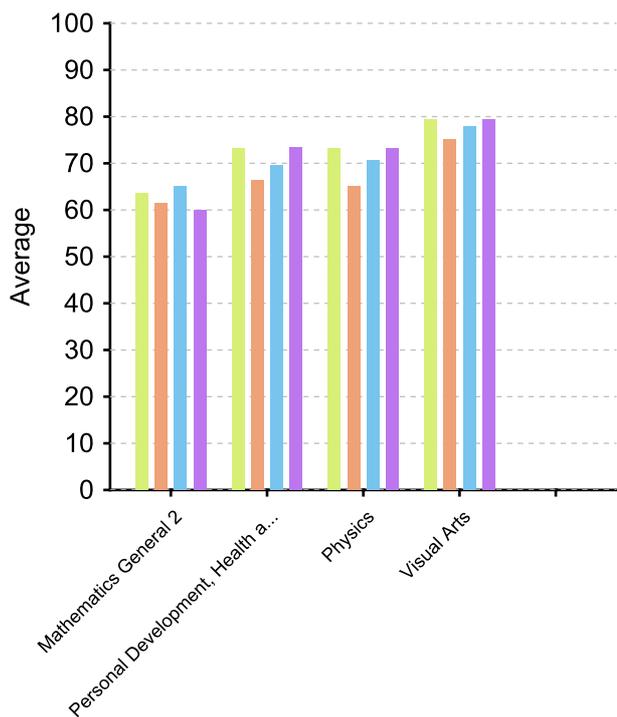
Chemistry	66.8	66.4	71.8	66.8
English (Advanced)	77.4	74.3	77.5	72.8
English (Standard)	64.0	62.7	65.0	61.9
Hospitality Examination (Food and Beverage)	67.7	65.2	71.0	67.7
Mathematics General 2	63.5	61.4	65.1	60.0
Personal Development, Health and Physical Education	73.3	66.4	69.5	73.3
Physics	73.3	65.2	70.6	73.3
Visual Arts	79.3	75.1	78.0	79.3

Parent/caregiver, student, teacher satisfaction

Each year we seek the opinions of parents, students and teachers about the school. Their responses are presented below. Throughout 2018, the Tell Them From Me Survey was undertaken by students, staff and parents. The information gained from these surveys has influenced our ongoing planning for the future. Our parents' felt their children were very safe at Toormina High School and that they were welcomed when they came to the school. They liked the opportunity to discuss their child's progress in an informal setting yet were happy with the reporting process. They also appreciated the efforts of staff to encourage their children to complete Year 12.

The staff at Toormina High School strongly felt that we are an inclusive school that encouraged collaboration and supported the strong push to create a culture of learning. Areas identified by staff on which we as a school can aim at improvement is in the ongoing up-skilling of our teachers in the effective use of technology in their classroom. This was also identified in our School Excellence Framework Self-assessment Survey (SEF S-aS) for 2018.

We had 482 students complete the survey in 2018. The results indicated that they had developed positive relationships with others and valued the school outcomes expected for them and most felt that they behaved in a positive manner when at school. They also indicated that they would like to continue to see bullying addressed and that they would like classes with greater engagement and rigour so that they may be better able to achieve the outcomes. They also indicated that they had developed positive relationships with their teachers. Students indicated that they understood that there are clear rules and expectations for classroom behaviour, which may be an early result



Subject	School 2018	SSSG	State	School Average 2014-2018
Biology	72.3	67.8	70.7	63.7

of our move to Positive Behaviour for Learning (PBL).

Our Aboriginal students indicated that they felt positive about their culture when at school, however their teachers need to further develop understanding of Aboriginal culture. This was also indicated by the increased involvement by Aboriginal students in cultural related activities.



Policy requirements

Aboriginal education

2018 was a very busy year for Toormina High School's Aboriginal Education committee. Five of our staff attended the three day Connecting to Country training ran by the Coffs Harbour AECG. There are a number of highlights throughout the year including:

- a large number of Aboriginal and Torres Strait Islander students were selected in school, regional and state sporting teams;
- Toormina High School hosted a successful Aboriginal Education Consultative Group (AECG) meetings bringing school leaders across all education sectors together with representatives of our local Aboriginal Communities;
- several students were selected for School Based Traineeships;
- a girls Aboriginal Dance group was established as part of the school sport program;
- we again engaged our students in the AIME program; and
- Toormina High School also hosted a number of successful "Yarning On" morning tea events for parents and community members.



Multicultural and anti-racism education

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

At Toormina High School we have a trained Anti-Racism Contact Officer (ARCO), Mrs Gaye Devoy, who supports students and community members with any issues they want to raise related to racism or discrimination in our school. Mrs Devoy reports matters relating to Racism to relevant Deputy Principal's and the Principal. Our ARCO works with our School Counsellors, Wellbeing Teachers and Head Teachers to support our students in and out of the classroom. In the 2018 there were only a small number of complaints received and all of those were able to be successfully resolved, to the complainant's satisfaction, by the ARCO without progressing further.

Gaye Devoy – Multicultural Education and Anti-racism Coordinator