

Toronto High School Annual Report



2018



8909

Introduction

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

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

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Principal

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School background

School vision statement

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

School context

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

The enrolment for 2018 is 954 students. Toronto High School has an ICSEA of 950 (compared with a national average of 1000) and a FOEI value of 120 (compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage – 37 per cent of other NSW government schools have higher FOEI values).

There is a significant enrolment of Aboriginal students (over 14%) and 3% of the school enrolment has a language background other than English.

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

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

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

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

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

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Excelling in the element of **Wellbeing**: Through the Wellbeing Team, Learning & Support Team, Year Advisors, student leadership / peer support programs, and the Student Representative Council, the school has developed a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students. Individual learning is supported by the effective use of expertise both internal and external. Students are self-aware, build positive relationships and actively contribute to the school, community and wider society. A new Wellbeing recording and tracking system was introduced to better inform the team of the implementation of individual, group and whole school interventions.

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

The processes within the school are inclusive of parents and students working closely together to improve their educational opportunities and attainment. A revised Data Analysis process is being introduced in 2019 to support staff in deeper analysis of student data for use in their classrooms.

Delivering in the elements of **Assessment and Reporting and Student Performance Measures**: The school has strong data processes, however, data is mainly used internally and a significant amount of this data isn't shared with or reported to the school community. This is an identified area of focus for the school for inclusion in the 2018–2020 school plan. Our Student Reports are compliant with reporting guidelines but are not necessarily used as the basis for further discussion with parents. Assessment items meet NESA / DoE requirements; there is still a reliance on summative performance occurring for the purpose of writing a student report. The School Self Evaluation Team debated the judgement of Student Performance Measures, as at both NAPLAN and HSC levels the school is able to demonstrate that it is performing above its surrounding comprehensive schools in many aspects. HSC Band 6 analysis indicates that the school is always performing above its expected results based on ICSEA/FOEI as compared to other schools in the Hunter/Central Coast. External performance measures place the school at Delivering/Working Towards Delivering, whilst internal measures and evidence-based judgements suggest some parts of the student population are demonstrating performance measures that are Sustaining and Growing while others are demonstrating Delivering. A new reporting format and process is being introduced in 2019 to make reporting easier for parents to understand.

For the School Excellence Framework domain of **Teaching** Toronto High School is:

Excelling in the elements of **Collaborative Practice, Learning & Development and Professional Standards**: The school has developed an evidence-based professional learning model that systematically has staff collaborating with, providing feedback to and receiving feedback from, other staff. The Collaborative Peer Learning Program is based on research and practice that has originated from Ontario Canada. Staff work with a facilitator and collaborate in lesson planning, lesson delivery, reflection and further planning. It occurs in class and is aligned with the school plan. Newcastle University and Taylor Made Education have undertaken an evaluation of the model to determine its impact on the quality of teaching and student learning outcomes. These results were then used along with cyclical evaluation of the program to determine the model being implemented in 2018. The Collaborative Peer Learning Program supports staff to demonstrate personal responsibility for maintaining and developing their professional standards by having a whole school system embedded in day-to-day practice. This model is being revised again in 2019 to complement the new timetable structures that are being introduced.

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

For the School Excellence Framework domain of **Leading** Toronto High School is:

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

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

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

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

Purpose

To develop in all students essential skills in:

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

Overall summary of progress

The Literacy and Numeracy Focus Groups were continued and refined. Intensive literacy and numeracy support is provided to identified students. Every student (Year 7–10) is benchmarked and students requiring support are identified based on PAT, NAPLAN and school based assessment processes. The implementation of integrated curriculum in Stage 4 Maths, PDHPE and Science was completed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Literacy / Numeracy – students in Yr7–10 improve in standardised testing.	Class Teachers / LASTs / SLSO's \$500,000	Literacy and Numeracy support and intervention classes were developed based on NAPLAN/PAT and SBA. Students within the various intervention groups generally demonstrated improved results/progress (See separate Intervention Report 2018).
Literacy / Numeracy – students growth (effect size) is equal to or greater than 12 months growth.	Class Teachers / LASTs / SLSO's \$500,000	Literacy and Numeracy support and intervention classes were developed based on NAPLAN/PAT and SBA. Students within the various intervention groups generally demonstrated improved results/progress (See separate Intervention Report 2018).
HSC Band 4 and greater results achieved by an increasing number of students.	Class Teachers / LASTs / SLSO's \$500,000	2018 (B6/B5/B4) – 44.6% 2017 (B6/B5/B4) – 41.9% Average 2015–2017 (B6/B5/B4) – 40.3%
Identified literacy & numeracy strategies will be evident in teaching & learning programs and student work books / samples.	Principal / DP's – \$0	Random selection of programs, assessments and bookwork were reviewed four times during 2018.

Next Steps

The Literacy and Numeracy Focus Groups will continue to be refined with a greater focus on senior student support. The implementation of collaborative teaching practices with Humanities and SUMs integrated classes supported by LASTs and SLSO's will be a focus. Evaluating and refining Stage 4 integrated programs is a major focus for 2019. Explicit HSC strategies are a focus in senior classes in 2019.

Strategic Direction 2

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

Purpose

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

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

Overall summary of progress

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All Aboriginal students have a PLP.	AEO/Teacher Relief – \$150000	Almost all Aboriginal students had a PLP by the end of 2018.
Aboriginal students outcomes match those of other students (academic, retention, attendance, post school destination) and / or have shown greater growth.	AEO/Teacher Relief – \$150000	Depending on the measure, in some areas for some Aboriginal students, their growth was greater than non-Aboriginal students.
Low SES students outcomes match those of other students (academic, retention, attendance, post school destination) and / or have shown greater growth.	LASTs / AEO's – \$600,000	There has been growth of student attainment with HSC and NAPLAN results. Attendance has been an issue – but not for all students. There are a core group of students that are failing to attend school despite interventions.

Next Steps

The future directions for 2019 include: continue refining the new PLP process to ensure that all Aboriginal students have a PLP and that those families who were unable to attend PLP meetings are provided with other opportunities to interact with their child's goals; developing a process for the identification of low SES students and further strengthening of processes and interventions to impact on students that have poor attendance rates (eg CLONTARF).

Strategic Direction 3

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

Purpose

To develop teachers so they:

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

Overall summary of progress

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

The team teaching model that was implemented requires further refinement. There were a number of barriers that created difficulties with the initiative including timetabling issues and rooming. A revised model will be implemented in 2019.

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

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evaluations of class teaching observations, student workbook monitoring, Teaching & Learning program review, and School Walk-Throughs.	Relief: \$30000	Evaluations occurred (CASE/Assessment) over the course of the year and feedback was provided to staff on compliance and quality.
Staff to complete Performance and Development Framework and targeted goals	Professional Learning as part of the Collaborative Peer Learning, SDD's and staff meetings supported PDP completion. Professional learning: \$100000.	Staff completed PDP process. New Exec process was completed in Google drive.
Staff survey of Peer Learning Program.	Completed as part of the Collaborative Peer Learning Program	All staff completed exit surveys.

Next Steps

The future directions for 2019 include:

- Continued evaluation and revision of the Collaborative Peer Learning Program

to further 'integrate' the collaborative processes through the inclusion of team-teaching for some staff. These staff members will have 'collaboration sessions' incorporated into their timetables.

- Evaluation of the newly revised Beginning Teacher Program and New Staff Induction Program.

- Implementation of an Executive Induction Program and provision of a program for staff wanting to gain accreditation at higher levels.

- A continued focus on differentiation in the classroom.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	463	493	469	476
Girls	445	473	473	478

Toronto High School is at capacity for the delivered curriculum, number of students and rooms available for class organisation. We have had waiting lists for accessing the school for a number of years.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	89	90.2	90.4	88.7
8	87.6	86.7	88.3	85.2
9	86.3	84.9	85.9	84.2
10	85.1	81.7	82.9	78.4
11	83.6	84.6	81.4	79.3
12	88.2	88.4	89.5	80.8
All Years	86.6	86.1	86.3	83.1
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

Toronto High School has a dedicated Attendance Team that meets weekly to analyse students' attendance and to conduct interventions for those students whose attendance has been noted as a concern. The team includes both Deputy Principals, the Home School Liaison Officer (HSLO), Year Advisors and SSO. Parental contact is made, letters are issued and if required, Attendance Plans are developed. Student attendance concerns are also raised at the weekly Executive and Student Advisory Panel meetings. They are also identified in Faculty Meetings which are held on a fortnightly basis.

The process for identifying and dealing with truancy during the day involves all class teachers, at the beginning of every lesson, marking the roll to provide an electronic record to the Deputy Principals regarding student attendance in class. If a staff member does not have access to electronic roll marking, they send an 'absentee/truancy slip' directly to the Deputy Principals who investigates the situation.

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

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	1	3.1	8.9
Employment	7.6	5.16	35.5
TAFE entry	0	7.4	15.5
University Entry	0	0	33
Other	0	0	3.3
Unknown	0	0	0

The Career Advisor tracks student post-school destination in conjunction with the AEO (transition) and provides ongoing support beyond completion of school.

Year 12 students undertaking vocational or trade training

Many Year 12 students are keen to undertake vocational or trade training while completing their HSC. The percentage of Year 12 students undertaking vocational or trade training during 2018 was 23%.

Many of these students have continued in their field of study after the completion of the HSC.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 97% of Year 12 students who completed Year 12 studies attained the HSC or equivalent vocational educational qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	11
Classroom Teacher(s)	49.8
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	15.77
Other Positions	1

*Full Time Equivalent

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

Teacher qualifications

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

Teacher qualifications

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

Professional learning and teacher accreditation

The main priorities for professional learning for 2018 were in the areas of Teacher Quality, Literacy and Numeracy, Welfare and Equity and Career Development. The major focus of professional development was the Collaborative Peer Learning Program, an in-school process of collaborative lesson design, evaluation, reflection and dialogue. Collaborative Peer Learning operated across the year, through staff workshops and regular staff meetings. Non-teaching staff not involved in the workshops were able to participate in staff meeting groups so that 100% of staff were involved in Peer Learning during 2018. This included permanent, temporary and casual teachers.

All staff participated in Staff Development Days (SDD) at the beginning of Terms 1, 2 and 3 and the last two days of Term 4, where Professional Learning funds supported these activities. Professional Learning

focused on: –Emergency Care and CPR, – Anaphylaxis training, – assessment strategies, quality assessment tasks, feedback, – CANVAS Learning Management System, – Australian Curriculum,– School Evaluation, – using data to inform teaching practice,– integrated curriculum and– co–operative learning strategies. Additionally, staff were provided with professional learning through Faculty Planning Days, Head Teacher / Deputy Principal Network days, VET meetings and compliance processes.

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	353,437
Revenue	11,540,104
Appropriation	11,096,014
Sale of Goods and Services	94,291
Grants and Contributions	340,154
Gain and Loss	0
Other Revenue	5,113
Investment Income	4,532
Expenses	-11,104,881
Recurrent Expenses	-11,104,881
Employee Related	-9,873,054
Operating Expenses	-1,231,826
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	435,223
Balance Carried Forward	788,661

Management of School Finances –

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

The financial management tools provided to schools are inflicted with data integrity issues which means that schools cannot produce accurate reports to allow principals to most effectively financially manage their schools.

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

Assets.

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	8,328,578
Base Per Capita	187,642
Base Location	0
Other Base	8,140,937
Equity Total	1,107,971
Equity Aboriginal	137,329
Equity Socio economic	657,454
Equity Language	3,799
Equity Disability	309,389
Targeted Total	951,279
Other Total	248,708
Grand Total	10,636,536

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

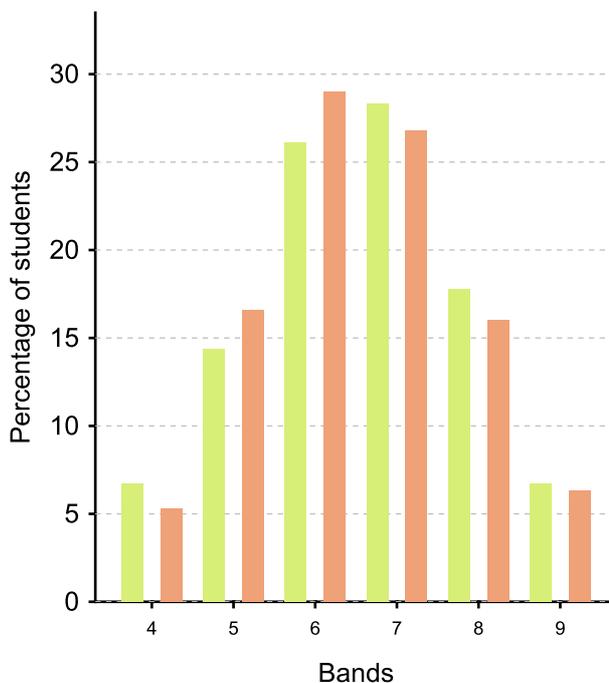
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

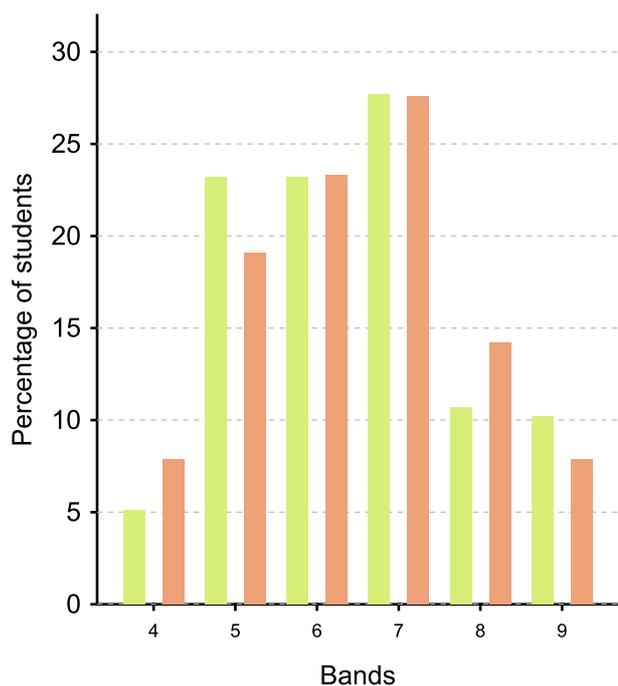
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

NAPLAN data was used with PAT and SBA data to support intervention programs with students.

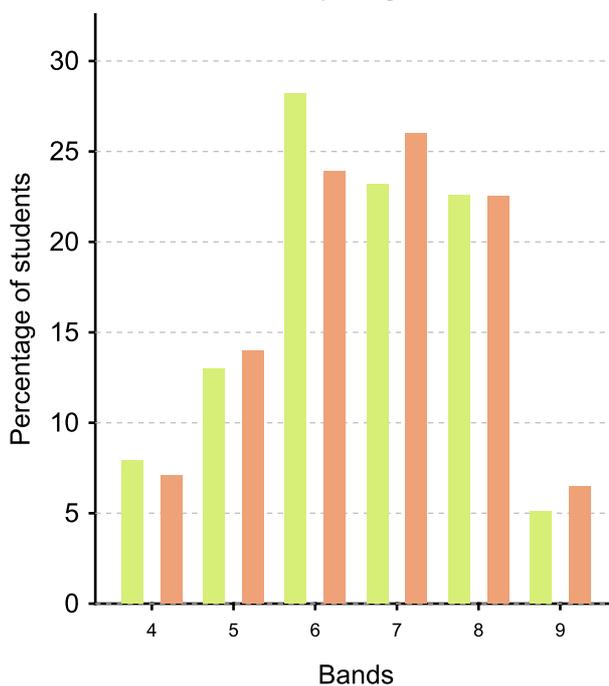
Percentage in bands:
Year 7 Reading



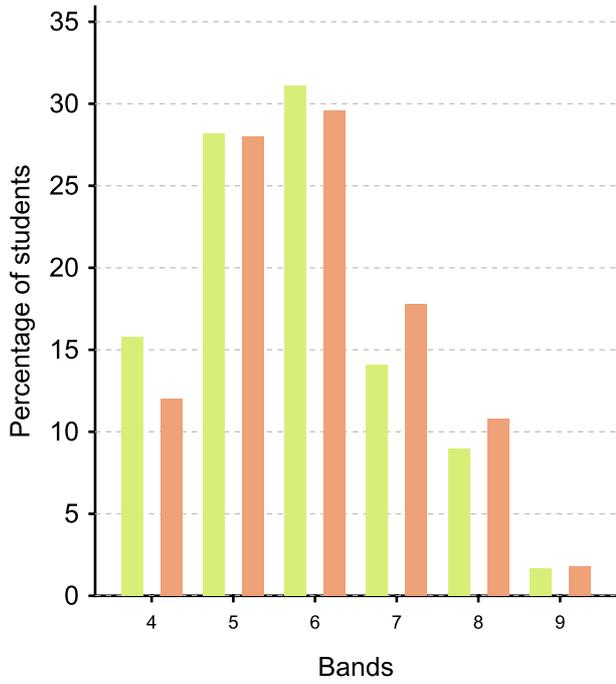
Percentage in bands:
Year 7 Grammar & Punctuation



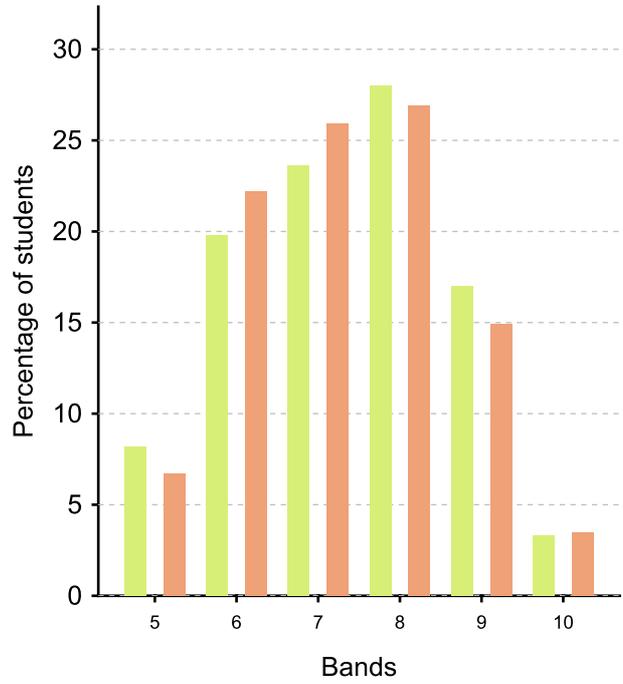
Percentage in bands:
Year 7 Spelling



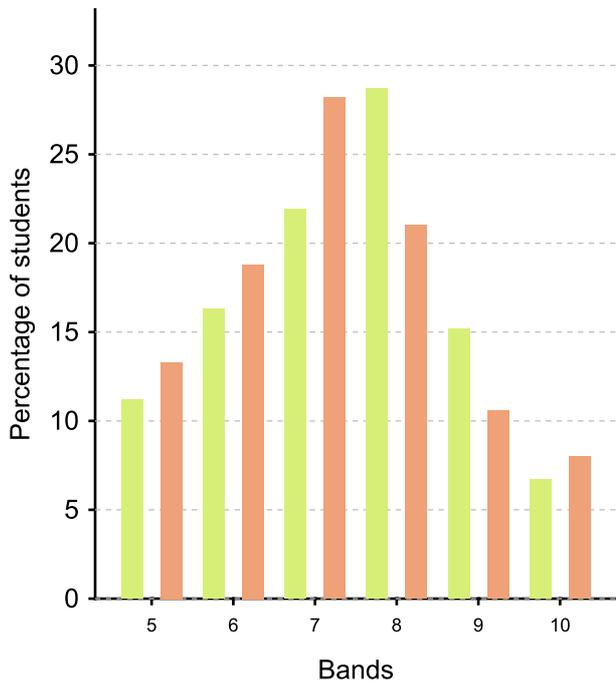
Percentage in bands:
Year 7 Writing



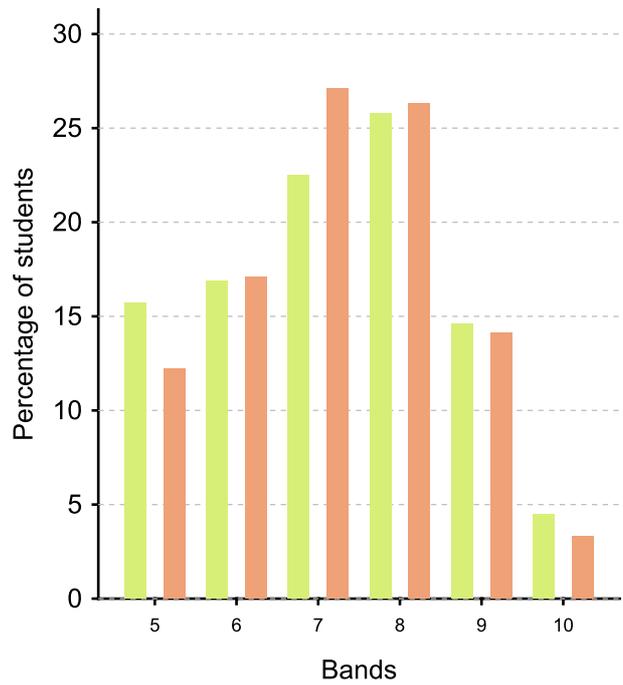
Percentage in bands:
Year 9 Reading



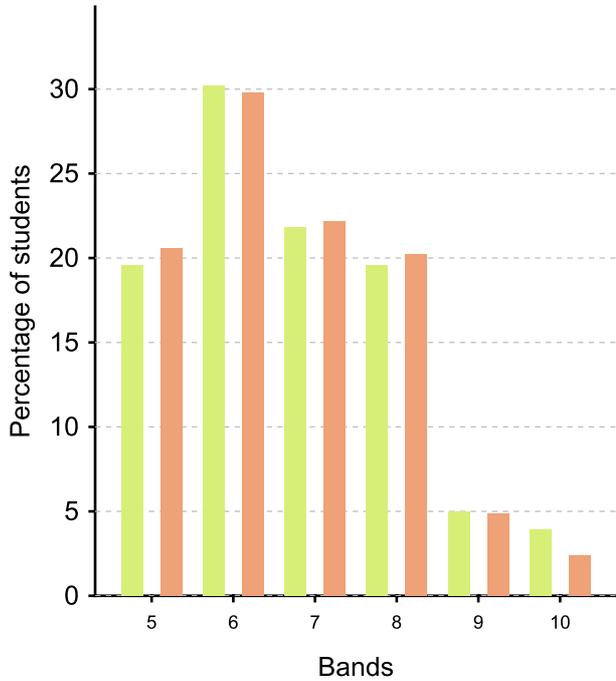
Percentage in bands:
Year 9 Grammar & Punctuation



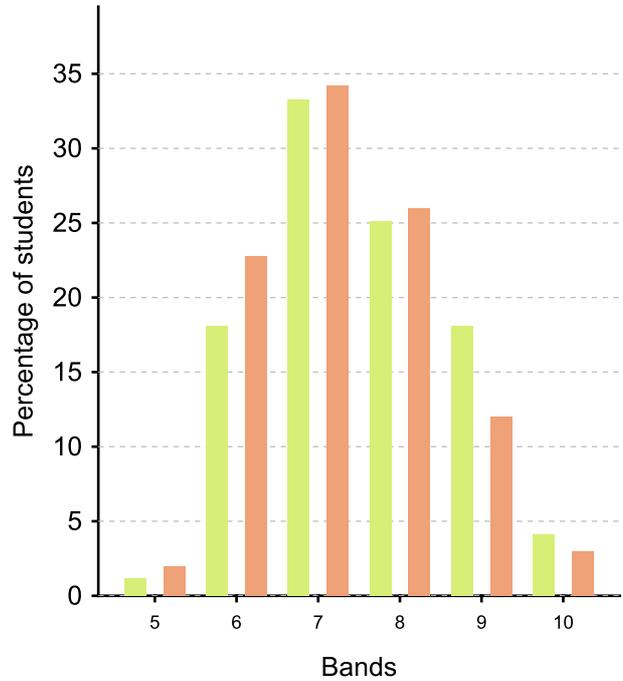
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Writing



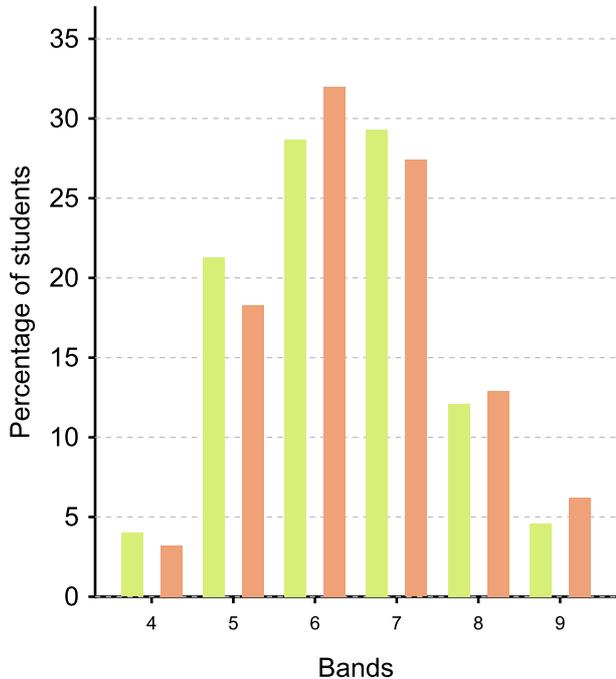
Percentage in bands:
Year 9 Numeracy



NAPLAN data was used with PAT and SBA data to support intervention programs with students.

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 Numeracy

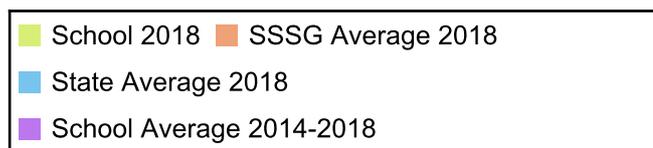
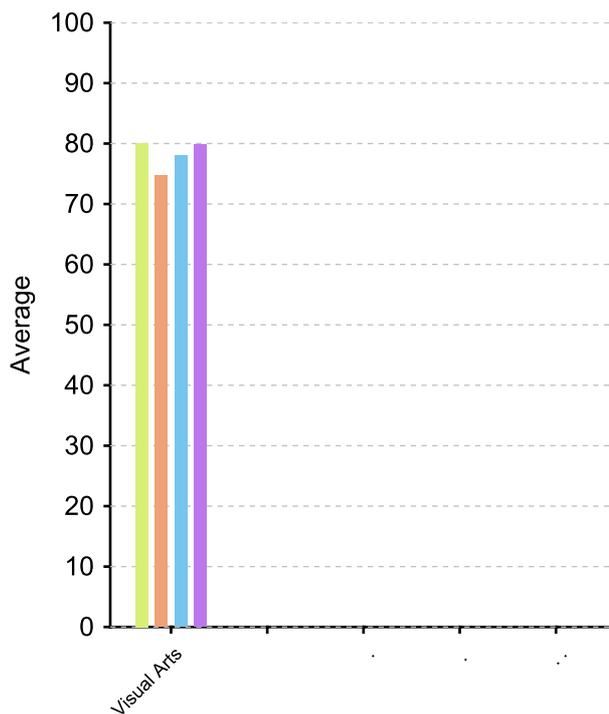
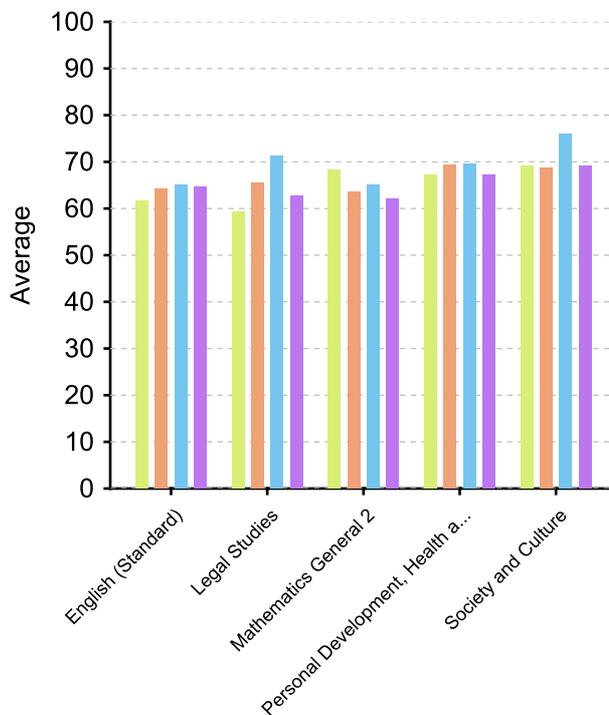
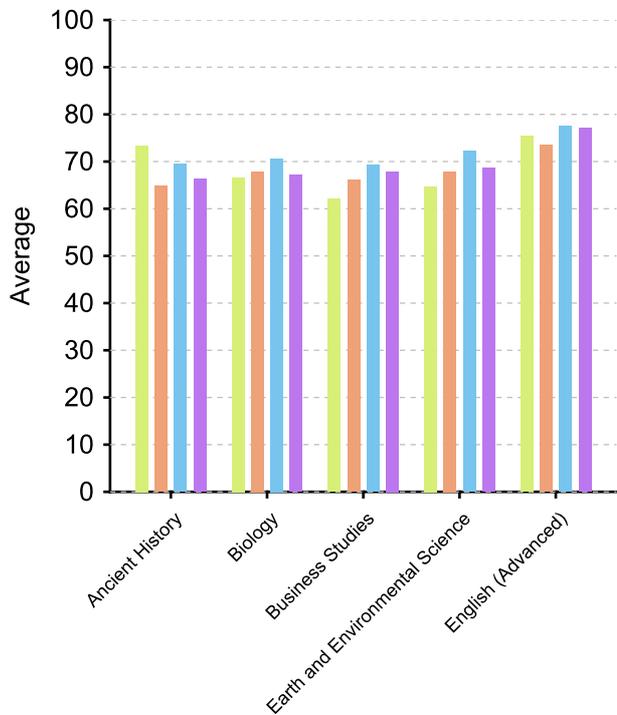


Additional State Reporting Requirements

Not required for reporting.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). There has been a growth in the percentage of students that are achieving Band 4's, Band 5's and band 6's in 2018, compared to 2017 and compared to the average achievement 2015–2017.



In 2018 Toronto High School achieved a goal of increasing the percentage of students achieving at a Band 4 standard or higher:

2018 – 44.6%

2017 – 41.9%

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. This year students provided feedback via Student Focus Groups while parents, staff and community members provided feedback via community forums and focus groups.

Strengths identified by parents and staff included:

Communicating Effectively:

- Our school values
- Quality and ease of use of school information

Commitment to Customer Service:

- Inclusivity
- Customer service
- Community partnerships
- Empathy

Working Collaboratively:

- Teamwork
- Collaboration is valued and respected
- Process collaboration

Consistency and Vision in Planning:

- Ethical behaviour

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

Policy requirements

Aboriginal education

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

ex-student and their family. Toni Heard was the school's relieving AEW until Nicole Charlesworth became the substantive AEW in Semester 2 2018.

Aboriginal students have participated in cultural activities to develop their cultural understandings. This program was conducted by trained facilitators from the Toronto High School staff. Involvement of parents and community was also encouraged through activities to celebrate NAIDOC Day – Because of Her, We Can. Aboriginal Studies was offered at Toronto High School in Year 11 with strong academic results for this subject. The process for the development of Personalised Learning Pathways (PLPs) continues to be improved and consolidated in consultation with the school community, the local Aboriginal Education Consultative Group (AECG) and the Toronto High School Aboriginal Advisory Committee. In 2018, all PLPs were completed over a two day process. Over 98% of the 154 Aboriginal Students at the school had a PLP developed in consultation with a staff member and parents. The Aboriginal Advisory Committee met once per semester to discuss the direction of Aboriginal education at Toronto High School. Members of this group also attended local Aboriginal Education Consultative Group (AECG) meetings.

It is pleasing to note the impressive results achieved by our Aboriginal students in NAPLAN for 2018 compared to Aboriginal students across the State: This data provides the average growth within Toronto High School compared to the average growth of Aboriginal students across the State in Department of Education schools.

Andrew Pesle

Deputy Principal

Multicultural and anti-racism education

Toronto High School takes great pride in a highly inclusive, supportive learning community, where all students are valued and supported. We have a range of students across the school with multi-cultural backgrounds and 3% of students who have English as an additional language. Across all classes and in all teaching programs, respect for all cultures is an expectation and embedded across all KLAs.

Creative and Performing Arts students explore cultures from around the world and of indigenous Australia through the study of Visual Arts, Music and Dance. Multicultural texts are an integral feature of English programs to give students a rich understanding of other cultures through the study of literature. Language students immerse themselves in the culture of the French language. Humanities and HSIE faculties have programs that explore multicultural Australia.

The message of anti-racism has been clearly embedded and supported at the school. The school continued to have an Anti-Racism Contact Officer (ARCO) in 2018 whose role has been communicated to the wider school community. No racial incidents were reported in 2018.

Our students from Language Backgrounds Other Than English (LBOTE) benefit from an additional 1.4 Learning Assistance Teacher positions funded by the school, in addition to the 0.2 ESL teachers appointed by the Department of Education and Communities.

In 2018, Toronto High School was fortunate enough to welcome exchange students from Spain and Cambodia. During their stay, these students participated in mainstream school class activities, specific English courses and organised activities. Additional opportunities were provided for exchange students to raise cultural awareness of their own country and further promote cultural diversity within the school.

Kath Fotheringham

ARCO

Other school programs

Students With Disabilities

At Toronto High School, students with a disability or learning difficulty are catered for by a number of innovative establishment programs.

Four support classes provided specialised and explicit instruction for 34 students with intellectual and emotional disabilities. In 2018, a class for students with an emotional disability was established. This class provides a program that enables seven students to learn in an environment that is supportive of their emotional and mental health needs. Three classes for students with a mild or moderate intellectual disability offer a rich environment for language, literacy and numeracy development. Students from these classes attend electives, PE, TEP and Sport with their mainstream peers. In 2018, three student graduated with a HSC, one entered employment, one continued with further study and another accessed NDIS funding to further his social skill development.

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

An itinerant support teacher (hearing) was based at Toronto High School for three days per week to offer specific advice and support to students with hearing impairments. Outside agencies were invited into the school to provide additional speech and language support, social skills and behavioural support.

Literacy and Numeracy

Throughout 2018, Toronto High School continued the Whole School Intervention process. The aim was to provide a tiered approach to providing quality targeted instruction to develop the literacy and numeracy skills

of students. All students in Years 7 – 10 were tested at the beginning and the end of the year using the Progressive Achievement Test (PAT) to assess their progress in Mathematics, Comprehension and Grammar and Punctuation.

Focus Groups provided an intervention for:

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

Some students accessed more than one intervention.

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

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

Lisa Milson–Black

Head Teacher Special Education

Connections

Connections is a Stage Four integrated curriculum model spanning Mathematics, Science and PDHPE. This collaborative, future focus model of learning is currently operating across Year 7 where two classes combine, utilising the library as a learning centre. A team of dynamic staff deliver integrated programs creating opportunities for students to take responsibility for their own learning. Connections staff know and understand their students and are flexible in selecting appropriate teaching and learning strategies to support their students' needs.

Current research shows that an integrated, student-centred approach to learning, improves student engagement, develops future focused learning skills and enhances student outcomes. Students in Connections are required to collaborate and use critical and creative thinking to solve complex problems. Currently, Year 7 students have four periods of Connections per timetable cycle while Year 8 students have six periods of Connections per timetable cycle. Connections lessons are double periods run by the integrated curriculum staff who explicitly teach Mathematics, Science and PDHPE to their base classes. Connections has five skill focus areas whereby a student:

*Demonstrates the ability to combine numeracy, scientific and PDHPE skills to solve problems.

*Demonstrates the ability to work together in a collaborative manner.

*Uses appropriate communication skills when working in teams and/or individually.

*Demonstrates creativity and/or innovation in problem solving.

*Can use technology to facilitate individual learning.

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

Greg Morgan

Deputy Principal

Student Wellbeing – Respect & Responsibility

RESPECT is an important and valued acronym at Toronto High School and reflects the core values and ethos in which we teach, learn and grow. By focusing on these important values as a strategic direction, THS reflects the NSW DOE's Values in NSW Public Schools Policy. This guides student wellbeing and discipline as well as how we communicate with students, staff, parents and community regarding decision making. According to the Values in NSW Public Schools Policy, Respect means "*Having regard for yourself and others, lawful and just authority and diversity within Australian society and accepting the right of others to hold different or opposing views.*" At Toronto High School, RESPECT also means:

R– Responsibility

In 2018, THS provided students with a range of leadership opportunities through the Student Representative Council. Students across all year groups are encouraged to utilise their voice to advocate for change and issues which are important to themselves and their peers.

In 2018, the SRC was coordinated by Peter Melling. The SRC raised awareness of and donations for numerous charities including: The World's Greatest Shave; 40 hour famine; Drought Appeal; Legacy and White Ribbon.

E–Equity

Throughout 2018, the Wellbeing Team supported many students by providing financial assistance to ensure equitable access to uniform and subject fees and to minimise the impact of socioeconomic disadvantage amongst students at Toronto High School.

The Breakfast program– an extremely successful and long running program, coordinated by Annette Gromek, continued to support hundreds of students by providing them with daily breakfast. This initiative continually enables all students, regardless of their family circumstances, to have access to free breakfast each morning in order to fuel their bodies and brains before commencing learning.

In 2018, THS also partnered with "From Us To You" to coordinate free formal wear for students within the western Lake Macquarie area. Over \$10,000 worth of formal wear were made available to students for free, reducing the impact of socioeconomic status on milestone events in the lives of young people.

S–Support

Navigating adolescence and its associated complexities is a challenging task for many young people. During 2018 the Wellbeing Team partnered with external service providers to offer a range of wellbeing programs to our students with a focus on developing emotional regulation & social skills, promoting resilience and improving wellbeing outcomes for our students. The goal of these programs was to foster the skills necessary for students to become successful learners, confident and creative individuals and active and informed citizens.

During 2018, external service partnership programs included: Samaritans Art of Manliness; Centre for Hope; Shine; Westlakes Youth Centre Mentoring Program and Salvation Army Bridge. THS was also successful in obtaining a grant through the Barnardos "Enrich" grants program and used these funds to provide the Junior Top Blokes program targeted at Year 9 students. This program used a prevention and early intervention framework to provide an environment that fosters critical thinking so students are able to build self-efficacy and the skills to lead healthy and safe lives.

Internal support resources for our students and their families continued to be provided by our School Counsellors, Jo–Anne Wickham and Rebecca Moore, who worked in partnership with Student Support Officer Maddy Smith and School Chaplain Jacob Dwyer. Jacob provided support to students in regards to their emotional and spiritual wellbeing and assisted in facilitating additional student wellbeing programs.

The Wellbeing Team have worked with many external support services and stakeholders including: NSW Health; Hunter New England Health; Interrelate Connect; CAMHS; Family Referral Service; Headspace; Samaritans and Allambi. THS also established connections with the Salvation Army to provide drug and alcohol intervention programs as well as anger management counselling.

Peer Support continued its success at THS and facilitated the transition from Primary School to High School for Year 7 students. Year 10 Peer Support Leaders conducted small group workshops to provide practical skills and strategies to positively navigate life and relationships and provide Year 7 students with a sense of connectedness. The Peer Support Camp provided students with the opportunity to implement these skills and strategies in a variety of challenging contexts.

P– Privilege

THS are very fortunate and privileged to work with community volunteers who continue to dedicate countless hours to support the students of Toronto High School. One of these dedicated volunteers is the well-known community advocate, Mrs Suttie. In 2018, Mrs Suttie continued to mentor students throughout a range of year groups regarding resiliency, communication skills, problem solving, social awareness and interpersonal skills.

David Lineham from the Woodrising Adolescent and Family Counselling Service also provided consistent support for students and their families on the THS campus. THS is also fortunate to receive donations from the Pamper Care Project and Toronto Baptist Church who have helped students and families with food and other essentials items when times have been tough.

E–Encouragement

THS were successful in our application to the Way Ahead Mental Health Association's Mental Health Month grant program and worked in collaboration with students to promote mental health awareness and develop the concept of a mural within the school . The Wellbeing Team combined with the Creative and Performing Arts Faculty to coordinate a student design competition for the mural which was based on the year's theme for Mental Health Month, "Share Your Journey." As a result, two students designed an impressive artwork which celebrated the journey of mental health and importance of seeking help.

THS introduces, models and rewards positive behaviour that reflects the school values. Semester based Rewards Days were organised for students to encourage and celebrate positive behaviours and to complement our school-based rewards system.

C– Choice

The Rage program was coordinated by our Boy's Advisor, Greg Battle and School Chaplain, Jacob Dwyer. This program enabled participants from Years 7–10 to identify, understand and control their expressions of feelings and emotions, thereby choosing their actions and consequences of these actions. The Rage Program was successful in developing positive emotional regulation and pro-social behaviours amongst it's participants.

Psychoeducational programs were also facilitated during 2018 by Student Support Officer Maddy Smith and supported by Social Work students. Topics including mental health, domestic & family violence, drugs and alcohol, cyber safety and body image were incorporated into these programs to enable students to develop the knowledge to make the best choices for themselves and their peers while navigating their journey through adolescence.

T– Talk

Over the course of 2018, the Wellbeing team were fortunate to host three Social Work students from the

University of Newcastle who completed their 500 hour placement at the school. These university students were able to offer a range of social and emotional learning programs to our students, as well as individualised support and referral to external services. 2018 was also the first year that Toronto High hosted an Occupational Therapy student from Newcastle University who was completing a fourth year placement at the school and providing handwriting assessment and support for students to better enable them to reach their potential in the classroom.

Wellbeing is certainly an evolving area at Toronto High School. Students have developed positive connections with the Wellbeing Team and utilise the Wellbeing Room as a place to talk, feel supported, connect and socialise with staff and peers in a safe and caring environment.

Lauren Anderson

Head Teacher Wellbeing

Sporting Achievements

For the students at Toronto High School, 2018 proved to be another successful sporting year. Over 180 students represented Toronto High School in NSW Combined High School knockout competitions, while over 200 students represented the school in Zone and Regional Carnivals.

At a Zone level, Toronto High School was once again dominant in the Westlakes Zone Athletics, cross country and swimming carnivals, winning all three Champion School shields. The school was also Zone Champions in Under 14 Girls Netball and Open Girls Netball.

THS Boys Baseball team once again placed in the final 16 school in the state. Our Lawn Bowls team replicated their 2017 form to place in the Hunter competition and win \$300 for the school.

Toronto High School again had a large number of students selected to represent the Hunter Region at State Carnivals: **Athletics**– Joseph Jobson, Max Bradbury, Lachlan Bennett, Cale Flannery, Luke Young, Krystelle Manderson, Jordan Joynso); **Cross Country**– Rebecca Burgess, Jazlyn Evans, Jordan Joynson, Thomas Davies and Luke Young and **Swimming**– Makayla Angel, Max Bradbury, Ella Bradley, Flynn Fardell, Lachlan Mackay, Dillon Siv, Jemma Street and Jade Wellard. Another eight students were selected to represent the Hunter Region in their chosen sports: Kaylan Moloney (Gymnastics), Jessica Hjort (Cricket), Alex Russell (Baseball and Softball), Liam Purcell (Baseball), Kynan Harding (Baseball), Zane Howarth (Softball), Cody Schutz–Relf (Rugby League) and Max Bradbury (Rugby League).

Taking their sport one level higher were Lachlan Mackay (Swimming), Max Bradbury (Athletics and Rugby League) and Luke Young (Cross Country and Athletics), who represented New South Wales at School Sport Australia events in 2018.

Luke Young's outstanding achievements were rewarded as he received a Hunter Region Sporting Blue and a NSWCHS Sporting Blue for his achievements in Cross Country.

Eighty five students were invited to the Toronto High School Annual Sports Presentation Dinner. Max Bradbury was named as Junior Sportsman of the Year, Kaylan Moloney as Junior Sportswoman of the Year, Jordan Joynson as Senior Sportswoman of the Year and Luke Young as Senior Sportsman of the Year. Jade Wellard, Jordan Joynson and Kristelle Manderson were awarded with the prestigious Toronto High School Sporting Blues. Rebecca Burgess was presented with the Jade Frith Spirit of Sport award. Mrs Rebecca Field was awarded the "Leo Hudson Trophy" as Coach of the Year and the Open Lawn Bowls team won the Team of the Year trophy.

What a pool of talent we have at Toronto High School!

Annette Gromek & Steve Richards

PDHPE Head Teacher & CHS Sports Organiser

Creative & Performing Arts

The Creative and Performing Arts Faculty provided students with a broad range of educational opportunities both within and outside the classroom setting. Student learning opportunities were diverse and individualised to reflect the wide range of student abilities and interests. Academically, the CAPA faculty had a very successful 2018 with outstanding results in the Higher School Certificate and students being selected into Art Express and Call Back. A key focus of the department was celebrating and promoting the success stories of our CAPA students through showcase events within our school and the wider community. Students had access to enrichment opportunities in Dance, Drama, Visual Arts, Music and Photography as core subjects and additional performance and artistic opportunities through: Dance and Vocal ensembles; Concert Band; Starstruck; Art Crew; HSC Showcase; MADD Night; state and local camps, ensembles; exhibitions and competitions.

Toronto High School was represented at StarStruck in 2018 with over 65 students and four staff from the areas of Dance, Drama and Music. Joel Borrow, as a part of the backstage crew, successfully fulfilled a significant role running a major component of the event behind the scenes. We also had four students, Kristelle Manderson, Adelle McConville, Makayla Angel and Ashley Stevenson, prove successful in gaining positions in selected Dance ensembles. This was a wonderful CAPA event that celebrated the amazing talents of public–school students in the Hunter, Maitland and Central Coast areas. 2018 also saw the continuation of the very talented Dance ensemble, with 16 talented students supported by Ms Milwright, successfully being selected to perform at the Hunter Dance Festival and State of Dance at the Hunter School of Performing Arts. The students beautifully represented the school in a striking performance called

'Split'.

Toronto High School Drama students were successful in gaining positions at the State Drama Camp in 2018. Bailey Ackling–Beecham, Cameron Heaton, Shae–Lee McDonald and Josh Trueman attended the camp and participated in different workshops, some of which were facilitated by specialists from the Performing Arts Industry. Students were also privileged to watch a production of 'The Stones' by Zeal Theatre, as well as Belvior St. Theatre's, 'Bliss'. Along with these significant events, many of the senior students were involved in a community performance in April at King Edward Park called, 'The One'.

The CAPA department prides themselves on working in the community; in Term 1 of 2018, a select group of 18 Art students from the Art Crew in conjunction with Newcastle's 'Graffiti Dan' (Dan Miller) and the Coal Point Progress Association, collaborated to complete a mural on the Hunter Water Reservoir Water Tower at Coal Point. Visual Arts and Photography students also went on various excursions to view a range of artwork including *ArtExpress*, *First Class*, and the *Archibald Prize*. Students also participated in a walking tour of Newcastle that focused on observations of suburban and urban imagery. Students successfully exhibited at the local *The Dobell Festival of Art and Craft* with students winning a variety of prizes for their creative efforts. The successful events were supported by the Art Department's Mrs Fotheringham, Mrs Howlett and Mr Battle.

The Music department continued to offer amazing opportunities with the Vocal Ensemble conducted by Mr Archer and the Concert and Rock Band accompanied by Mr Swadling. The Concert Band, for the very first time, performed at *Bandfest*, a local all–schools band competition where they were hugely successful in gaining second place for their efforts. The school's rock band '*TomoHawk*' continued to showcase their amazing talent and were also successful in gaining a position in the NSW Youth Rock competition and locally run *Bandwidth*; the local music company EAO offered the band a local gig as the prize. '*TomoHawk*'. along with the Vocal Ensemble, Concert Band and individual students continued to delight audiences with performances at school assemblies, informal concerts and the annual CAPA night.

The one major event on the annual calendar is the much–anticipated *MADD (Music, Art, Dance, Drama) Night Extravaganza*. This hugely successful evening in Term 4 brought parents and the community into the school and celebrated all CAPA students, with the aim of every student in their respective subjects to be represented on the night. This event was an accumulation of a year's work and it certainly celebrated the breadth of talent of Toronto High School students. The amazing CAPA faculty helped facilitate the evening and worked hard with the students all year to produce stunning music, dance and drama acts which included an outstanding collection of performances that involved the contributions of over 200 students.

The Creative and Performing Arts Faculty has consistently achieved above state average with regards to HSC performances. In 2018, the CAPA Department saw another outstanding year of HSC results with many students receiving their highest or second highest results in one of the CAPA subjects. Excellent results were achieved in Visual Arts with one Band 6. Hannah Buttsworth's graphic prints were successfully nominated for *Art Express* and is being represented at the Art Gallery of NSW in 2019. Three Visual Arts students were also selected for exhibitions in *First Class*. This annual exhibition celebrates the high calibre of work by the previous year's HSC Visual Arts students from the Hunter and Central Coast regions. The successful students were Brianna Hobbs, Rebecca Burgess and Hayley Street.

Dance was also very successful in the HSC with Kristelle Manderson being nominated for CallBack for her amazing major performance.

A finale to the 2018 HSC year saw the Year 12 CAPA students acknowledged and celebrated at the annual year 12 Showcase. An art exhibition was held to display the amazing talent we have in our art students. Wonderful drama performances we also showcased. It was a celebratory evening where family, friends and teachers acknowledged the hard work of Year 12.

With the dedication, and commitment of the CAPA students and staff at Toronto High School, we can look forward to many wonderful things in 2019.

Kath Fotheringham

Head Teacher CAPA