

Tamworth High School

2019 Annual Report



8139

Introduction

The Annual Report for 2019 is provided to the community of Tamworth High School as an account of the school's operations and achievements throughout the year.

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

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Message from the principal

The 2019 school year has been another busy period of change and development aimed at progressing our 2018–20 school plan closer to completion. The 2019 school year brought with it some significant innovations on the staffing front, with the appointment of PDHPE Head Teacher, Ms Steph Halpin along with a significant changeover of PDHPE staff bringing with it a new refreshing culture focused upon reinvigorating sport at THS – the results so far have been nothing short of spectacular with significant improvements in student engagement in sport across a wide range of levels.

In addition, our recently appointed Business Manager Mr Adam Green has had an outstanding impact at our school, bringing with him a wealth of experience that has enabled our school to address a range of significant administration and school development projects with great effect. Adam has been able to work effectively with our new General Assistant, Mr Stewart Hann to focus upon ensuring our school environment is in the best possible condition for the benefit of all THS students.

Our new school year saw the commencement of our new School Administration Manager, Ms Simone Power, taking over from Ms Trisha Clark who had taken leave prior to a move to Wauchope. I want to thank Ms Clark for her dedicated service to Tamworth High School over the past 3 years – Trisha had brought with her a significant amount of experience and resolve to the position and she will be missed. Simone has taken up where Trisha left off and as such, has settled into the role effectively, working effectively with Mr Green to assist with me with the important task of managing our school.

After relieving for some time for Mr Sowden who had taken up a new position at Bundarra Central School, I had the pleasure of appointing longstanding THS English teacher and Tamworth High School stalwart, Ms Gina Ostle to the role of Head Teacher English. Gina brings a wealth of experience to the role and has done a great job in her first year in the job. We also had the pleasure of welcoming Anthony Walmsley as new Head Teacher Wellbeing in term 3. Anthony brought with him significant experience and capabilities across a broad range of areas which will be a great benefit for our school over coming years.

To assist with staff development, Ms Elisabeth Jackson took up the role of Instructional Leader, working with me to focus efforts on building Instructional Leadership capacity at THS. In addition, our former language teacher, Mrs Antonella Genca-Riolo re-joined our staff at THS to use her significant experience to support our younger staff in her role as Teacher Mentor. Both Elisabeth and Antonella have done an outstanding job this year and I look forward to working with them over coming years.

Our P&C once again had a very successful 2019 Country Music Camp over the summer holiday break. I want to recognise the great efforts of our P&C President, Shaza-Leigh Butler who coordinated this team of parents managing this major fundraising project, doing an outstanding job in streamlining the planning and coordination to ensure a successful camp.

Our organisation was adjusted for 2019 with the adoption of new morning arrangements, specifically the 'PREP' Program where students are able to focus on specific literacy, numeracy and wellbeing lessons, along with streamlined arrangement for assemblies and year meetings. These were combined with a range of other initiatives focused upon

managing student behaviour to bring about positive improvements over the longer term at THS.

One of the main events of 2019 was the Centenary Week celebrations, which were a great success for the great school spirit that we witnessed at various stages throughout the week. Starting with the Centenary Assembly on Monday morning followed by a very pleasant morning tea at which we cut the Centenary Cake baked and decorated by none other than our very own Ted Killeen! The assembly was very well received but the cake was the real hit! The disco on Wednesday evening was a wonderful return to an enjoyable evening for the large number of students who attended. Our Disco coordinator Sue Warden did a great job leading our SRC students to prepare for the evening and we had a strong roll-up of staff to assist – thanks to everyone involved!

The football match day was a highlight with our students not only doing great things on the field but also off the field. Many staff and visitors have commented to me of what a great feel the day had. Our girls did a fantastic job with a great performance in defeating the team from Oxley HS whilst our League team did us proud – they may have been beaten on the field, but they were the winners on the day in my view – they never gave up despite the odds being weighed against them and I'm sure like me, everyone is proud of them.

Our Centenary committee chair, Mr Ken Hall and I took a small team of students across to a morning tea and tour at Tamworth PS on Friday Morning – as always, our students did a great job assisting the various groups of ex-THS students on the walk around the original site of Tamworth High School.

The Centenary Concert evening was another great success, with a wide range of performers, past and present including students and staff for a very enjoyable evening that was very well received by the audience – testament that THS has long been the leading school in creative arts in this district. Credit goes to our concert producers Bec Sullivan and P&C President Shaza Leigh Butler along with numerous staff either directly or indirectly involved in setting up and running the evening performances for the significant effort they have contributed to delivering a great Centenary event.

On Saturday, Ken Hall and Ron Surtees managed a group of some 80 ex-students/visitors for a very well received tour of the school which was followed that evening with the Centenary Dinner at Wests on Saturday Evening for some 165 participants. Ken did a great job hosting the evening, providing regular historical updates and recognising various groups throughout the evening, while Ron continued the job from earlier in the day of selling a significant amount of THS memorabilia!

The other major event for 2019 at THS was the Musical 'Popstars'. I should start by saying how proud I was of this production – it was great to watch it develop over the year under the great leadership of the production team. The feedback from an array of audience members, ranging from parents, community members, staff and students was profound – they were all impressed by the quality of the show, and especially the enthusiasm of the students involved.

As a participant, I was able to see first-hand the significant amount of time and effort put into this production by the staff involved, especially Chelsea Roulstone, Breanna McFadyen and Sam Langston. They did an outstanding job! A great musical takes a significant commitment to ensure a quality production and on behalf of the school, I want to thank the entire team responsible for getting the job done. This was not a 'one off' production – it is intended to make this type of production a regular occurrence at THS as they provide our students with a wide range of learning and team building opportunities.

In closing, 2019 was a significant year in our school's history, with many great achievements and improvements that are outlined in this report.

Mr Daniel Wilson – Principal

Message from the school community

P&C PRESIDENTS REPORT – Shaza Leigh Butler.

The past 12 months have delivered another successful year for our P&C and yet again it has been an honour to serve my final term as President.

CampTHS, our major fundraiser, injected over \$30,000 to be allocated to the school for improvements.

We have finally arranged the **THS Concert Hall soundproofing**. Our hall is one of the finest auditoriums in the Tamworth region but the sound has always been an issue. The first stage of soundproofing should massively improve the quality of all events including school assemblies and presentations, concerts and musicals.

The **School BBQ Area** is a major improvement we have been dedicated to delivering this year. The design has been accepted, the quote approved and construction should be completed in the coming months. This will be a wonderful asset to the students and a visible improvement that our campers may also enjoy during the festival. Many of our regular visitors are impressed by the tangible assets attained from their annual camp fees. They do notice the difference each

year!

Funds have been allocated to the **Canteen upgrade**. New floor covering is on order and several lounges were placed in the area for the comfort of our students.

We have also approved and installed a few high quality **water coolers** in strategic positions around the school for student convenience and have transferred the allocated funds for the bore to purchase and install a huge **water tank** instead.

The '**CampTHS**' **service website**, donated and maintained by ButlerGilchrist Productions, proved to be the valuable booking facility I imagined it would become; totally efficient and with gentle persuasion and encouragement, eventually embraced by all campers as a reference point. We successfully used the site to inform this year's incoming campers of the changes to our facility in 2020, including the new security system, the check-in process and the new phone number assigned solely to the camp. The new '**CampTHS**' **Phone** was constantly in the care of a responsible staff member. This new system was reportedly much more efficient than a list of personal phone numbers.

We intentionally delayed contacting campers for the **2021 CampTHS** until after the AGM, in an attempt to assist the incoming President with the current system. It was hoped we would achieve consistency because instability is always an issue for the annual supporters of our camp with each new President naturally using their own methods and procedures. We had planned an extremely smooth and timely transition, however, the Corona Virus has disrupted our well laid plans and as it stands now, the festival may or may not eventuate in 2021.

We have been advising those campers still wishing to secure their sites for 2021, to pay their deposits through the booking system whilst we wait for event confirmation or cancellation. As a member of the entertainment business, I know first-hand that we were the first industry to be completely shut down and I envisage we will be the last industry to resume regular operations when the international threat of the virus and its restrictions are lifted.

I would like to acknowledge and thank Peggy Gilchrist, my PA, for the countless hours she dedicated to the school, assisting me in the booking and management of the camp, over the past 2 years. Many thanks to this year's treasurer, Maree Warren, for her prompt EFT confirmations. This enabled us to provide professional service to our campers in 2019.

I also wish to thank the parent representatives for serving on **selection panels** throughout the year and welcome the new teachers to our school community.

Finally, I would like to thank our secretary, Deb Godley and the **outgoing committee** for serving Tamworth High over the past year. We have finally accrued the funds to finalise the major improvements we set out to achieve and have proudly left the P&C in an extremely healthy financial position for the incoming committee.

I'd also like to take this opportunity to extend my immense personal gratitude to our Principal, Daniel Wilson for his guidance ensuring my time as President was pleasurable and many thanks to the amazing THS staff, Deputies, teachers and administrators, for their unquestionable support.

Congratulations and thank you to all members of our P&C over the 6 years of my involvement. It has been a valuable personal experience and as I step down as President, I wish the incoming committee continued success. May your aspirations for our school continue to benefit the entire school community well into the future.

Thank you for the opportunity to serve!

Sincerely

Shaza Leigh Butler

School background

School vision statement

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

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

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

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

School context

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

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

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

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

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

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Enriched Instructional Leadership Capabilities

Purpose

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

Improvement Measures

- Measurable improvement in teacher and student sentiment based upon survey data
 - Measurable increase in application of identified teaching and learning strategies as observed by senior leadership team
- Student data:
- Post test data from PAT and/or other tests indicate measurable improvement in student performance.
 - NAPLAN data provides evidence of improved rates of student growth from years 7 – 9
 - HSC data provides evidence of improved rates of student growth
- Observation of HT and CRT practice via PDP demonstrates stronger understanding and capabilities with regard to instructional leadership

Progress towards achieving improvement measures

Process 1: Enhanced Pupil Learning

2020 – Develop Instructional Leadership capabilities at all levels

- strengthened Executive PDP process exists
- Instructional Leadership supports planning and professional learning for all staff
- Instructional capacity of all staff is enhanced through research and sustained professional learning (Dinham)
- Staff skills in evaluative thinking leads to improved student outcomes through:
 1. data collection and analysis

2. planning and evaluation

Evaluation	Funds Expended (Resources)
<p>It is the explicit aim of this Milestone Plan to enable all Executive staff to ultimately demonstrate strengthened capabilities in the delivery of effective Instructional Leadership, evidenced via increasing use of Visible Learning and Assessment for Learning strategies and concepts by the teaching staff that they supervise.</p> <p>The key areas in Instructional leadership identified are:</p> <ul style="list-style-type: none">• Promoting and taking part in teacher learning• Establishing goals and expectations for each classroom in their care.• Planning, co-ordinating and evaluating teaching and the curriculum <p>THS aims to have a clear line of sight from the Strategic Directions of the school to the actions in the classroom and it is envisaged that this will be driven by our Executive and Faculty heads. The aim of the process of Instructional Leadership is for the staff to have a clear vision for their students that is driven "to be a learning organisation within the learning community of THS.</p> <p>To do this it was identified that ongoing Professional Development in the skills that are required to be effective Instructional Leaders would be needed. A Scope and Sequence of planned workshops has been developed and commenced. These workshops will continue into 2020.</p>	<p>Employ Instructional Leader (0.4 FTE) \$42,686</p> <p>Executive Leadership PL 'Evidence into Action Days 1 & 2' \$14672 (Corwin Fees + 8 x Casual Days)</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-Economic Background (\$42686.00)• Professional Learning (\$14672.00)

Progress towards achieving improvement measures

After an initial period of internal development of this program, an external provider, *Corwin*, has been employed to guide and support the school's professional development in Visible Learning. Their workshops with the school executive (Evidence in Action Day 1 and Day 2) have provided training in various skills required of Instructional leaders and their importance

- Data collection
- Learning walks/observations

The early focus has been to develop comprehensive role statements for the Executive and Faculty Head Staff. To achieve this several workshops were held with the relevant staff members which provided the platform for completing this process, the completion of which provides the framework for continued workshops.

It is envisioned that the development of Instructional leadership skills within the senior staff will provide an environment where staff are strongly supported in their growth through mentoring, co-planning, Instructional rounds and learning walks. An environment where observations both peer and supervising staff, assist in developing strong network supports and high collegiality, and the activities within the school are strongly aligned to the Strategic Directions with a clear sense of vision to help every child achieve.

Process 2: Enhanced Classroom Culture

Enhanced teaching practice sustained via:

- comprehensive awareness of and use of visible learning concepts
- evaluation of impact of teaching supported by classroom observation and data analysis

Evaluation	Funds Expended (Resources)
<p>THS Strategic Direction 2 is focused upon developing a culture of Learning at the school. One tool that is being used is the introduction of Visible Learning with Professional Development being provided by an external facilitator – Corwin</p> <p>The implementation of Corwin Visible Learning Plus is explicitly linked to the development of Instructional Leadership skills as outlined in the Instructional Leadership Milestone Plan in Strategic Direction 1.</p> <p>One of the roles of the Instructional Leader is to assist Executive and Faculty Heads in their own development as Instructional Leaders. It is envisioned that Faculty Heads will drive the cultural change that will see THS as a school of learning to develop effective evidence based teaching and learning strategies. John Hattie's research on visible learning is providing the platform for quality professional learning designed to assist teachers in meeting the learning needs of all students at THS.</p> <p>As a follow-up to the 2018 approach of faculty based PL delivered by the Instructional Leader, the foundations of understanding of what is an effective teacher were explored in more depth via a range of workshops with delivered by Corwin staff.</p> <p>During 2019, the focus for teachers was to develop their skills in writing clear Learning Intentions and clear Success Criteria. Teachers were encouraged to not only make these clear to the students but to also help them to understand what success looks like. This strategy will be continued into the 2020 school year with further Corwin delivered PL.</p> <p>Teachers are to be supported in this endeavour by Head Teachers and the Instructional Leader in learning how to write Learning Intentions and success criteria.</p> <p>There is a strong link to the Instructional Leadership Development Milestone Plan as Head Teachers and the Instructional Leader will use time in faculty meetings to work collegially in developing these skills.</p>	<p>Visible Learning 'Foundation Day' PL – \$12250</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional Learning (\$12250.00)

Progress towards achieving improvement measures

As part of both VL and IL teachers will be supported in peer observations, and continuation of the walkthrough observation strategy to provide measurable data and feedback regarding our progress with the important Teaching and Learning strategy.

Next Steps

Visible Learning Plan

Corwin (External Providers) have delivered the Foundation Workshop for Visible Learning to all teaching staff

The elements of VL covered:

- What is the Visible Learning Research
- Visible learners
- Know thy Impact
- Inspired and passionate Teachers
- Effective Feedback
- Visible learning Mindframes

Corwin (External providers) have delivered 2 Evidence in Action full day workshops to Senior staff to develop skills in:

- Knowing what leadership actions have the greatest impact on student outcomes.
- Know how to be a leader who is an evaluator.
- Know more core concepts of visible learning
- Know the types of evidence that can be used to plan and develop.

Senior staff have collected, collated data on where we are at this point in time in terms of:

- What is a visible learner?
- What is the staff impact on students?
- What students think about teaching and learning in the school?
- What feedback is being provided to students across the school?

As a result of the Head Teacher collection of data, planning has commenced to inform Professional Development needs and in particular how to create a Visible Learning school (Aligned Systems and Processes)

- Focus over the next 12 months in developing teacher skills in writing Learning Intentions and Success criteria.
- Development of The Instructional Leadership Scope and Sequence workshops for senior staff.
- Timetabling for 2020 to reflect the needs of developing a Visible learning School

A VL lesson template is developed and is in regular use by an increasing number of staff.

- All Beginning teachers are using the template as part of their Accreditation Process
- IL working with Faculties to encourage use of the VL lesson structure

Walkthrough observation process identifies increasing use of essential VL concepts in an increasing number of lessons.

- Term 3 Observations/walkthroughs produced Data that indicated an increase in the use of Learning Intentions and Success Criteria
- Students able to articulate what they are learning about when asked.
- Evidence that behavioural issues have decreased.

Lessons utilising visible learning concepts as a consistent approach across all curriculum areas.

- Evidence that this is occurring with Faculties sharing information about their programming which have clear LI and SC. Several faculties are providing worksheets, workbooks and using the overhead projector technology to help students understand the goal for a lesson and what success looks like.

Instructional Leadership Plan

Development of a Scope and Sequence for a Professional development Plan includes workshops in the following:

1. Comprehensive role descriptions for Executive and Head teachers focusing on Head teachers as Highly Accomplished teachers and their role as Instructional Leaders within their faculties.
2. Building collegial teams and demonstrating ethical leadership.

3. Promoting and supporting teachers in their knowledge and application of the Australian Professional Standards for Teachers and applying them consistently to the Accreditation process.
4. Leading Professional development
5. Leading and developing a positive culture and climate within the faculty and whole school
6. Leading and supporting teachers to develop a range of assessment strategies.
7. Participating in the development of and the implementation of the School's Strategic Directions such as the implementation of Visible learning
8. Modelling and developing efficient administration skills.
9. Classroom Observations/ walkthroughs

Walkthroughs as part of the data collection process were carried out in term 3. Although this was part of the Visible Learning strategic direction it compliments the requirements for developing Instructional leadership capabilities within the school. Teaching staff are becoming comfortable with the concept s of observation and reflection

- Beginning teacher Observations

All beginning teachers have been observed and mentored by the instructional Leader and Teacher Mentor. Time has been spent in reflection and the development of the APST skills

- Mentor training

Teacher mentors have been established for beginning teachers and their PD has been based around being an instruction leader as a mentor

- Classroom observations template using standards

To develop consistency in peer observations/mentor observations and Faculty Head Observations a template has been developed to be used.

- Specific observations for head teachers

The Instructional Leader, Elisabeth Jackson has completed for some Faculty Heads, observations of accredited staff. This has been part of the PD for Faculty Heads to develop their own Instructional Leadership skills in observations

- Faculty workshops

The Instructional Leader has held workshops with some Faculty groups in:

- Developing Vision Statements
- Writing Learning Intentions/success Criteria
- Working with Teaching staff

The IL has provided time for individual staff to develop skills in VL

- Visible Learning
- Corwin have delivered Foundation Workshop to al teaching staff
- Corwin have delivered 2 Evidence in Action workshops to Senior staff

Strategic Direction 2

Enhanced Learning Culture

Purpose

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

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

Improvement Measures

Improved academic results – NAPLAN

- Year 9 Growth (all students) improved by average of 3% per annum – target growth = 9% to reach state growth rate
- Year 9 Growth (Aboriginal students) improved by average of 2% per annum – target growth = 6% to reach state growth rate
- Increase representation in higher achievement bands (all students) by 4% per annum – target = 12% improvement over 3 years
- Increase representation in higher achievement bands (Aboriginal students) by 6% per annum – target = 18% improvement over 3 years

Premiers Priorities for Literacy & Numeracy – NAPLAN

- Increase percentage of students in top two bands by 8% (2018 – 2020)
- Increase percentage of Aboriginal students in top two bands for reading and numeracy by 30% (2018 – 2020)

Improved academic results – HSC

- Lift student achievement across bands 4, 5 & 6 by 2% per annum – target improvement = 6% over 3 years (2018 – 2020)
- Lift whole school Z-Score level (average) by 0.5 (2018 – 2020)
- Improved value added data (2018 – 2020)
- Lift Averaged Examination Mean Score by 2% per annum – target improvement = 6% over 3 years (2018 – 2020)
- Reduce the margin between SSSG and State level of achievement (2018 – 2020)

Progress towards achieving improvement measures

Process 1: Strengthened Teaching Strategies – Assessment for Learning

AFL coordination team coordinates implementation of AFL at THS through structured professional learning.

Staff PL program developed – focus group established to evaluate structure for implementation, rolled out to whole staff after the confirmation of best practice.

Evaluation	Funds Expended (Resources)
The adoption of the Corwin 'Visible Plus' program to drive the Visible Learning milestone plan also had the added benefit of including the 'SOLO Taxonomy' course which largely replicates the concept of Assessment for Learning.	<p>Teqcher Self Reflection Device – SWIVL + iPad \$ 3600</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional Learning (\$3600.00)

Process 2: Strengthened Teaching Strategies –ALARM

A Learning and Responding Matrix (ALARM – a cognitive scaffold which provides a framework for writing, learning, deconstruction of tasks, feedback and reflection) is utilised across the school in Stages 4, 5 & 6

The coordination team guided re-establishment of ALARM at THS through structured differentiated professional learning and delivery of scaffolded processes for writing, learning, deconstruction of tasks, feedback and reflection through criteria referenced rubrics in all stages of learning.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Max Woods was unable to attend due to prior double bookings. This impacted implementation on as a whole school. The whole school implementation was also impacted due to other elements and commitments around school. The teaching resources and presentation required attending to and a discussion of how to apply the funds was necessary.</p> <p>Faculties have expanded range of ALARM based programs to Stage 4 & 5 curriculum, especially Year 7 classes. Stage 6 year 11 programs and assessment tasks are being modified to deliver ALARM based lessons in 2019.</p> <p>Stage 6 English implemented ALARM as structure for extended responses. Teachers felt it necessary to scaffold according to students to enable deeper knowledge.</p> <p>Teacher from the ALARM team attended training, this is to support knowledge and further help implementation.</p> <p>ALARM leader is meeting the demand of the teachers at school who have expressed interest in ALARM. These sessions are to introduce and support implementation.</p>	No funds expended due to adjustment of plan

Process 3: Strengthened Teaching Strategies – Quality Teaching Framework

A Collaborative coding observation program based on QTF principles is developed and implemented to improve teacher/student feedback.

Evaluation	Funds Expended (Resources)
<p>This plan was suspended until access to the Quality Teaching Rounds program becomes available in 2020 and suitable program leader identified to guide this area of development. This also allowed a stronger focus upon the projects focused upon:</p> <ul style="list-style-type: none">• Visible Learning• Instructional Leadership• Assessment for Learning• ALARM	Program Suspended

Strategic Direction 3

Increased Levels of Student Engagement

Purpose

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

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

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

Improvement Measures

Student Engagement measured via

- Increase in overall attendance rate – 2% per annum – target = state average (+90%)
- Decrease in unexplained absence rates– 5% per annum – target <15% absent unexplained)
- Decrease in lateness rates – 5% per annum – target <15% late unexplained)

Additional Engagement data measured via

- Decrease in reported truancy rates
- Reduction in rates of disruptive behaviour
- Improved rates of assessment completion and compliance as measured by rates of warning notifications and N-Determination rates

Progress towards achieving improvement measures

Process 1: Strengthened Classroom Management Systems and Capabilities

Behaviour management systems reflect constructive student feedback and ownership of reflective processes in improving whole school culture for student wellbeing.

Strengthened Behaviour & Classroom Management (BCM) implementation through explicit teaching of student expectations by all staff.

Evaluation	Funds Expended (Resources)
<p>2019 saw the initial implementation of the updated behaviour monitoring process. It has been modified to accommodate ideas and queries of staff and students and will be reviewed again mid-year and at the conclusion of 2019.</p> <p>The second half of 2019 engaged the student body in identifying behaviour expectation in all areas of the school, clearly defining what a student should be doing in each setting. This will support the current monitoring system and the goal to establish clear expectations across the whole school. This will continue into 2020 until the final product is developed and shared with staff and parents before becoming an essential part of our renewed learning culture.</p> <p>A commitment to celebrating the positive behaviours of students will continued in Semester 2 2019 as we prepare to implement a more regular and student driven recognition process. VIVO appears to meet the needs of our school and we will be investigating its implementation before the end of the year. To support positive behaviours around the school in the area of partial truancy, a lanyard of permission cards will be developed to allow for simple and efficient identification of student movement around the school.</p> <p>Two new initiatives being explored based on behaviour data is the inclusion passes for student movement around the school during lesson time. This will</p>	<p>SMS Attendance System – \$2374</p> <p>Merit System – \$2500</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$4874.00)

Progress towards achieving improvement measures

allow all staff to engage with students in a non-confrontational and expedient fashion to ensure we are able to address partial truancy more efficiently. In addition to this we have explored the Yondr phone program which provides teachers with the opportunity to engage with students more fully in the classroom by removing the distraction of phones. This move was endorsed by our parent body and implementation in 2020 is being planned for.

Process 2: Revised Targeted Curriculum Programs

Whole school review of curriculum delivery and structure supports a suite of targeted programs to suit a range of students' needs.

Differentiated learning through targeted literacy and numeracy strategies supports increased attendance and student engagement.

Evaluation	Funds Expended (Resources)
<p>Sport Development</p> <p>The Sports Development Program had exponential success in 2019 with many notable improvements in sport at Tamworth High School. The appointment of Steph Halpin in the HT PDHPE position has solidified leadership and guidance of all PDHPE staff and enhanced the efficiency in delivery of context specific curriculum and extra-curricular sporting opportunities. The sport supervision structure demonstrated ongoing success with the following roles being filled: Internal Sport – Kurt Hartmann and Ben Merrick; External Sport – Danielle Abbott; Carnivals and Special Events – Hayden Merrick; Special Programs (i.e. PA4E1) – Steph Halpin. All sporting supervision roles were filled with highly skilled staff who demonstrated that they were willing to go above and beyond in their specific role. Internal Sport was revitalised with the coordinators making key community connections where students are now able to go off-site to engage in physical activity options. Upon evaluation of staff, there was a notable increase in engagement and student sentiment is positive towards the changes. External Sports coordination was streamlined through the use of Google Drive and having a staff member dedicated purely to this role which enhanced the effectiveness of communication between staff, students and their caregivers. The Physical Activity for Everyone (PA4E1) program continued this year with Steph Halpin taking over the role of School Champion. The students involved participated in a second round of health data collection and incorporation of the SAAFE principles into their PDHPE lessons and throughout lunchtimes. A key outcome of the second phase of this program was that all newly appointed PDHPE teachers completed the SAAFE principles online training and there was a significant increase in student physical activity throughout lunchtimes with the inclusion of the Big Beep, Big Beep Teams, THS Titans and regular mini-competitions such as Touch Football, Handball and Volleyball. Sporting Carnivals continued to be a great success in 2019 with a steady incline in attendance, participation and engagement. The mix between competitive races and fun activities ensures that all students are catered for and the focus is on increasing physical activity for all. To ensure consistency in the area of sports development 2019 saw the solidification of three permanent positions in the PDHPE department, two classroom teacher positions and an ACIP HT PDHPE position. Having these positions made permanent has allowed for long term planning into 2020 and beyond. Finally, it is apparent that the Sport Program has demonstrated significant impact across the student body in 2019. The increase in sporting opportunities available to students has been coupled with an increasing sense of professionalism in the preparation for competitive events. In addition, the participation levels of students has shown improvement through an expansive re-shake of sport and PDHPE practical lessons. Moving in to 2020 the PDHPE faculty and the supportive staff body will be incorporating new and innovative ideas to challenge and cater for the students at Tamworth High School.</p>	<p>PA4E1 Sport Program Allowance (0.1 FTE) – \$10411 (NSW Health Grant)</p> <p>School Sport Supplementation – \$7335</p> <p>ACIP Head Teacher PDHPE – \$139825</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • NSW Health (\$10411.00) • Socio-economic background (\$7335.00) • School Operational Funding (\$139825.00)

Progress towards achieving improvement measures

High Potential & Talent

In 2019 THS hosted its first High Potential & Talent class under the banner of 4C, with a new focus on the 21st Century learning skills of communication, collaboration, creativity and critical thinking. An extensive application process saw 22 students take on the challenge of this program. This number increased to 25 by the end of 2019 with additional students moving to THS seeking a placement in this program. Students in the 4C program completed the Year 7 learning program with additional opportunities to extend their talents through extension assessment opportunities. In addition to this, students were explicitly exposed to the skills of the program as key skills for future learning. The success of the program saw its extension to all of Stage 4. This also involved a realignment of the program to the DoE new HPaT Policy. In line with this new approach, the Year 8 program introduced an Independent Potential and Talent Project which also focused on the keys skills of research and world connection, identified as weaknesses through HSC analysis and new syllabus focus. The program application process saw an increase in applications in both Year 7 and Year 8 in excess of double in early Stage 4 and 40% in the continuation program.

ICT

The deployment of Cloud ready 'Neverware' laptops to use existing aged technology to give faculties access to Chrome-based laptops to faculties whilst waiting for replacements purchased in 2020. 22 new interactive whiteboards were purchased and deployed into classrooms to ensure a consistency of technology in classrooms. Training for the interactive whiteboards is being developed by the ICT committee for delivery in 2020 at staff meetings. Purchase of new Chrome-based laptops in late Term 4, 2019 for deployment in 2020. This will continue to support the school direction of embracing G Suite and OneNote class notebook delivery in the classroom and for outside of classroom work by students. 2019 also saw the improvement of the schools Wifi network to support improved ICT in the classroom as well as whole year group assessment in the hall for NAPLAN, Minimum Standards, TTFM, school-based surveys.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Aboriginal Education Officer – \$68575</p> <p>Role Models & Leaders Australia – 'Tamworth Girls Academy' – \$100000</p> <p>Aboriginal Student Mentor/Coach (0.3 FTE) – \$64030</p> <p>Aboriginal SLSOs – \$45449</p> <p>QuickSmart Aboriginal Student Supplement – \$50000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$68 575.00) • Aboriginal background loading (\$100 000.00) • Aboriginal background loading (\$64 030.00) • Aboriginal background loading (\$45 449.00) • Aboriginal background loading (\$50 000.00) 	<p>The 2019 Aboriginal Education Program built upon previous year's achievements whilst seeking to evaluate the program to identify areas needing stronger support.</p> <p>The Girls Academy Program continued to develop and empower Aboriginal girls through leadership, mentoring, sport and extra-curricular programs. 80 Aboriginal girls were contracted to the Girls Academy in 2018.</p> <p>A third staff member was recruited in Term 1, 2018 and the three positions have been ongoing since that time. Interim and annual reports are available.</p> <p>Tamworth High School continued the teacher mentor position to focus on stage 5 and stage 6 continued to provide support to Aboriginal students' personal learning on an individual basis.</p> <p>Karen Porter was appointed as Teacher mentor of Aboriginal Students, 3 days per week.</p> <p>Diyaan Daghaan Cultural Program (Boys Program) was designed to engage Aboriginal Boys in learning through building knowledge of culture and pastoral care. The program was created by Aboriginal Identified SLSO – Peter PJ Gordon in conjunction with THS executive.</p> <p>The Brospeak Program is delivered through the Opportunity Hub and the Local Aboriginal Land Council, this Boys Program targets different aspects of school and community with a cultural perspective. It is delivered in a 'Yarnup' format.</p> <p>Faculty/Team Meetings are an integral part of the structure of the Aboriginal Education team. This regular meeting serves to: link Girls Academy with the whole school. The team along with senior executive recognised the need for a 2nd Aboriginal SLSO on a full time basis. The result was an increase in funding from 0.4 SLSO to a full time advertised position which is due to commence early 2020</p> <p>The Aboriginal Dance Group participated in intensive workshops with the Gomerioi Dance Academy. Dance program is now delivered by Paul Gordon regularly each week.</p> <p>PLPs The Aboriginal Education team is working towards every Aboriginal student at Tamworth High School having a Personalised Learning Pathway.</p> <p>&middot; Personalised Learning Pathways (PLPs) assist Aboriginal students at</p>

<p>Aboriginal background loading</p>	<p>Aboriginal Education Officer – \$68575</p> <p>Role Models & Leaders Australia – 'Tamworth Girls Academy' – \$100000</p> <p>Aboriginal Student Mentor/Coach (0.3 FTE) – \$64030</p> <p>Aboriginal SLSOs – \$45449</p> <p>QuickSmart Aboriginal Student Supplement – \$50000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$68 575.00) • Aboriginal background loading (\$100 000.00) • Aboriginal background loading (\$64 030.00) • Aboriginal background loading (\$45 449.00) • Aboriginal background loading (\$50 000.00) 	<p>approaches to learning and cultural engagement.</p> <p>iTrack Support Program (Smith Family – NGO)</p> <p>Students are matched with a supportive mentor (volunteer) who provides the student with general guidance, advice and encouragement in relation to workplace, study and career opportunities.</p> <p>NAIDOC was celebrated in many ways at THS in 2020. Held with a strong focus on community involvement, activities ranged from cultural awareness and engagement activities to a concert involving regional and national guest artists performing with THS Aboriginal students. Students and guests were treated to morning teas consisting of traditional and non-traditional foods.</p> <p>The QuickSmart Numeracy and Literacy programs have provided significant support for a large number of students at THS, resulting in impressive improvements in essential Numeracy and Literacy skills for targeted students. As 40% of the participating students are Aboriginal, a proportion of total costs of the program (\$124,000) will be sourced from Aboriginal Background funding i.e. \$ 50,000.</p> <p>For the QuickSmart Numeracy program, Indigenous students showed an overall Effect size of 2.284 compared to the total cohort average of 1.876. This result represents very strong gains for Indigenous students.</p> <p>For the QuickSmart Literacy program, Indigenous students showed an overall Effect size of 3.198 for vocabulary and 1.916 for comprehension compared to the total cohort average of 2.27 and 1.689 respectively. These results represent very strong gains for Indigenous students.</p> <p>The small surplus of unspent funds (\$18,122) was the result in delays in employing a full time SLISO to work with Aboriginal Boys. These funds will be re-directed to the additional SLISO to be employed for 2020.</p>
<p>English language proficiency</p>		<p>Continuing from 2018, Tamworth High School received another increase in number of students with languages other than English enrolling throughout the 2019 school year. As a result, increased funding support was provided to the school as a part of the School Budget Allocation Report (SBAR) in terms of allocated staffing (0.4) plus flexible funding. These funds were utilised to employ a teacher 3 day per week (0.6) which was integrated with other Learning and Support Teacher (LaST) roles to allow for efficient use of funds to respond to this growing need.</p> <p>The roles of this teacher included: supporting</p>

<p>English language proficiency</p>		<p>the English language and literacy learning of EALD students across curriculum areas; supporting EALD students' academic growth at Tamworth High School and catering for the learning needs of EALD students.</p> <p>The EALD support teacher maintains regular student contact during study sessions with senior EALD students to support student academic needs.</p> <p>They also facilitate the use of translation tools (Google translate) to move from English–home language– English, and work with Student Support Officer and students to develop projects such the Cultural Food Feast; Cultural Diversity Support Group and the Cultural Diversity Mural.</p> <p>Cultural Food Feast.</p> <p>EALD and LBOTE students cooked dishes from their home countries and shared with the whole school student cohort. Held in the cafeteria, the Cultural Food Feast Project allowed cultural diversity to be celebrated and embraced at a whole school level. Both EALD and non EALD students were engaged with this activity feedback received was overwhelmingly positive which</p> <p>Cultural Diversity Mural.</p> <p>EALD and LBOTE students collaborated to design and create a large–scale mural which expresses the cultural diversity at Tamworth High School. The mural acknowledges the diverse cultures of students at Tamworth High School and builds upon the inclusive and connected school culture at large.</p> <p>Cultural Diversity Support Group</p> <p>Gunu group (meaning many) meets during recess on Fridays in order to facilitate mutual support for EALD students in an informal manner. Students are provided with a light morning tea and provides an excellent opportunity to engage with students informally monitor their wellbeing</p>
<p>Low level adjustment for disability</p>	<p>2.6 FTE Learning and Support Teachers</p> <ul style="list-style-type: none"> • \$277462 <p>Additional 0.4 Learning and Support Teacher</p> <ul style="list-style-type: none"> • \$ 42686 <p>Job Coach (0.6 FTE) SLSO 3 days per week</p> <ul style="list-style-type: none"> • \$ 36751 <p>Student Learning Support Officers (SLSO)</p> <ul style="list-style-type: none"> • \$ 61252 <p>Low level adjustment for disability</p>	<ul style="list-style-type: none"> • 2.6 FTE Learning and Support Teachers – As allocated in School Budget Allocation Report (SBAR) • Additional 0.4 Learning and Support Teacher to supplement 0.6 LaST allocation • Job Coach SLSO 3 days per week (0.6 FTE) – To support Transition to work for Support Unit students and work experience placements for mainstream students • Student Learning Support Officers (SLSO) • Flexible SLSO Support for integrated students 1.0 FTE

<p>Low level adjustment for disability</p>	<p>Allocated \$ 414 442 SBAR</p> <p>Actual Expenditure = \$ 418 151</p>	<ul style="list-style-type: none"> • 2.6 FTE Learning and Support Teachers – As allocated in School Budget Allocation Report (SBAR) • Additional 0.4 Learning and Support Teacher to supplement 0.6 LaST allocation • Job Coach SLSO 3 days per week (0.6 FTE) – To support Transition to work for Support Unit students and work experience placements for mainstream students • Student Learning Support Officers (SLSO) • Flexible SLSO Support for integrated students 1.0 FTE
<p>Socio-economic background</p>	<p>Funding support for QuickSmart Numeracy/Literacy program Total cost \$123345 – \$50000(Ab Ed) = \$73,345</p> <p>Priority School Funding Program (PSFP) staffing 1.9 FTE – \$ 202760</p> <p>Employment of fulltime Community and Engagement Officer (SASS) – \$ 58,338</p> <p>Employment of 0.8 FTE Technology Support Officer – \$58,247</p> <p>Employment of Student Support Officer (SSO) – \$56,679</p> <p>Employment of Business Manager (supplement to unused SASS staffing) – \$69,104</p> <p>Employment of additional SLSO to support integrated students – \$61,252</p> <p>Technology Enhancement Program – \$103,545</p>	<p>Funding support for QuickSmart Numeracy/Literacy program – 2.0 FTE SLSO staff to deliver QS Program plus program fees. Please refer to Literacy and Numeracy Program reports for details of progress.</p> <p>Priority School Funding Program (PSFP) staffing 1.9 FTE – Additional staffing use to provide additional allowances for various curriculum and school development programs</p> <p>Employment of fulltime Community and Engagement Officer (SASS) – CLO provided support for all Year 6–7 transition programs, especially the Partner School Program in addition to managing all Community Liaison tasks such as school communication and promotion.</p> <p>Employment of 0.8 FTE Technology Support Officer – Technology Support officer provides all technology support for hardware and software systems in addition to managing coordination of DoE and external support services.</p> <p>Employment of Student Support Officer (SSO)– 0.6 FTE supplementary funding combined with Flexible Wellbeing funding</p> <p>Employment of Business Manager to allow re-allocation of Principal and DP time to Teaching and Learning tasks – supplemented by School Support Allocation) Principal Support) (\$35856)</p> <p>Employment of additional SLSO to support integrated students – Flexible SLSO Support for integrated students 1.0 FTE</p> <p>Technology Enhancement Program – update range of ICT equipment to support improved delivery of curriculum and student assessment – items included</p> <ul style="list-style-type: none"> • Chromebook Laptops • Additional iPads • Interactive Whiteboards <p>Tamworth High School has a proud history of student leadership programs, including Year 12 Prefects, Student Representative Council, Senior Mentors and the Junior AECG. Each program has a staff member appointed as supervisor and all enjoy the support of funding to support targeted leadership development strategies such as the Prefect</p>

<p>Socio-economic background</p>	<p>Student Leadership Programs – \$6,741</p> <p>Wellbeing Programs – \$3,663</p> <p>Out of Home Care Program – \$1,400</p> <p>Student Assistance – \$2,030</p> <p>Homework Support Program – \$1,118</p> <p>Student Elective Fee Supplementation – \$31,897</p> <p>Classroom Environment Enhancements – \$41,252</p> <p>LLAD Budget Supplement – \$3,709</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$73 345.00) • Socio-economic background (\$202 760.00) • Socio-economic background (\$58 338.00) • Socio-economic background (\$58 247.00) • Socio-economic background (\$56 679.00) • Socio-economic background (\$69 104.00) • Socio-economic background (\$61 252.00) • Socio-economic 	<p>Camp, SRC Leadership Camp and a range of school based activities to provide leadership skills development.</p> <p>Tamworth High School was an early adopter of the DoE Wellbeing Framework and as a result enjoys the benefits of a well-established Student Wellbeing Team led by the Head Teacher Wellbeing as well as the Learning Support Faculty consisting of Learning and Support Teachers and associated staff such as the Teacher Librarian and Careers Adviser as well as a team of School Learning Support Officers. This team coordinates and/or supports a series of activities designed to support students with various needs, including:</p> <ul style="list-style-type: none"> • Integrated funding support students in mainstream classes • Student in identified Out of Home Care (OOHC) placements • Student Assistance strategies • Homework Centre Program <p>Whilst Tamworth High School offers a broad range of elective courses designed to provide students with a comprehensive range of learning experiences, the socio-economic context of the school's community has an impact on the capacity of some students to pay the fees associated with these elective courses. In order to prevent discrimination due to lack of capacity for a student's family to pay these fees, a scheme to supplement fees was introduced as a trial in 2018 and consolidated in 2019. This scheme allows for each elective course to have 30% of estimated fees to be covered by SEB funds at the outset of the school year. A reconciliation at the conclusion of the school year against fees collected allows for final supplementation to be calculated.</p> <p>New blinds were funded for all learning areas for those rooms needing replacement or those with no blinds. This program enhanced the physical learning environment via thermal protection to assist with classroom cooling and heating, and improving light control when using interactive whiteboards.</p>
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<p>Socio-economic background</p>	<p>background (\$103 545.00)</p> <ul style="list-style-type: none"> • Socio-economic background (\$6 741.00) • Socio-economic background (\$3 663.00) • Socio-economic background (\$1 400.00) • Socio-economic background (\$2 030.00) • Socio-economic background (\$1 118.00) • Socio-economic background (\$31 897.00) • Socio-economic background (\$41 252.00) • Socio-economic background (\$3 709.00) 	<p>Funding support for QuickSmart Numeracy/Literacy program – 2.0 FTE SLSO staff to deliver QS Program plus program fees. Please refer to Literacy and Numeracy Program reports for details of progress.</p> <p>Priority School Funding Program (PSFP) staffing 1.9 FTE – Additional staffing use to provide additional allowances for various curriculum and school development programs</p> <p>Employment of fulltime Community and Engagement Officer (SASS) – CLO provided support for all Year 6–7 transition programs, especially the Partner School Program in addition to managing all Community Liaison tasks such as school communication and promotion.</p> <p>Employment of 0.8 FTE Technology Support Officer – Technology Support officer provides all technology support for hardware and software systems in addition to managing coordination of DoE and external support services.</p> <p>Employment of Student Support Officer (SSO)– 0.6 FTE supplementary funding combined with Flexible Wellbeing funding</p> <p>Employment of Business Manager to allow re-allocation of Principal and DP time to Teaching and Learning tasks – supplemented by School Support Allocation) Principal Support) (\$35856)</p> <p>Employment of additional SLSO to support integrated students – Flexible SLSO Support for integrated students 1.0 FTE</p> <p>Technology Enhancement Program – update range of ICT equipment to support improved delivery of curriculum and student assessment – items included</p> <ul style="list-style-type: none"> • Chromebook Laptops • Additional iPads • Interactive Whiteboards <p>Tamworth High School has a proud history of student leadership programs, including Year 12 Prefects, Student Representative Council, Senior Mentors and the Junior AECG. Each program has a staff member appointed as supervisor and all enjoy the support of funding to support targeted leadership development strategies such as the Prefect Camp, SRC Leadership Camp and a range of school based activities to provide leadership skills development.</p> <p>Tamworth High School was an early adopter of the DoE Wellbeing Framework and as a result enjoys the benefits of a well-established Student Wellbeing Team led by the Head Teacher Wellbeing as well as the Learning Support Faculty consisting of Learning and Support Teachers and associated staff such as the Teacher Librarian and Careers Adviser as well as a</p>
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<p>Socio-economic background</p>	<ul style="list-style-type: none"> • Socio-economic background (\$41 252.00) • Socio-economic background (\$3 709.00) 	<p>team of School Learning Support Officers. This team coordinates and/or supports a series of activities designed to support students with various needs, including:</p> <ul style="list-style-type: none"> • Integrated funding support students in mainstream classes • Student in identified Out of Home Care (OOHC) placements • Student Assistance strategies • Homework Centre Program <p>Whilst Tamworth High School offers a broad range of elective courses designed to provide students with a comprehensive range of learning experiences, the socio-economic context of the school's community has an impact on the capacity of some students to pay the fees associated with these elective courses. In order to prevent discrimination due to lack of capacity for a student's family to pay these fees, a scheme to supplement fees was introduced as a trial in 2018 and consolidated in 2019. This scheme allows for each elective course to have 30% of estimated fees to be covered by SEB funds at the outset of the school year. A reconciliation at the conclusion of the school year against fees collected allows for final supplementation to be calculated.</p> <p>New blinds were funded for all learning areas for those rooms needing replacement or those with no blinds. This program enhanced the physical learning environment via thermal protection to assist with classroom cooling and heating, and improving light control when using interactive whiteboards.</p>
<p>Support for beginning teachers</p>	<p>Appointment of Teacher Mentor – Antonella Genca-Riolo (0.4 FTE) \$42,686</p> <p>Beginning Teacher Relief – Year 1 (5 periods per fortnight or equivalent) – \$98566</p> <p>Beginning Teacher Relief – Year 2 (1 day per term) – \$8538</p> <p>Distribution of Yearly Professional Learning Plan all relevant beginning teachers.</p> <p>Distribution of THS Beginning Teachers/Staff Induction booklet to all beginning teachers</p> <p>Beginning Teacher Relief – Year 1/2 and employment of teacher to backfill release periods – Note: some release provided as PL days in lieu of period allocation.</p>	<p>Consistent with DoE policy, Tamworth High School is committed to the accreditation, performance and development processes for beginning Teachers. The aim of the THS Beginning Teacher Program is to engender within our beginning teachers an understanding that teaching is a dynamic and rewarding profession. The capacity to provide experiences for students requires a foundation of knowledge, skills and capacities built in the early years of teaching.</p> <p>THS offers a comprehensive induction program to support our beginning teachers employed as casual, temporary or permanent to the DoE. All beginning teachers from THS are required to participate in this program.</p> <p>Building upon the work of the shared Teacher Mentor program hosted by THS up to 2018 (Don Gardiner), THS employed Mrs. A. Genca-Riolo as Teacher Mentor (0.4 – days per week) to facilitate the Beginning Teacher Program in 2019 and to assist Beginning Teachers in using APST in their everyday practice in order to create a suitable environment for teaching and learning.</p> <p>The revised teacher induction and support program consists of a 2 year structured professional development program providing</p>

Support for beginning teachers

Funding Sources:

- Support for beginning teachers (\$42 686.00)
- Support for beginning teachers (\$98 566.00)
- Support for beginning teachers (\$8 538.00)

opportunities for beginning teachers to obtain information regarding curriculum support, reporting and assessment, understand school policies, processes and procedures as well as foster collegiality and teamwork amongst teachers. In addition, information is provided regarding school, Department and NESA policies and processes in relation to curriculum, student wellbeing and day to day school processes.

At THS all beginning teachers employed permanently were allocated one hour per week of mentoring and supervision support during the year. This was used to raise issues with the mentor or/and supervisors. A negotiated time was established so that the mentor could meet with the teacher to discuss progress and any issues.

The support from mentors will

- focus on students as a point of discussion
- Be supportive and meet the needs of the teacher
- Provide guidance for further development of teaching practice and advice on areas for further improvement
- Observe a teacher's practice and provide written feedback on teaching observations as appropriate.
- Compiling evidence to achieve and maintain mandatory accreditation at the key stage of Proficient Teacher with NESA

Accreditation at proficient teacher at THS is a process by developing teacher practice. It is a structured and supported induction into the teaching profession by experienced teachers at THS. The structure through which teachers are recognised as meeting the APST by working collaboratively with a supervisor and mentor to ensure the integrity and accountability of the profession.

At THS the performance and development process of our Beginning Teachers supports our commitment of developing a skilled, engaged and professional teachers to ensure better outcomes for our students.

During 2019 Tamworth High Schools beginning teacher's program was able to support 16 first and second year beginning teachers and mentors. The program has provided significant support and allowed for an encouraging environment drawing on collaborative practices.

An evaluation of the Induction Program indicated a "100% improvement of previous years." Most of the needs of beginning teachers were met by the program supporting them in everyday practice however as indicated by the survey there are areas requiring further development in 2020.

*Easier way of access to Teacher Mentor

*Developing more sessions on accreditation

<p>Support for beginning teachers</p>	<p>Appointment of Teacher Mentor – Antonella Genca–Riolo (0.4 FTE) \$42,686</p> <p>Beginning Teacher Relief – Year 1 (5 periods per fortnight or equivalent) – \$98566</p> <p>Beginning Teacher Relief – Year 2 (1 day per term) – \$8538</p> <p>Distribution of Yearly Professional Learning Plan all relevant beginning teachers.</p> <p>Distribution of THS Beginning Teachers/Staff Induction booklet to all beginning teachers</p> <p>Beginning Teacher Relief – Year 1/2 and employment of teacher to backfill release periods – Note: some release provided as PL days in lieu of period allocation.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$42 686.00) • Support for beginning teachers (\$98 566.00) • Support for beginning teachers (\$8 538.00) 	<p>*Developing peer observations</p>
<p>Literacy Strategy</p>	<p>QuickSmart Numeracy SLSO (1.0 FTE) \$61,672</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$61 672.00) 	<p>Megan Marshall and her team implemented Best Start Year 7 this year and it proved to be (as predicted) a good diagnostic tool to help teachers understand the literacy and numeracy strengths and weaknesses of students coming into Year 7 in 2019. Basic analysis of data was completed and correlated with current Year 9 NAPLAN data. Whole school analysis of data has been delayed until 2020 – focus has been more on the development of Visible Learning in 2019. Preparations are now underway to more fully utilise the Best Start data, with Year 7 class teams in 2020, to create effective and consistent literacy strategies across the KLAs for each individual class. The opportunity to have follow-up PL on the analysis of this data was also undertaken by staff.</p>

<p>Literacy Strategy</p>	<p>QuickSmart Numeracy SLSO (1.0 FTE) \$61,672</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$61 672.00) 	<p>Year 11 students completed a Senior Success program (as part of their preliminary course of study) implemented this year, to support them in transitioning to senior school, developing their organisational abilities and developing the skills necessary to succeed in the HSC. While we have run this kind of thing before, the fact that it was embedded in the timetable and class groups were utilised with individual teachers seems to have had a positive effect.</p> <p>Dedicated Literacy/Numeracy 8–10 program coordinated and delivered by Learning & Support Teachers was found to be a worthwhile structure but not well executed, largely due to a lack of collaboration and coordination amongst the three delivering teachers – the evaluation indicated that the appointment of a single teacher to this program and reinstatement of LaSTs to support identified students for 2020 will be a more effective model.</p> <p>Literacy activities were introduced in Prep sessions on Tuesday and Wednesday mornings – teachers were given a scope and sequence, with selective resources, to focus on particular skills development across the school on Tuesday mornings. Reading was introduced on Wednesday mornings. There will adjustments made to Prep programs for 2020, based on a meeting held with HT Maths, HT Wellbeing, LaSTs, a staff survey and newly appointed 2020 Literacy and Numeracy teacher, Chris Spann. We want to see greater and more effective dovetailing of Prep and Literacy/Numeracy programs for students.</p> <p>QuickSmart Literacy continues to grow under the effective leadership of Kelly Cornwall. A long term strategy that is supporting students in Years 7 – 8 to develop their confidence and abilities. Plans for the implementation of Literacy Planet across KLAs was shelved as it the cost has become prohibitive. We will look for other avenues to help support literacy across the school in Years 7 – 8.</p> <p>For the QuickSmart Literacy program, the following results were achieved for 2019:</p> <ul style="list-style-type: none"> • Vocabulary – all students – 2.27 • Vocabulary – Indigenous students – 3.198 • Comprehension – all students – 1.689 • Comprehension – Indigenous students –1.916 <p>These results represent very strong gains for all participating students</p>
<p>Numeracy Strategy</p>	<p>QuickSmart Numeracy SLSO (1.0 FTE) \$61,672</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic 	<p>Best Start testing and PAT testing of Year 7 students was undertaken to assess student's Numeracy capabilities and provide data to assist in planning to address individual student Numeracy needs. This data was used to assist in identifying students requiring additional support via the QUICKSMART numeracy program and developing a Scope</p>

<p>Numeracy Strategy</p>	<p>background (\$61 672.00)</p>	<p>and Sequence for Numeracy PREP lessons.</p> <p>Numeracy activities were introduced in PREP sessions on Thursday mornings. Teachers were given a scope and sequence and were provided with a suite of lessons which focused on the development of specific skills on Thursday mornings in PREP lessons. An annual review meeting took place in which all of the stakeholders developed a plan for the 2020 PREP lessons and the designated Literacy and Numeracy lessons for Years 7 – 10.</p> <p>Mathematics teachers provided individualised and intensive support for Stage 6 students at the weekly Homework centre. Students were given assistance in essential skills development to achieve course outcomes and prepare for assessment tasks. Ongoing support in this area has resulted in increased achievement of higher bands in HSC results.</p> <p>QuickSmart Numeracy continues to grow under the effective leadership of Kelly Cornwall. A long-term strategy that is supporting students in Years 7 – 8 to develop their confidence and abilities with the aid of two full time SLSO's who deliver the program to identified students.</p> <p>For the QuickSmart Numeracy program, the following results were achieved for 2019:</p> <ul style="list-style-type: none"> • Numeracy – all students – 1.876 • Numeracy – Indigenous students – 2.284 <p>These results represent very strong gains for all participating students</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	274	310	321	321
Girls	338	341	344	346

Student attendance profile

School				
Year	2016	2017	2018	2019
7	88.3	89.8	84.4	87.4
8	87.7	86.3	84.6	80.3
9	82.1	83.5	79.6	78.8
10	81.3	76.6	79.3	75.2
11	78.2	88.6	71.8	76.8
12	89.7	86.1	88	81.2
All Years	84.3	85	81.3	80
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Whilst the Tamworth High School student enrolment profile indicates steady growth in enrolments reflecting the positive impact of the THS Partner School and Community Liaison program, there continues to be issues with the application of zoning rules that have had a negative impact upon stronger growth in THS enrolments. It had been predicted that our enrolments were to grow well over 700 students for 2019. However, neighbouring schools continued to accept non-local enrolments despite little supporting evidence and strong objections to this practice. It is hoped that the revised zoning rules planned for 2020 will rectify this situation in coming years.

Tamworth High School had displayed strong and sustained improvement in attendance rates from 2014 to 2017. Unfortunately, a change in personnel lead to a reduction in capacity of the school to deal with this issue. A subsequent staff replacement strategy unfortunately did not result in significant improvements for 2019. During term 4, actions were taken to commence the process of reviewing and re-implementing previous practices that had proved successful, including the appointment of a relieving Deputy Principal with the technical and leadership capacity to guide the improvement of attendance practices and systems at THS

for 2020.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	NA	0	6
Employment	3	14	25
TAFE entry	11	6	3
University Entry	NA	NA	19
Other	15	7	11
Unknown	3	25	34

Year 10

Students recorded as 'Other' are generally moving to other schools.

Year 11

Large number of unknown as 27 students being signed out as Over 17.

Students recorded as 'Other' are generally moving to other schools.

Year 12

Large number of Unknown for Year 12 due to low number of students signing out from school officially after graduation with some percentage being signed out as Over 17.

Year 12 students undertaking vocational or trade training

20.97% of Year 12 students at Tamworth High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

89.1% of all Year 12 students at Tamworth High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Vocational and education training courses remain viable and popular at Tamworth High School. In 2019 students had the opportunity to gain dual accreditation in Construction, Entertainment, Hospitality and Retail. Entertainment commenced its first cohort in 2019.

During 2019 20.97% of Year 12 students at Tamworth High School undertook vocational education and training within either Construction or Hospitality.

In 2019 89.1% all Year 12 students received a Higher School Certificate or equivalent vocational education and training qualification within their chosen area. These students leave with Certificate II qualifications or a Statement of Attainment

in their particular course and may use this qualification to secure employment as trainees or apprentices.

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

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

Throughout 2019 VET staff continued to upgrade their skills within industry by attending professional development opportunities throughout the year. As a result, the school has formed many successful partnerships with industry. In 2020 a member of Tamworth High School teaching staff will be trained and accredited to deliver a new vocational and education training framework in Primary Industries.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	44.74
Learning and Support Teacher(s)	2.6
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	2
School Administration and Support Staff	16.88
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

The introduction of 2019 Beginning Teacher database to maintain an accurate account of funding and release time provided for our BT's ensuring all Beginning Teachers the opportunity to utilize their allocated funding.

Beginning teachers were allocated mentor support and release time to promote and support their knowledge of their application of the APST in their teaching practice. The creation of a pre-observation template assisted BT's and mentors on the pre-planning process of observation process required for Accreditation.

Beginning teachers were observed and mentored by the Teacher mentor and Instructional leader in 2019. Time has been focused on reflection and feedback of their development of the APST skills in their everyday practice.

Beginning Teachers at THS were supported in 2019 by:

- Regular fortnightly meetings
- Provision of funded release time per week
- Provision of ongoing feedback and collegial support through Mentor program and support of Head Teacher.
- Classroom observation to support professional growth with feedback from Teacher Mentor and Supervisor
- Professional learning opportunities

Beginning Teachers at THS in 2019 were provided with an experienced Mentor

- An induction folder outlining the program and understanding of relevant departmental policy documents.
- A professional development program schedule of the sessions that will be covered over the year. Release time equivalent to 2 hours per week in their first year and 1 hour release time in their 2nd year.
- A discussion with the Teacher Mentor regarding the type of evidence to be used to make judgment about the teacher's demonstration of the standards at Proficient level.
- Assistance and guidance by the Teacher Mentor to prepare and annotate their evidence portfolio in order to seek accreditation at Proficient level.

Achievement in the area of Accreditation at Proficient Teacher level was seen through

- Program focus on Strong start Great Teachers induction program
- BT feeling confident in using school operational procedures
- Access to staff support and resources
- Regular fortnightly access to professional development with senior school staff
- Ongoing Mentor program
- Network with staff outside their KLA
- BT's increase confidence using and understanding the APST in their practice.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	904,171
Revenue	11,974,434
Appropriation	11,530,989
Sale of Goods and Services	208,258
Grants and contributions	228,107
Investment income	4,155
Other revenue	2,925
Expenses	-11,536,331
Employee related	-10,047,850
Operating expenses	-1,488,481
Surplus / deficit for the year	438,103

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

The transition from OASIS to LMBR based finance systems resulted in a significant rollover balance, due to the uncertainty of funds actually belonging to the school. As such, Tamworth High embarked on a significant budget process to reduce this balance, and seeking to expend the funds in the year they were provided for the benefit of all students. In addition to the various programs reported upon elsewhere in this report, the school sought to utilise funds on a series of infrastructure programs that improve the security of the school:

- New closed circuit (CCTV) security system
- Electric rear driveway gate
- Internet based telephony system including public announcement and emergency call capabilities.

All three systems were generated with the support and assistance of DoE School Security, especially the CCTV and gate installations, which were expanded to include extra cameras, inter-operability between gate system and CCTV and the addition of a security gate at the main school entrance, thus enhancing the school's ability to control student and visitor access.

A Joint Funding Application was submitted for each of these projects. All three applications were successful, thus reducing the overall cost to the school by \$123,347 (Budget \$220,000 v actual school spend \$96,653) including some fine-tuning of the quotes; and therefore contributing to some funds remaining in the 2019–20 rollover.

All three projects were completed successfully late 2019 with the support of DoE Asset Management Unit and/or Information Technology as a result of the Joint Funding process.

Whilst this accounts for some of the surplus for 2019, several other programs did not fully expend funds committed. A summary of these programs and brief explanatory comments are provided.

- Front Office Refurbishment. \$60,000 planned. Has not yet proceeded due to building quotes and engineers assessment required
- New hall curtains \$30,000 which has not yet proceeded but is still planned.
- Employment costs for full time Aboriginal Education SLSO were under spent due to delays in appointment of new

staff.

It has also been detected that there are salaries mismatch between eFPT and Actual costs for a portion of staff costs which has resulted in funds remaining unspent for the 2019 school year. A strategy has been developed for the 2020 school year (see Finance Summary report) that will enable closer monitoring of staff salaries costs.

Project	Planned Cost	Actual Cost	Surplus/Shortfall	Joint Funding
New Phone System	\$93,000	\$74,690	\$18,310	\$39,889
Electric Security Gates	\$112,000	\$85,825	\$26,175	\$42,913
CCTV	\$15,000	\$26,440	-\$11,440	\$7,500
Front Officer Refurbishment	\$60,000	Nil	\$60,000	Nil
Classroom Enhancement - Blinds	\$30,000	\$41,252	-\$11,252	Nil
New Hall Curtains	\$25,000	Nil	\$25,000	Nil
Agriculture Vehicle	\$15,000	Nil	\$15,000	Nil
Data Systems Upgrade	\$20,000	\$14,000	\$6,000	Nil
			\$218,095	

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	1,439,680
Equity Total	1,642,362
Equity - Aboriginal	346,176
Equity - Socio-economic	807,167
Equity - Language	74,577
Equity - Disability	414,442
Base Total	6,817,248
Base - Per Capita	166,466
Base - Location	3,681
Base - Other	6,647,101
Other Total	877,600
Grand Total	10,776,890

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.

As noted in the previous Financial Summary comments, tracking expenditure against specific Key Funding Areas has proven to be more difficult than anticipated with funds for Socio-Economic Background, Low-Level Adjustment for Disability (LLAD) and English Language Proficiency (EAL/D) all being placed into one funding dissection (RAM Equity).

A comprehensive school plan and associated budget was generated to fully allocate funds in the eFPT Budget tool, for staff and flexible funds. Due to cost discrepancies and delays with the commencement of some programs and projects, there were some areas that did not fully expend budgets during 2019.

A review of 2019 expenditure patterns has resulted in the development of a specific strategy to monitor expenditure more accurately by ensuring specific Internal Orders are assigned to specific programs, funds transferred into accounts as identified on eFPT Budget at commencement of school year and expenditure tracked at regular intervals.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Literacy

Our NAPLAN results show no significant improvement in the last two years. When looking at the Premiers Priority, we are yet to achieve this in Year 9, with a noted decline in some literacy domains, reading and punctuation and grammar. There are similar results in Numeracy results in Year 9. It is worth noting that in Numeracy our Year 7 results are double that of Year 9. This can be attributed to stronger programs focused on Numeracy at our partner primary schools and the early intervention and support provided by the QuickSmart program at the start of Year 7.

We acknowledge that there are differences amongst the NAPLAN elements and there have been some areas where more than 50% of our students have achieved expected growth. Our value added data from 7–9 has us at delivering and we are above SSSG in all domains Year 7 and Year 9.

Targeted programs have been introduced to address the reading domain and basically numeracy skills across the school.

Please refer to Literacy Key Initiative Evaluation for details regarding 2019 Literacy strategies.

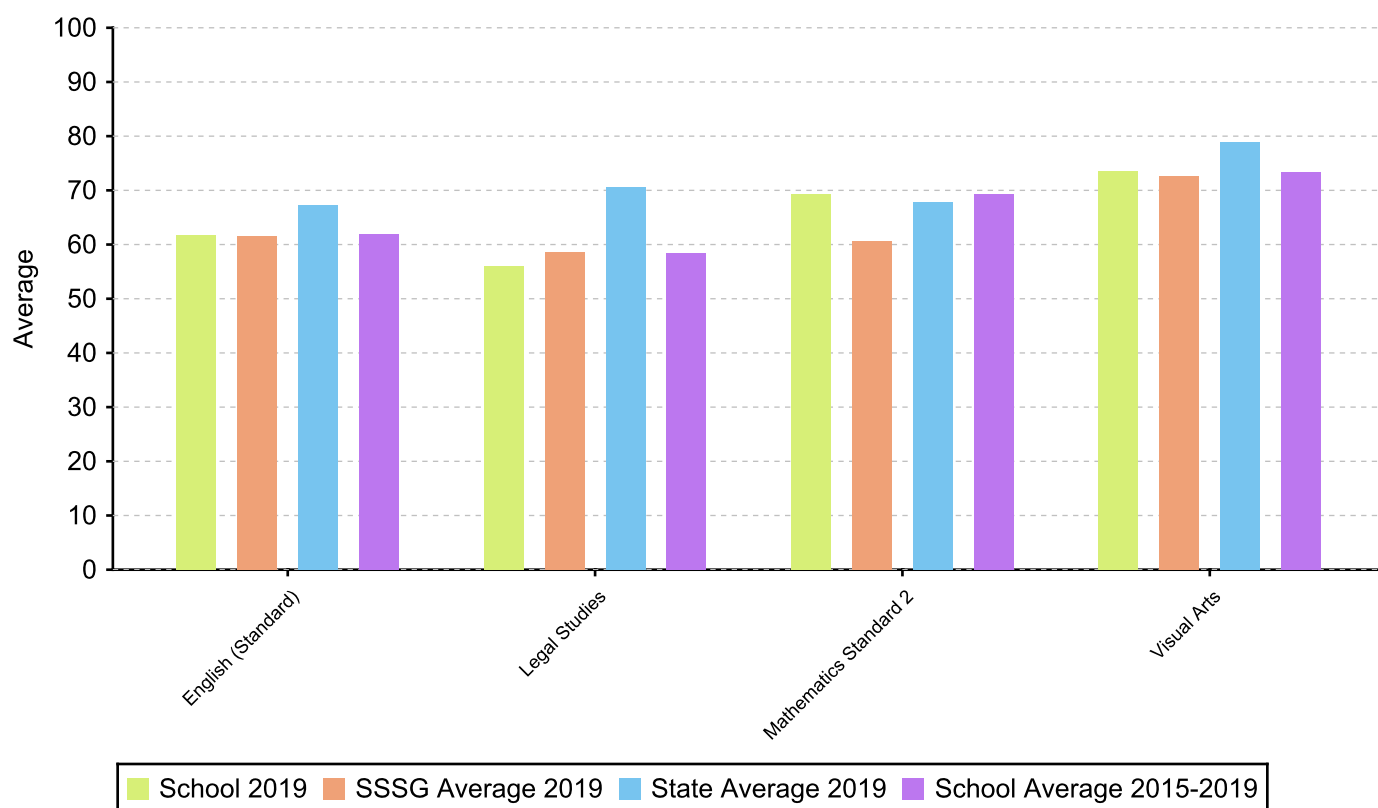
Numeracy

Please refer to Literacy Key Initiative Evaluation

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



Subject	School 2019	SSSG	State	School Average 2015-2019
English (Standard)	61.8	61.6	67.3	61.9
Legal Studies	56.0	58.5	70.6	58.5
Mathematics Standard 2	69.3	60.7	67.7	69.3
Visual Arts	73.5	72.6	78.8	73.3

2019 proved a positive year for THS performance at the HSC level. There was statistically significant improvements in average student performance across many of our Learning Areas. Most noteworthy was the marked improvements within the Science faculty, achieving an improvement of 20 marks in the average student performance. Improvements were also seen in English, CAPA, Maths and TAS. All courses studied in 2019 performed above the average result for SSSG.

Some notable improvements include an increase in the number of students achieving Band 4–6 in English (50%) and a reduction of 55% in student in the lower bands. Although not noting any marked improvement in average results, Ancient History, Modern History and Visual Arts remained above SSSG and Drama, PDHPE and Design and Technology were significantly above SSSG performances.

Chemistry and Physics were the outstanding results in 2019. In 2018 all students performed band 4 or below in the two subjects with the majority of results in Bands 1–3. In 2019 for Chemistry 75% of students performed in the top two bands with a quarter of students achieving Band 6 results. Physics saw all students achieve a Band 5. It is worth noting there is an averaged 23 mark difference between the THS student score in Chemistry and Physics and the average at SSSG.

Although the attaining of an ATAR is not the goal for every student attaining an ATAR there has been significant

improvement in this area. We have noted a 50% reduction in the number of students achieving an ATAR between 0–50 and a similar increase in the students achieving an ATAR in the range 76–90.

Parent/caregiver, student, teacher satisfaction

The 'Tell Them from Me' survey, regularly completed by students, staff and parents, is a key tool in gauging the needs of our students and where our focus should be in terms of student engagement and learning.

It is, therefore, used to help drive our school planning and to help identify possible school improvement initiatives.

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

- Levels of engagement declined from Year 7 to Year 12 on seven of the ten measures used to assess student engagement. The most pronounced decline was in the extent to which students valued schooling outcomes.
- The State average has remained at 40% of NSW students feeling 'confident in their skills level and felt challenged in their classes
- In NSW, students from low socio-economic backgrounds and Aboriginal students had lower levels of engagement

The survey covers topics under three broad headings: social-emotional outcomes; academic outcomes; and drivers of student outcomes.

431 Tamworth High School students completed the survey in April of this year, with the highest contribution coming from Year 10 students.

Social-Emotional Outcomes

In terms of involvement in school sport, between March 2018 and April 2019, participation of THS students has risen by 2%, and is 2% above the current state average.

The same can be said of student involvement in extra-curricular activities, with THS student involvement rising significantly above the state norm in Years 11 and 12.

This may be a reflection of the significance we place on developing a positive culture regarding student leadership and community involvement in the senior years.

Whilst the aim of any school is zero incidences of bullying and zero tolerance, the survey displays and improvement/reduction of 10% in students who indicated they experienced some form of bullying compared to the previous year. This could be attributed to the numerous education programs implemented by the Student Wellbeing Faculty and positive efforts of the Tamworth High School community bodies.

Areas of concern, where we have seen a slight improvement, include a positive sense of belonging – students feeling accepted and valued by their peers and others; valuing school outcomes – students, we are still below the mean from similar schools.

Academic Outcomes

Students' perceptions of their academic outcomes, in English, Maths and Science, have improved by 3% in comparison to 2018, is still slightly below similar schools across the state.

Drivers of Student Engagement

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

These areas are also sitting well within state-wide norms. Students also reported a slight improvement in feeling that they have someone at school who consistently provides encouragement and can be turned to for advice, and in feeling that teachers are responsive to their needs and encourage independence.

In this area, as well as in a positive learning climate and advocacy outside of school, THS students are above the state wide average.

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

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Please refer to Aboriginal Education Key Initiative Evaluation

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

To accommodate fluctuations in staffing, Tamworth High School provided 2 teachers with the opportunity to be trained as Anti-Racism Contact Officers (ARCO) in 2019. Since their successful completion the teachers have worked in conjunction with the Student Wellbeing team, Head Teacher Wellbeing and the Deputy Principals. Within their role they have provided support for students, teachers and parents. They are easily accessible and keep accurate records using the school SENTRAL system. The teachers have provided teaching resources during the wellbeing sessions of PREP held each Friday morning, promoting respect for diversity of cultures that are in line with the social dynamics of the school environment.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

At Tamworth High School we recognise and acknowledge the cultural diversity of our school community and support the educational and welfare needs of students from diverse cultural backgrounds. In 2019 our multicultural program assisted new arrival students with English language proficiency through in class EAL/D student support; developed a cultural diversity student action group which meet weekly to build intercultural understanding and positive relationships between students from all cultural backgrounds; embedded cultural awareness into schools Wellbeing program; facilitated the annual Sannohe Japanese Cultural exchange program; hosted a Cultural Diversity Food Feast event and collaborated with students from culturally and linguistically diverse backgrounds on a school mural which expressed the diversity of culture present at Tamworth High School.

Other School Programs (optional)

Tamworth High School through its participation of the Sannohe cultural exchange program, creates an opportunity for students to develop intercultural understanding of another culture whilst promoting the growth of positive relationships. This cultural exchange, sees Tamworth High School host our sister city school in Sannohe and involves inclusive learning activities that recognises and respects the cultural, linguistic and religious backgrounds of our visitors whilst promoting an open mindset towards cultural diversity, different perspectives and worldviews. The Sannohe cultural exchange also promotes positive relations with the wider community through communication and participation in various activities with parents and community members, such as elders from the Kamilaroi Peoples.