Toormina High School

2019 Annual Report

8527

Introduction

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

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

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Message from the principal

Toormina High School continued to grow in 2019 commencing the year with 781 students in mainstream and support classes. This was an increase of over 30 students from 2018 enrollment figures.

Our Aboriginal students continued to make a name for themselves as high quality dancers with invitations to perform across the Coffs Harbour area.

Our HSC class for 2019 performed very well. Three students achieved Band 6 results in their subjects. Luke Field, taught by Ms Bronte Kedraika achieved a band 6 result for History Extension. Ryan Gilchrist, taught by Mr Joseph Anderson, achieved a band 6 result for Mathematics and Danielle Tate, taught by Mr Kyah Schwartz achieved a band 6 in PDHPE. Additionally, Danielle Tate was awarded the Dux of Year 12 for 2019.

We commenced a Marine Studies Transition program with our Partner Primary Schools on Mondays, that saw all our local students engage in high levels of scientific analysis of our local marine environment.

We increased or availability of laptops for student use in class, eliminating the need for a continuation of the Bring Your Own Device (BYOD) initiative at Toormina High School.

School background

School vision statement

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

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

School context

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

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

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

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

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

Self-assessment and school achievement

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	Working towards Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
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	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

LEARNING

Purpose

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

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

Improvement Measures

• 90% of our students are at or above expected growth in Year 9 NAPLAN Reading and 80% of our students are at or above expected growth in Year 9 NAPLAN Numeracy

• Three year average data (2018–2020) indicates a 600% increase in HSC Band 6 results (target 15 Band 6) results and a 200% increase in HSC Band 5 (target 42 Band 5) results as measured against 2015–2017 baseline

• The school is deemed to be Excelling in all sections of the Wellbeing element of the School Excellence Framework through self–assessment or external validation

Progress towards achieving improvement measures

Process 1: **Improving student outcomes in Literacy and Numeracy:**
  • Establish whole school approach to using data to improve Literacy and Numeracy with a focus on the provision of quality professional learning in program differentiation.

Evaluation	Funds Expended (Resources)
• Teams were established in Literacy and Numeracy. • A process of supporting students to achieve the HSC Minimum Standards was established, providing students with additional support to achieve this.	$30000.00

Process 2: **Improving post–school pathways and HSC Results**:
  • Investigate, implement and evaluate a whole school approach of targeted learning support for Year 11 and 12 to improve HSC performance

Evaluation	Funds Expended (Resources)
• Additional support was provided to our Year 11 and 12 teachers in developing assessment rubrics and improving tasks. • Assessment boolets were developed and introduced for all year groups.	$15000.00

Process 3: **Students explicitly learn expectations and celebrate achievement:**
  • Implement and evaluate Positive Behaviour for Learning (PBL), including processes for whole school reporting of student behaviour

Evaluation	Funds Expended (Resources)
• Classroom behaviour modules of PBL were reviewed by the team and planning in place for implementation in 2020. • Students were rewarded for achieving expected levels of behaviour through Vivo Rewards.	$22000.00

Next Steps

In 2020 our planing has focused on targeting those students at risk of not achieving HSC Minimum Standards through additional support time for identified students. Our school focus is on improving the top two bands in NAPLAN for 2020. Our Attendance Officer is targeting students between 75–90% attendance as a priority, implementing a variety of

strategies and interventions designed to improve individual attendance. We have commenced to develop the PBL matrix for teaching expected behaviours in the classroom.

Strategic Direction 2

TEACHING

Purpose

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

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

Improvement Measures

• 100% of teaching staff engaged in instructional rounds and all indicate improvements to their practice through self–reflection and classroom observation data

• 50% of teachers choose a performance and development goal from the Highly Accomplished or Lead levels from the Australian Professional Standards for Teachers

• All teachers involved in the leadership coaching indicate significant improvements in their capacity to lead for improved teaching practice and student outcomes

Progress towards achieving improvement measures

Process 1:   Assessment for Learning:
   • Provide quality professional learning in assessment strategies, including a focus on expert use of work samples to guide student performance, and supported by clear processes that are understood and implemented by all staff.

Evaluation	Funds Expended (Resources)
• Folders for each subject/stage that matches outcomes and schedules developed. • Staff leading identification and collection of data necessary to target improvements in outcomes for all students. • HSC marking criteria and experienced HSC markers were utilised as experts within Faculties during PL Sessions. • Sample assessment tasks and teaching program were reviewed by executive team and feedback provided to staff.	$6000.00

Process 2:   Providing High Quality Professional Learning:
   • Provide professional learning in collecting, analysing and interpreting data for improvement in teaching practice which leads to improvement in student learning outcomes.
   • Engage teachers in seeking higher levels of accreditation supported by involvement in instructional rounds, leadership coaching and individualised teacher professional learning.

Evaluation	Funds Expended (Resources)
• Additional opportunities provided to staff in data analysis through training in Scout • Staff across the BBCoS to be offered additional targeted and responsive professional learning support.	$3000.00

Process 3:   Improving teaching and learning:
   • Improve access to technology across the school
   • Review of Mobile Technology Policy

Evaluation	Funds Expended (Resources)
• Our digital communication policies were reviewed with a decision made to	$206000.00

Progress towards achieving improvement measures	
implement Yondr to improve teaching and learning in 2020. • Planned rollout of Yondr in Term 2 2020. Additional technology for student and staff usage was made with approximately 600 laptops purchased.	

Next Steps

In 2020 our planing has focused on imptoving teaching and learning in the classroom and has seen the planned implementation of Yondr for Term 2 2020. Yondr is a Mobile Phone pouch designed to deter students from using their phone during the school day. Additionally we are focusing on using assessment of learning, for learning and as learning as a driving factor in all we do as teachers.

Strategic Direction 3

LEADING

Purpose

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

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

Improvement Measures

• 85% of partner primary school students select Toormina High School as secondary school of choice

• Increase in the number of students choosing Toormina High School to complete their HSC

• Measureable improvements in the number of students taking up extra–curricula opportunities and in school engagement data obtained through student surveys

• Tell Them From Me staff data indicates increased confidence in the impact of leadership across the school

Progress towards achieving improvement measures

Process 1: **Increased leadership opportunities for students:**
• Implement initiatives across the school to support building strong and effective student leadership

Evaluation	Funds Expended (Resources)
• Improved Student Leadership Team (SLT) with designated portfolios and budgets established. • Year 9 trained as peer mentors. SLT engage in ongoing leadership training.	$18000

Process 2: **Increased leadership opportunities for staff:**
• Implement initiatives to support building a distributed instructional leadership for staff which reflect the idea that leadership is everybody's responsibility

Evaluation	Funds Expended (Resources)
• Increased applications for internal relieving/acting positions received. • Leadership density at critical DP level increased with increased number of HTs willing to work in the role.	Staffing allocation and budget 2020

Process 3: **Increased selection and retention rates:**
• Implement whole–school measures to ensure THS is the school of choice through a focus on broad subject choice, student wellbeing programs and pastoral care initiatives to increase resilience, respect and options for students. Enhance the school environment to ensure that there is quality learning spaces.

Evaluation	Funds Expended (Resources)
• Quality programs developed and offered to students that meet school and NESA standards implementation in 2020 ensuring student subject voice. • Increased availablility of VET subjects, SCU and TAFE applications and acceptances. • Strong focus on ensuring few 'free periods' for students in year 11 and 12.	$25000

Next Steps

In 2020 our planing has focused on targeting student and staff leadership. It is through empowering staff ad students that we will see the greatest impacts on our school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$171000	• Provision of a full time Aboriginal Education Officer (AEO) • Cultural access to dance programs for boys and girls • Leadership development camps • Bro–speak and Sista–speak programs • Guest speakers

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	362	374	380	382
Girls	343	335	356	396

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
7	91.5	92.7	92.8	94.1
8	89	90.9	88.5	93.9
9	87.8	87.7	84.8	92.4
10	84.6	89	83.2	92.2
11	91.3	93.6	81.1	90.6
12	91	91.4	86	92.9
All Years	89	90.9	86.6	92.9
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

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	0	9	6
Employment	7	8	22
TAFE entry	1	3	23
University Entry	0	0	28
Other	2	12	3
Unknown	3	4	6

Year 12 students undertaking vocational or trade training

18.52% of Year 12 students at Toormina High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

88.9% of all Year 12 students at Toormina High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	9
Classroom Teacher(s)	44.9
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	17.68
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.

Toormina High School 8527 (2019)

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	929,539
Revenue	11,021,783
Appropriation	10,815,651
Sale of Goods and Services	13,442
Grants and contributions	183,931
Investment income	3,908
Other revenue	4,850
Expenses	-11,627,669
Employee related	-10,423,738
Operating expenses	-1,203,931
Surplus / deficit for the year	-605,886

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.

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	1,660,657
Equity Total	1,032,769
Equity - Aboriginal	171,482
Equity - Socio-economic	552,962
Equity - Language	33,022
Equity - Disability	275,303
Base Total	7,128,605
Base - Per Capita	183,177
Base - Location	3,950
Base - Other	6,941,477
Other Total	471,578
Grand Total	10,293,608

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.

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.

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.

Legend: School 2019 | SSSG Average 2019 | State Average 2019 | School Average 2015-2019
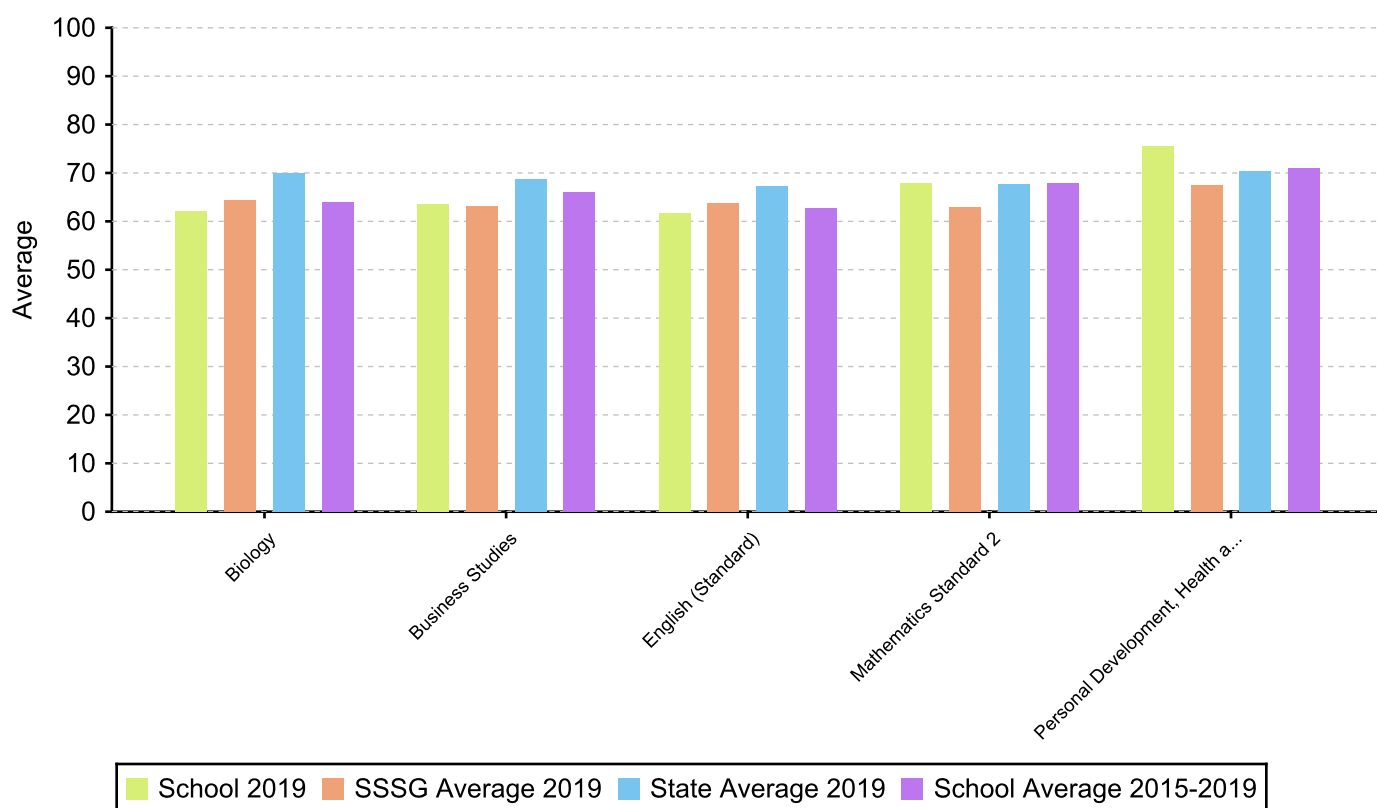
Subject	School 2019	SSSG	State	School Average 2015-2019
Biology	62.0	64.3	69.9	64.0
Business Studies	63.5	63.1	68.6	66.1
English (Standard)	61.7	63.9	67.3	62.7
Mathematics Standard 2	67.9	62.9	67.7	67.9
Personal Development, Health and Physical Education	75.5	67.4	70.5	71.1

Parent/caregiver, student, teacher satisfaction

Data was obtained from Parents and Students through the Tell Them From Me Survey. A small number of parents responded to the survey.

Positive Parent survey data for 2019 included:

- 79% of respondents felt that the school's administrative staff are helpful when asked a question or solving a problem.
- 66% of respondents reported that written information from the school is in clear, plain language.
- 73% of parents felt that reports on their child's progress were written in terms they understood.
- 62% of parents reported that they take an interest in your child's school assignments.
- 79% of respondents reported that their child is clear about the rules for school behaviour.
- 77% of parents felt that teachers expect their child to pay attention in class.

531 students completed the survey in 2019. Positive Student survey data for 2019 included:

- 86% of students reported that do not get in trouble at school for disruptive or inappropriate behaviour.
- 64% reported important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- 59% of students felt that teachers are responsive to their needs and encourage independence with a democratic approach.
- 68% of students reported that school staff emphasise academic skills and hold high expectations for all students to succeed.
- 74% of Aboriginal students feel good about their culture when at school.

In 2019, staff were invited to complete the NSW Government Sector People Matters Survey. 79% of staff completed the survey. Positive Staff survey data included:

- 80% of staff indicated that their manager encourages staff to improve their work.
- 75% of staff reported that their manager communicates well with them and values their input.
- 85% of staff felt that our organisation respects individual differences.
- 74% of staff felt that they were motivated to give more than what was expected from them.

Areas that were identified as being more than 10% below NSW State School Averages have been reviewed and strategies implemented into the school plan and milestones for 2020.

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.

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.

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.