

# 2020 Annual Report

## Tamworth High School



8139

# Introduction

The Annual Report for 2020 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.

## School contact details

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## Message from the principal

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Having commenced the year on a very sound footing with great progress in a number of areas of development, 2020 turned into a year that no one will ever forget. Our school grew significantly, with 734 students enrolled and a small number of staff adjustments to keep things fresh, whilst we continued with the final year of the THS Strategic Plan 2018-20, focussing upon Instructional Leadership and Visible Learning. The during term one, Australia was impacted by the COVID-19 crisis and Tamworth High School, like all schools, had to quickly accommodate to cope and ensure our students and staff were kept safe throughout this difficult process. Put simply, this impact cannot be underestimated and will no-doubt be the subject of further analysis for years to come.

Whilst it is clear the negative impact on students, their wellbeing and educational programs overall will be difficult to measure, there have been many positive aspects to come out of the COVID crisis, and the Tamworth High School Community need to be congratulated on how well we have coped through what has been a very difficult, confronting and often confusing period. One of the most significant positive aspects was the quick transition to online learning and the development of a broad range of strategies to ensure students and parents were supported throughout the period during which students largely worked from home.

Of course, Public Schools remained open throughout this time and THS staff re-aligned their work to enable them to work from home but still deliver meaningful work to students. This process built upon the many years of hard work dedicated to building technology skills and infrastructure, and as result, THS was able to utilise the latest online strategies such as Google Classroom and Microsoft Teams to ensure the school continue to function effectively and focus upon the school's core business - providing quality learning experiences to our students. Unlike many other schools in the district, THS continued with the process of providing strong wellbeing support for students and communication with parents by transitioning to phone-based parent teacher evenings and providing suitably adjusted but comprehensive student reports. On top of this, the reinstatement of the Phone-Intervention-Program with a dedicated staff member contacting parents to follow-up on student attendance and wellbeing issues built upon our well-established philosophy of ensuring appropriate wellbeing support for students - a feature that sets THS apart and ahead of other schools.

The 2020 saw a number of staff changes. We welcomed the following staff to THS:

- Sophie Collins - PDHPE - Term 1
- Tom Guihot - English - Term 1
- Leanne Dark - Learning & Support Teacher - Term 2
- Beth Lynch - English - Term 3
- Angela Lye - SLSO returning from Tamworth PS to re-join our QuickSmart Team, replacing Steve Davies.
- Stevie-Rae Bithery - School Admin Officer Term 1
- Michael Orcher joined the Ab.Ed Team (replacing Paul Gordon), and was joined later in the year by Shaun Gudgeon to form a great team to support out Aboriginal boys.

At various stages during the year, we had had a number of staff move onto new positions

- Catherine Loughrey successfully gained promotion to DP at Quirindi HS after a number of years acting in the

position - we wish the best in

- Karen Nelson (Head Teacher Mathematics) was gained a secondment the position of Literacy/Numeracy consultant allowing Lloyd Stone to relieve as Head Teacher
- Erinn Scott gained promotion to Head Teacher HSIE THS after long stint relieving
- Kelly Cornwell gained promotion into the position of Head Teacher Administration having relieved for Nina Russell who had resigned earlier in the year.
- Long standing Admin staff member Maree Black was successful gaining a relieving School Admin Manager role at Tamworth West PS and subsequently gained a transfer to TWPS.
- During the year, Cris O'Connell retired after many years of dedicated service to our Support Unit bringing about a complete and very positive change to the culture within the Support Unit team - Brooke Handsaker did an outstanding job relieving in this role

Our P&C once again had a very successful 2020 Country Music Camp over the summer holiday break and recognise the great efforts of our P&C President, Shaza-Leigh Butler who coordinated the preparations leading up to this major fundraising project, doing an outstanding job in working with our staff (Adam Green, Stuart Hann and Jeff Parker) who acted as the onsite coordination team to ensure a successful camp. This event over years has enabled the P&C to make numerous contributions to the school to benefit students. This year, the P&C made several major contributions for infrastructure and resources to assist students, including:

- A new BBQ Shelter behind the Art Centre that can be used for a myriad of school functions - \$29,850
- Four Chilled Water Fountains in various positions around the school - \$ 24,501
- Scholarships worth a total of \$4800 for all students in the 2020 4-C class
- A special Dance Floor for use in the cafeteria - \$11,137
- A subsidy of \$5000 per year to support the School Bus
- An additional water storage tank to supplement the exist oval watering system \$ 15000.

These contributions will have a lasting benefit for many students at THS and on behalf of the school community, I want to take this opportunity to thank the P&C and in particular, the President, Mrs Shaza-Leigh Butler, who over several years in the position has provided strong and collaborative leadership for the P&C, ensuring that it fulfils its core role of supporting the school and our students.

Whilst the impact of COVID-19 upon the 2020 school year has been profound, there have been a few benefits that cannot go unrecognised as we review the year. In addition to the significant lift in technology skills, infrastructure and resources used for online teaching which will be of great benefit for students and teachers in years to come, Tamworth High School was placed in a position to review our budget and re-direct under-utilised funds toward a number of projects which will also benefit students, either directly or indirectly, many of which will have lasting positive effect for many years to come!. Below is a list of projects that have either been completed or in final planning stages that have been funded during 2020:

- Additional Water Stations to supplement those purchased by P&C
- Two additional Chromebook Laptops and Changing Trolleys that enable staff to provide flexible technology access for students.
- Library Mezzanine Room development to enable private study and meeting for students and staff
- Surface Pro laptops for Maths and PDHPE faculty staff as a part of a technology project to enhance Teaching and Learning practice.
- Shade Sail structures for Support Safe Area and Oval
- An additional Covered Outdoor Learning Area (COLA) in the Year 7 area
- TAS Wood Workshop refurbishment including new lathes, benches, pedestal grinder and floor covering.
- Development of a new laptop based computer lab in classroom B1
- Upgraded computers, three 3D Printers and a Laser Cutter for the TAS block STEM program
- New farm tractor for the Agriculture plot
- New grounds mower to care for our ever-improving oval
- New lighting system, sound insulation and curtains for the THS Concert Hall
- Outdoor Blinds for use on the Food Technology Deck which is used as an additional teaching space.
- Gymnasium equipment to upgrade and refurbish the THS Gym
- Modification to the TAS Metal Welding Bay including additional welders and benches.

These developments will provide lasting benefits for current and future students at Tamworth High School - I want to thank the staff involved in guiding these projects, especially our Business Manager Mr Green who has been indispensable in ensuring the many ideas and plans of staff are implemented in an efficient and effective manner.

Having presided over a significant period of change at Tamworth High School since my appointment in 2014, it is now appropriate that I announce that 2020 will be my final year as Principal, having chosen to retire from the DoE early in 2021 after 37 years of service in in 8 Public High Schools across the State. Over my time at this great school, my primary vision has been to ensure that our students are the focus of every aspect of our work. To achieve this, there have been many difficult periods where bringing about cultural change which largely involved introducing systems and concepts that may have been different from the past has been challenging to say the least. The process of developing and locking in a culture that is student-centred and supports the concept of consistent, planned improvement has often led to necessary adjustments to the staff mix at our school, always with positive benefits in the long run. Now, as I reach the end of my tenure, I am completely confident that we have the 'critical mass' of staff necessary to ensuring that our school's focus is

always upon the most important people at our school - the students! I want to take this last opportunity to thank the many staff, within the school, at our partner primary schools and at Tamworth Office who have provided ongoing support for myself and the school as a whole over this time. The last seven years have been highly rewarding for myself and the school - as I often say, "it has never been dull!"

The 2020 school year has been a momentous year that few will forget for many years to come. To close, I want to thank the staff and students who have contributed to this edition of the Koala, especially our coordinator, Community Liaison Officer, Mrs Caron Lasscock for their tireless effort in producing the Tamworth High School 'Koala'.

Mr Daniel Wilson - Principal

## School vision

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
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>Despite 2020 being a year that has provided considerable challenges in implementing the Strategic Directions 1 for Tamworth High School, significant progress has been made. Instructional Leadership (IL) has been developed to an extent where there is an understanding that it is the prevailing leadership model throughout the school.</p> <p>Head Teachers as Instructional Leaders have participated in Professional Development workshops to develop their IL skills and are able to support and align the implementation of Visible Learning concepts within their Faculties.</p> <p>Role Statements were completed and formalised in line with Instructional Leadership expectations and Department of Education expectations and "Evidence in Action Days" delivered by Corwin to continue to develop IL skills with Head Teachers that were aligned with Visible Learning.</p> <p>In addition to "The Evidence in Action Days" delivered by Corwin a THS Instructional Leadership Coaching Strategy was developed. There were 3 areas of focus plus 2 workshops that informed the Professional Development Plan for Head Teachers. The PL sessions were run on a one to one basis in line with COVID-19 restrictions and the workshop as a COVID safe group.</p> <p>FOCUS SESSIONS</p>	<p>Instructional Leader</p> <p>Teacher mentor</p> <p>Senior Executive</p> <p>PL and Catering - \$5500</p>

## Progress towards achieving improvement measures

- Instructional Leadership -
- Classroom Observation Process
- Developing Visible Learners (delivered online by Corwin)

**WORKSHOPS**

- Promoting and supporting teachers in their knowledge and application of the Australian Professional standards for teachers and Building Collegial Teams demonstrating ethical leadership
- Unpacking what the Proficient Teacher Standards look like in the classroom.

It is envisaged that the development of Instructional Leadership skills within the Executive staff will enhanced pupil learning - Executive staff lead as 'Change Agents' who take responsibility for enhancing all student learning. This will be evidenced through leading faculties in the thorough application of visible learning within courses under their supervision.

During this year the Classroom Observation Process has become accepted practice with Learning Walks and instructional rounds, formal and informal Head Teacher Observations and Peer Observations. This has assisted in developing collegiality, aligned teaching and learning practices within the school and provided data to inform planning.

There is evidence of high quality executive monitoring, supervision and professional learning in each faculty focused on improved curriculum delivery, capabilities, assessment and student learning progress in each subject.

### 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>The 2020 school year has proved to be a challenging year in which to move forward with the significant professional learning that was planned to support the ongoing implementation of Visible Learning. In 2019, Tamworth High School established an arrangement with Corwin to deliver the Visible Learning Plus program to run over several years in order to build capacity amongst classroom teachers and further develop the Instructional Leadership skills of Head Teachers.</p> <p>Two major professional learning programs were identified in addition to the Evidence into Action process that the Executive use to evaluate and plan the implementation process:</p> <ul style="list-style-type: none"> <li>• Building and Developing Visible Learners</li> <li>• Creating Effective Assessments for Teaching and Learning using the SOLO Taxonomy</li> </ul> <p>These two professional learning programs</p> <p>In addition, the THS Walkthrough Observation process was to be expanded to include additional criteria and two planned observations phases for the year.</p> <ul style="list-style-type: none"> <li>• Developing Visible Learners - Online</li> <li>• Making Learning Visible - Online</li> </ul> <p>By various observable measures, students regularly demonstrate:</p> <ul style="list-style-type: none"> <li>• need to know what they are learning</li> <li>• knowledge of what is required in the task to make them successful</li> <li>• willingness to embrace learning challenges by developing a Growth Mindset</li> </ul> <p>In addition, students can:</p> <ul style="list-style-type: none"> <li>• articulate what they are learning</li> <li>• explain the next steps in their learning</li> <li>• set personal learning goals</li> </ul>	<p>Instructional Leader</p> <p>Teacher mentor</p> <p>Senior Executive</p> <p>Professional Learning (Corwin)</p>



## Progress towards achieving improvement measures

- see errors as opportunities for further learning
- work through learning obstructions
- regularly seek feedback

## 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)
In 2020 the specifics of Assessment for Learning professional learning and implementation was superseded by whole school professional learning with Corwin Visible Learning Plus in strategic direction one. As such these two aspects of the school plan are combined at this point and not separate processes.	Professional development Corwin - \$50,000  Staff meetings  Dylan Wilims research

##### 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>Implementation of the framework was smooth, however, due to COVID-19 a new structure for delivery and point of reference needed to be developed. Resources using google docs as a platform, allowed for a consistent approach and ease of feedback. ALARM is still in the embedding stage, meaning that faculties across the school are using the scaffold to help direct learning, however, it is not fully implemented with the school culture. It is obvious from discussions with different faculties the impact that our approach has had on student engagement and understanding of what we are trying to teach.</p> <p>Assessment tasks have also included ALARM in HSIE, PD/H/PE and ENGLISH across the 3 stages in high school.</p>	<p>ALARM scaffolding documents - \$3500</p> <p>Staff training - \$500</p>

### 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>Questions: What has been the impact of Formative Assessment on the improvement of the identified growth areas?</p> <p>Data source: NAPLAN &amp; HSC Data</p> <p>Analysis: This process was halted in 2018 and was not recommenced due to staff leaders leaving the school.</p> <p>Implications: Whilst QTF is a valuable strategy of observing teaching practice there are other elements of this school plan that required greater focus as they had a higher impact effect size. The school focused on Visible Learning mindset change as a holistic strategy.</p>	<p>N/A</p>

## 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)
2020 will see the full implementation of all facets of the Behaviour Support Program and we will enter a cycle of review, to establish the impact of these changes.	Student Behaviour Support processes Sentral data

##### 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)
<b>Sport Development</b> <b>High Potential Class</b>  In 2020 there was a 140% increase in the number of students seeking enrolment in the Year 74C. Only 2 students chose not to re apply for the Year 8 program, but an additional 9 students made application to join this class.	

## Progress towards achieving improvement measures

The introduction of the Departmental HPaT policy allowed for a timely review of our program at the end of 2019. This provided for the inclusion of a cross KLA research based project for the Year 8 program incorporated into the Literacy and Numeracy Support lessons already in place.

COVID-19 has had an impact on our capacity to conduct a meaningful review of student performance at the conclusion of Semester One. Although this was not possible, the infrastructure remains for this to occur in 2021.

**ICT**

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal Education Officer - \$68575</p> <p>Girls Academy - \$100000</p> <p>Aboriginal Student Mentor - \$64030</p> <p>Aboriginal SLSOs - \$90900</p> <p>Quicksmart Aboriginal Student Supplement - \$50000</p>	<p><b>Aboriginal Education Team</b></p> <p>Late 2019 we Implemented Faculty/Team Meetings linking Girls Academy with the rest of the Aboriginal Education Team. The goals of the meetings were to facilitate the Team working and being recognised as a faculty within the school; timetabling and planning aiding of students; discussing students' needs and referring to other resources including the Wellbeing Team.</p> <p>We implemented notification and referral systems on Sentral for students to the Aboriginal Education Team Meetings which has improved the communication across the school in regard to aboriginal students.</p> <p>In 2020 we have consolidated this process. Prior to COVID we were looking to invite community and department members to these meetings. Our plan is to involve these groups in our meetings 2021 when appropriate.</p> <p><b>Teacher Mentor Position</b></p> <p>For 2020 Tamworth High School upgraded the teacher mentor position to 4 days per week with the focus on stage 5 and stage 6 continued to provide support to Aboriginal students' personal learning on an individual basis.</p> <p>Karen Porter's role as Teacher mentor of Aboriginal Students, was increased from 3 to 4 days per week.</p> <p>Teachers and SLSO's undertook Professional Learning from English Faculty in regard to how best assist students with Literacy and English assessments.</p> <p><b>The Girls Academy Program</b></p> <p>The Girls Academy has continued to develop and empower Aboriginal girls through leadership, mentoring, sport and extra-curricular programs.</p> <p>A third staff member was recruited in Term 1, 2020 and the three positions have been ongoing since that time.</p> <p>80 girls cycle through the Academy at any one time. We have raised the possibility and intention to increase the number of placements in Girls Academy to 100.</p> <p><b>Cultural Awareness Group (CAG)</b></p> <p>Designed to engage Aboriginal Boys in in learning through building knowledge of culture, pastoral care and learning support.</p> <p>Strategies include:</p>



<p><b>Aboriginal background loading</b></p>	<p>Aboriginal Education Officer - \$68575</p> <p>Girls Academy - \$100000</p> <p>Aboriginal Student Mentor - \$64030</p> <p>Aboriginal SLSOs - \$90900</p> <p>Quicksmart Aboriginal Student Supplement - \$50000</p>	<ul style="list-style-type: none"> <li>• Students sign a statement of intent which outlines academic, attendance and social goals</li> <li>• Specific <b>Roll Call/ Prep</b> class in order to facilitate a successful day, including welfare and assessment/academic updates check-ins</li> <li>• <b>Period 4 Daily</b> -Students meet as per the timetable attached in the Buudhaabaa room to engage in activities led by Paul Gordon. Activities include assessment assistance, cultural lore, traditional dances and activities such as art; music and artisan work.</li> </ul> <p>SLSO Paul Gordon relinquished his position beginning of term 2 2020 which led to the employment of Michael Orcher. Michael brought a different skill set and 'fresh eyes' to the program. This led to a number of refinements of the CAG program.</p> <p>Refinements have included</p> <ul style="list-style-type: none"> <li>• Using working title '<b>CAG</b>' as primary nom de plume</li> <li>• Including <b>teacher led activities</b> including language and art lessons</li> <li>• <b>Splitting cohort</b> to in order to maximise outcomes for students.</li> <li>• Year 7 with 9</li> <li>• Year 8 with 10</li> <li>• Both groups alternate days which means 3 lessons week 1 and 2 lessons week</li> </ul> <p>Students have reported that the refinements have improved the program and that they find it an engaging and worthwhile experience.</p> <p>Future considerations include</p> <ul style="list-style-type: none"> <li>• revisiting the nomenclature of the program and</li> <li>• expanding the program to include girls that aren't involved in Girls Academy</li> </ul> <p>.</p> <p><b>iTrack</b></p> <p>Students 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>10 students were involved in the program in 2020. The program is run in conjunction with The Smith Family. The students who participate in the program are involved with and/or receive supports/scholarships from The Smith Family.</p> <p>Students involved are generally from years 9 and 10.</p> <p>During COVID the program was set up to run online however, the easing of restrictions meant the program was able to take place and utilise the online resources in the THS library.</p> <p>The students receive certificates of participation.</p>
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<p><b>Aboriginal background loading</b></p>	<p>Aboriginal Education Officer - \$68575</p> <p>Girls Academy - \$100000</p> <p>Aboriginal Student Mentor - \$64030</p> <p>Aboriginal SLSOs - \$90900</p> <p>Quicksmart Aboriginal Student Supplement - \$50000</p>	<p><b>Digital Inspirations Program</b></p> <p>Students participated in an Online program where Employers of major companies directly engaged with young people to explore career opportunities, connect education and employment and develop employability skills. Three Year 9 and 10 Students were involved in the program and engaged in three virtual career learning sessions including; hands on experiences, career conversations and tours of the workplace.</p> <p><b>JT 'Self Belief' Program</b></p> <p>This wellbeing program was based around the resource "Jonothan Thurston Self belief Program". The aim of the program was to target a group of disengaged girls who were not contracted to 'Girls Academy'. The program aimed to build self awareness and self confidence to participate and engage in learning and the school community. 8 Girls from year 8 / 9 participated. Student surveys will inform as to whether the program will take place in 2021.</p> <p><b>The Aboriginal Dance Group</b></p> <p>The Aboriginal Dance Group participated in intensive workshops with the Gomeroi Dance Academy. Dance program was delivered by Paul Gordon regularly each week.</p> <p><b>Update:</b></p> <ul style="list-style-type: none"> <li>• Due to PJ Gordon leaving THS dance group is planned to reform term 3</li> <li>• Options</li> <li>• Gomeroi dance company with the CAG boys or separate group - increased cost</li> <li>• Employ Karwin Knox to teach traditional and contemporary Aboriginal Dance to a separate group involving boys and girls - cost involved</li> </ul> <p>The Dance Group participated in intensive workshops with the Gomeroi Dance Academy. Dance program is now delivered by Paul Gordon regularly each week.</p> <p><b>Update:</b></p> <ul style="list-style-type: none"> <li>• Due to PJ Gordon leaving THS dance group was planned to reform term 3 but COVID restrictions had not sufficiently eased for this to take place.</li> <li>• We are currently looking to 2021 and to online options if restrictions do not ease.</li> </ul> <p><b>Brospeak</b></p> <p>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 <i>yarnup</i> format. Due to Covid restrictions no offsite tutors are currently allowed onto the premises. Program is shelved but team is investigating online tutorial options for dance for 2021 if restrictions do not ease.</p>
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<p><b>Aboriginal background loading</b></p>	<p>Aboriginal Education Officer - \$68575</p> <p>Girls Academy - \$100000</p> <p>Aboriginal Student Mentor - \$64030</p> <p>Aboriginal SLSOs - \$90900</p> <p>Quicksmart Aboriginal Student Supplement - \$50000</p>	<p><b>Personalised Learning Plan</b></p> <p>Working towards every Aboriginal student at Tamworth High School having a Personalised Learning Pathway.</p> <ul style="list-style-type: none"> <li>• Personalised Learning Pathways (PLP's) assist Aboriginal students at THS to identify, organise and apply personal approaches to learning and cultural engagement</li> <li>• Database developed allowing for digitisation of PLP data</li> <li>• Relevant information to be accessed by general teaching staff and executive</li> <li>• Working document to be used in planning and day to day activities within Aboriginal education Team</li> </ul> <p><b>Update: Late term 3</b></p> <p>Due to Covid restrictions no offsite tutors are currently allowed onto the premises. Program is shelved but team is investigating online tutorial options for dance</p> <p>SLSO Shaun Gudgeon employed full time to Aboriginal Education team. Roles include assisting students in class; engagement; and assisting with CAG group COVID19 restrictions mean that the way NAIDOC is celebrated needs to be revised and adapted in order to both achieve its goals and meet health requirements:</p> <p><b>Forge Wellbeing tracking system</b></p> <p>designed by an NRL club to track wellbeing of players within the wellbeing domains:</p> <ul style="list-style-type: none"> <li>• Feeling good/positive emotions</li> <li>• Life purpose/meaning</li> <li>• Optimism/ hope</li> <li>• Unity/Positive relationships</li> <li>• Reaching goals &amp; sense of achievement</li> <li>• Immersion/ Engagement</li> <li>• Self-Esteem</li> <li>• Helping others/ Social contribution</li> </ul> <p>Students will complete a short survey every 3 weeks and data will be used to implement appropriate programs/interventions and supports to facilitate well-being and engagement with students. .</p> <p><b>NAIDOC Celebration</b></p> <p>Due to COVID the date of and structure of NAIDOC celebrations were decided upon late 2020. In order to comply with the COVID restrictions and the recommendations of the NAIDOC and stakeholders. A number of events took place at THS. The school community were invited to be on a NAIDOC committee to plan the celebrations.</p> <p>The final structure of NAIDOC were a series of activities each day from 9-13th of November. There was a virtual opening during prep on Monday; Rainbow Serpent chalk drawing activities Tuesday; OZ tag Wednesday; celebratory march (in groups)</p>
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<p><b>Aboriginal background loading</b></p>	<p>Aboriginal Education Officer - \$68575</p> <p>Girls Academy - \$100000</p> <p>Aboriginal Student Mentor - \$64030</p> <p>Aboriginal SLSOs - \$90900</p> <p>Quicksmart Aboriginal Student Supplement - \$50000</p>	<p>followed by a whole school sausage sizzle Thursday; basketball shoot out competition Friday.</p> <p>Students and teachers reported that the week was a success- particularly given the current circumstances surrounding COVID.</p> <p><b>Year 6 into 7 Transition</b></p> <p>THS executive and the Aboriginal Education Team recognised the need for specific transition for Aboriginal students into high school. The aim was to familiarise students with the supports/services and programs available to Aboriginal students at THS. The program involved 4 stages:</p> <p><b>Stage 1 Week 3 Our team visit partner schools</b></p> <p><b>Goal: Introductions and Rapport building</b></p> <ul style="list-style-type: none"> <li>• Get to know kids</li> <li>• Team members visit schools and join in with students</li> </ul> <p><b>Stage 2 Week 4 Our team lead activities at partner school</b></p> <p><b>Goal: Rapport building</b></p> <ul style="list-style-type: none"> <li>• Low key Games and sports such as handball,</li> <li>• Reinforce rapport</li> </ul> <p><b>Stage 3 Week 6 Parent visit - THS (or Covid location) Goal: Relationship building</b></p> <p>Parents will then know where their kids are going week 8.</p> <p><b>Stage 4 Week 8 Students visit THS week 8 Goal: Cultural Orientation</b></p> <p>Cultural activities</p> <p>Yarning circle should be finished</p> <p><b>Learning and Engagement Centre</b></p> <p>As part of the Premier's Priorities, THS received funding to set up a Learning and Engagement Centre. The key aim of this centre is for current Year 9 Aboriginal students to achieve a better than 50 percent attainment of the HSC in 2023.</p> <p>This funding and program involved a Head Teacher- Learning and Engagement; 0.4 LaST; full time identified SLSO; and a tutorial space. The Head Teacher will also undertake supervision of the Aboriginal Education Team.</p> <p>Anthony Walmsley was successful in gaining the Head Teacher position, Michael Vereyken has undertaken the 0.4 LaST position and the SLSO recruitment process is due to be complete by the 16th December. A tutorial space has been identified as has a new staff room for the Aboriginal Education Team.</p>
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<b>Aboriginal background loading</b>	<p>Aboriginal Education Officer - \$68575</p> <p>Girls Academy - \$100000</p> <p>Aboriginal Student Mentor - \$64030</p> <p>Aboriginal SLSOs - \$90900</p> <p>Quicksmart Aboriginal Student Supplement - \$50000</p>	<p>Technological and physical resources have been ordered to fit out the staff room and tutorial centre and will be online for day 1 Term1 2021.</p> <p><b>Yarning Circle</b></p> <p>THS has identified the need a yarning circle to facilitate traditional learning methods for Aboriginal Students and to promote Aboriginal Culture at THS.</p> <p>The yarning circle is due to be completed for day 1 term1 2021.</p>
<b>English language proficiency</b>	<p>0.2 EALD teacher</p>	<p>Continuing from 2019, Tamworth High School had students enrolling as EALD. As a result, funding was allocated to support these students using 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. The roles of this teacher included: supporting 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. They also facilitate the use of translation tools (Google translate) to move from home language to 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>
<b>Low level adjustment for disability</b>	<p>2.0 FTE Staff (permanent LaSTs) - \$284,398</p> <p>0.6 casual staff top up</p> <p>Quicksmart Literacy 20 FTE SLSO - \$130,461</p>	<p>This is a continuation from the 2019 programs of strengthening the Wellbeing staff in their support of OOHc students, management of HCP, BMP and RA and also develop holistic wellbeing strategies to support all students.</p> <p>The continued QuickSmart program supports student engagement in those literacy and numeracy 'facts' that students are expected to know at a secondary school level. This has been shown to be effective in past NAPLAN data and in 2020 the Year 9 Check-In assessment. The NAPLAN data cannot be reviewed in 2020 as there was a suspension of this schedule due to COVID-19 pandemic.</p>
<b>Socio-economic background</b>	<p>0.4 FTE top up LaST to complete 0.6 in Low Level Adjustment - \$42,686</p> <p>1.0 FTE Student Support Officer - \$68,603</p> <p>0.6 FTE Teacher Mentor - \$59,942.43</p> <p>1.0 Community Liaison Officer - \$75,877</p> <p>1.0 Business Manager - \$107,584</p>	<p>Throughout 2020 there has been use of the SEB funding to support holistic school projects. The large focus of the use of this funding has been the appointment of a Student Support Officer (SSO) and increasing the level of allocation for LaSTs to ensure that 3.0 FTE LaSTs are utilised to support students. LaSTs support Out of Home Care (OOHC) students and also works with all students with Health Care Plan (HCP), Behaviour Management Plans (BMP) and Risk Assessments (RA).</p> <p>The SSO works strongly with students to develop their resilience strategies and provide</p>

<b>Socio-economic background</b>	<p>Student Elective Fees supplementation - \$59,653</p> <p>Study Support Programs - \$77,769</p> <p>Classroom Management Strategies - \$197,134</p> <p>Targeted Curriculum - \$145,320</p>	<p>extra support to students who are experiencing difficulties. The SSO also organises events in collaboration with the Community Liaison Officer (CLO) to develop student awareness of various issues throughout the school (anti-bullying, RUOK day etc).</p> <p>The utilisation of the Business Manager has allowed for coordination of whole school projects that would have usually fallen under the banner of the Principal or Deputy Principal. This has allowed for these Senior Executive members to focus their time on instructional leadership or other vital elements of school leadership and student/teacher support. The Business Manager has also ensured that projects are completed thoroughly and in a timely manner.</p> <p>To further support senior students in their development towards HSC attainment there has been an establishment of supervised study within the senior timetable. This has allowed for specific rooming of students to areas where they can work on their assessments with the supervision and guidance from teaching staff.</p>
<b>Support for beginning teachers</b>	<p>0.4 FTE - \$41,000</p>	<p>Despite the many challenges of 2020 THS has maintained their strong commitment to delivering the Beginning Teacher program with minimal disruptions. The program was supported by the change of delivering sessions from face to face to an online platform via Teams which proved to be very effective tool during the COVID-19 restrictions.</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. 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>THS employed Mrs. A. Genca-Riolo as Teacher Mentor (0.6 - days per week) to facilitate the Beginning Teacher Program in 2020 and to assist Beginning Teachers in using APST in their everyday practice in order to create a suitable environment for teaching and learning. The revised teacher induction and support program consists of a 2 year structured professional development program providing 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,</p>



<p><b>Support for beginning teachers</b></p>	<p>0.4 FTE - \$41,000</p>	<p>information is provided regarding school, Department and NESA policies and processes in relation to curriculum, student wellbeing and day to day school processes.</p> <p>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. During COVID-19 this year this had proved to be difficult at times with the lack of casual staff available, despite this we have managed to allocate all Beginning Teachers with their allocated time allowance in the second half of the year.</p> <p>Accreditation at proficient teacher at THS is a process of 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.</p> <p>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 2020 Tamworth High Schools beginning teacher's program was able to support 11 first and second year beginning teachers and mentors. The program has provided significant support and allowed for an encouraging environment drawing on collaborative practices.</p> <p>An evaluation of the Induction Program for 2020 indicated that one area needed further development- Behaviour management strategies. One area not required - Literacy across the KLAs and one area to be included in 2021 program related to more sessions focusing on teacher accreditation, evidence and annotations. Most of the needs of our beginning teachers were met by the program supporting them in their everyday practice.</p>
<p><b>Literacy Strategy</b></p>	<p>0.7 FTE literacy and numeracy teacher</p>	<p>In 2020 there was the establishment of dedicated literacy and numeracy teacher (0.7 FTE) to work with Year 8-10 classes to develop their literacy and numeracy skills. This has been effective at delivering specialised literacy and numeracy instruction to students. Through this staff have also engaged with SCOUT data to understand the learning needs of students in their classrooms. Whilst this hasn't been a consistent application of this training this is a developing area. There was intention to review the 2020 NAPLAN data to review the literacy and numeracy strategy but this was unable to happen due to the suspension of</p>

<b>Literacy Strategy</b>	0.7 FTE literacy and numeracy teacher	<p>the 2020 NAPLAN testing schedule due to COVID-19.</p> <p>2020 also saw the establishment of targeted literacy skill building activities in PREP two mornings per week. This took the form of literacy skills based activities and also providing students 20 minutes of supported reading time as this has been an area of concern identified by staff and students. This has seen an improvement in student understanding of the need for strong literacy skills and has also highlighted for staff the need for continued embedding of literacy in all subjects.</p>
<b>Numeracy Strategy</b>	0.7 FTE literacy and numeracy teacher	<p>In 2020 there was the establishment of dedicated literacy and numeracy teacher (0.7 FTE) to work with Year 8-10 classes to develop their literacy and numeracy skills. This has been effective at delivering specialised literacy and numeracy instruction to students. Through this staff have also engaged with SCOUT data to understand the learning needs of students in their classrooms. Whilst this hasn't been a consistent application of this training this is a developing area. There was intention to review the 2020 NAPLAN data to review the literacy and numeracy strategy but this was unable to happen due to the suspension of the 2020 NAPLAN testing schedule due to COVID-19.</p> <p>2020 has seen the implementation of a PREP numeracy program to support numeracy skills. This has been utilising the "numeracy ninja" program for all students to do quick numeracy skills two mornings a week, with student achievement data recorded by staff. This has shown significant improvement across the school, particularly in Stage 4 classes. This process will continue into 2021 to further support students in their engagement in their numeracy skills.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	310	321	321	314
Girls	341	344	346	368

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	89.8	84.4	87.4	86.3
8	86.3	84.6	80.3	87.2
9	83.5	79.6	78.8	79.1
10	76.6	79.3	75.2	80.8
11	88.6	71.8	76.8	75.8
12	86.1	88	81.2	88.9
All Years	85	81.3	80	82.9
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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	N/A	0	21
Employment	1	13	7
TAFE entry	1	7	3
University Entry	N/A	N/A	17
Other	10	3	4
Unknown	5	24	47

## Year 12 students undertaking vocational or trade training

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30.67% of Year 12 students at Tamworth High School undertook vocational education and training in 2020.

## Year 12 students attaining HSC or equivalent vocational education qualification

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87.9% of all Year 12 students at Tamworth High School expected to complete Year 12 in 2020 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
Assistant Principal(s)	1
Head Teacher(s)	9
Classroom Teacher(s)	47.74
Learning and Support Teacher(s)	2.6
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	17.28
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,342,274
<b>Revenue</b>	12,438,736
Appropriation	12,184,735
Sale of Goods and Services	165,957
Grants and contributions	84,624
Investment income	1,341
Other revenue	2,079
<b>Expenses</b>	-12,557,411
Employee related	-10,729,850
Operating expenses	-1,827,562
<b>Surplus / deficit for the year</b>	-118,675
<b>Closing Balance</b>	1,223,599

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	238,124
<b>Equity Total</b>	1,823,213
Equity - Aboriginal	398,694
Equity - Socio-economic	982,159
Equity - Language	27,501
Equity - Disability	414,859
<b>Base Total</b>	8,801,342
Base - Per Capita	171,744
Base - Location	3,313
Base - Other	8,626,286
<b>Other Total</b>	846,013
<b>Grand Total</b>	11,708,692

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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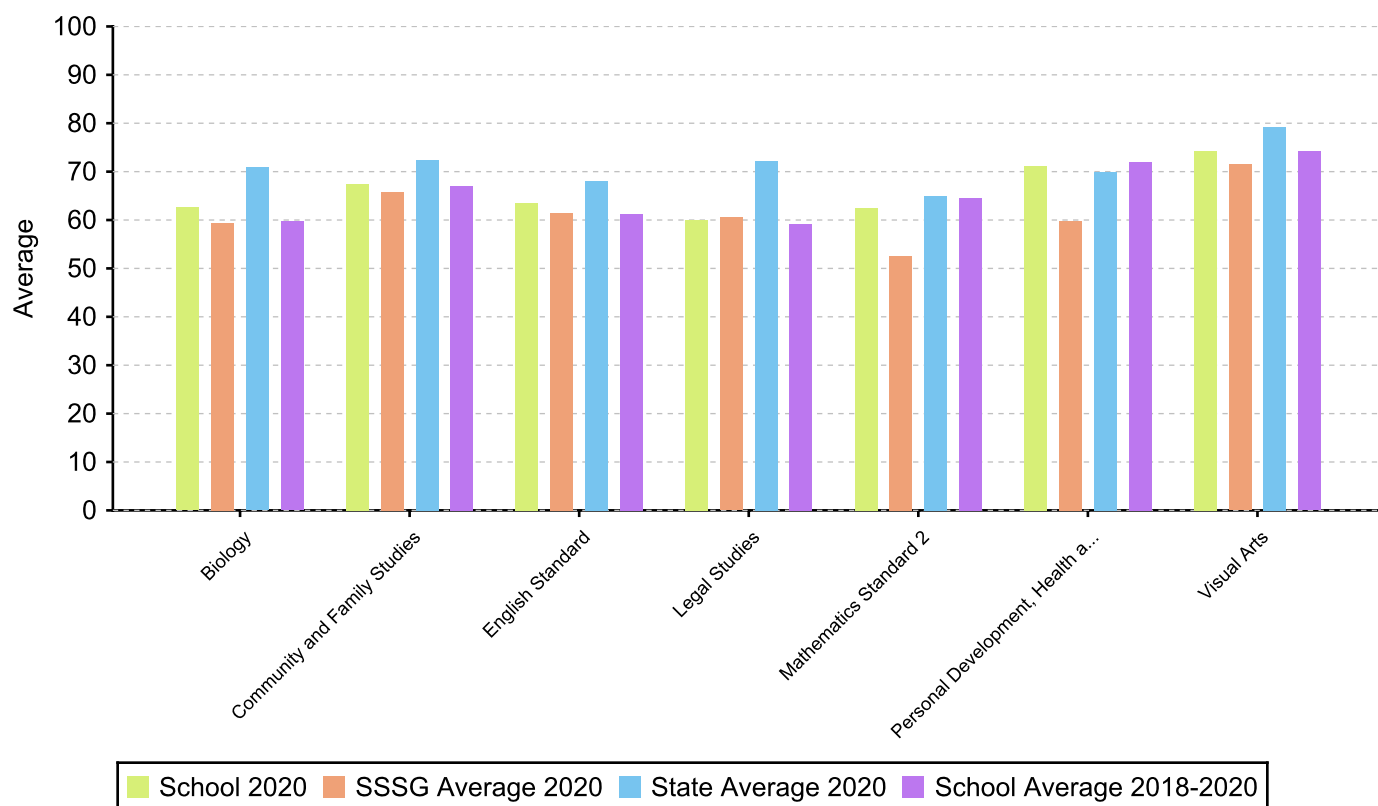
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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 2020	SSSG	State	School Average 2018-2020
Biology	62.6	59.3	70.8	59.7
Community and Family Studies	67.5	65.7	72.4	67.0
English Standard	63.5	61.4	68.1	61.3
Legal Studies	60.0	60.5	72.1	59.2
Mathematics Standard 2	62.5	52.6	64.9	64.5
Personal Development, Health and Physical Education	71.1	59.8	69.9	72.0
Visual Arts	74.3	71.5	79.2	74.2

## Parent/caregiver, student, teacher satisfaction

Due to the COVID-19 pandemic the Tell Them From Me survey windows were not completed to maintain social distancing in schools. At the end of 2019 the SCOUT Schools Dashboard stated that the aggregate Wellbeing metric was 53.83%, below expected bounds. It is the intention of raising this aggregate Wellbeing metric to the agreed lower bound of 59.80% by the conclusion of 2021.

# Policy requirements

## Aboriginal Education Policy

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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

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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.

2020 although a challenging year has also brought chances for student to be educated about other races, particularly with the 'Black Lives Matter' movement. This has led to open discussion between our 2 ARCOs (Anti-Racism Contact Officer) and students within Tamworth High School. We actively implement the Anti-Racism Policy and as ARCOs provide mediation, procedural, educational and monitoring role.

## Multicultural Education Policy

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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.