Our school at a glance

Students
The school had a student population of over 1200 students by the end of 2010. Students participated in a wide range of subjects and many excelled in public examinations and performances.

Staff
The school had a significant number of staff with a wide range of experience in teaching. All teaching staff met the professional requirements for teaching in NSW public schools.

Messages

Principal’s message
2010 was a sad year for the school community with the passing of two admired teachers: Mr Keith Freeman and Mr Bruce McDonald. Both men were highly regarded in education circles as well as local community organisations and activities. Memorial tributes were organised in their honour.

As you read through the report you will be impressed with the variety of programs that occur in the school and not all that are offered are highlighted in this document. Being a large school there is opportunity for many elective courses and extra-curricular activities to be provided. An enthusiastic staff has put a large number of extra hours into ensuring the students are given as many opportunities as possible.

2011 will see the current strategic plan evaluated and a new three year plan developed. Community and student input will be sought in this process.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Peter Partridge

P & C message
2010 was a year of transition for the Parents and Citizens’ (P&C) at Tomaree High School. The year started with a handful of dedicated parents determined to support their children and the school community. It was decided that the main focus for the year would be to link the school with the wider community, promoting the importance of working together, supporting both students and staff and connecting with outside businesses and agencies.

During the year the parent attendance grew and many issues were raised, questions answered and action taken.

As a committee, we:-

- held a trivia night at the Nelson Bay Golf Club which was extremely successful; it was well attended by the outside community and generously supported financially;
- provided a parent representative for various teaching positions and review panels;
- supported the local community by providing a ‘Working Bee’ team to serve afternoon tea in the Multipurpose Centre for a concert group;
- financially supported various awards at end-of-year assemblies;
- supported parents’ requests where possible, for example, changing the date when school photographs are taken so we are more in line with the primary school and the dates don’t clash with other high school events;
- worked closely with the art department and produced an ‘Art ‘calendar displaying the wonderful pieces of art work created by the Year 12 students for their Higher School Certificate exam. The calendar was made available to purchase by our students, their family and friends plus the wider community. It was a great initiative to promote the work of talented and committed Year 12 students, and;
- provided a parent representative for the school finance committee and the school canteen committee.

In the second half of the year the school experienced great sadness with the passing of
two well-liked and respected teachers. The school community, including the P&C, pulled together supporting each other through this very challenging time.

As the year drew to a close the committee had grown considerably with many positive outcome from issues discussed. As a parent body we hope for future growth in numbers as we continue to support our children and take an active role in enhancing their educational experience whilst at Tomaree High School.

Mrs Carol Poley. President

Student representative’s message

In 2010/2011 the Tomaree High School Student Forum and the student body collaborated to support a range of charities and the local community. Some of the activities included, Daffodil Day, Crazy Hair day, Relay for Life, Jeans for Genes Day as well as fundraisers to assist in improving the school grounds.

Throughout the year the student forum battled with a major issue: vandalism in the school toilets by a minority group. We believe the steps the forum undertook successfully reduced the issues and we look forward to maintaining our efforts, in order to ensure that our initiative continue to improve in 2011.

Members of the student forum had the opportunity to be involved in many leadership development opportunities in 2010. The "Impact Leadership Conference" held in Newcastle was the most recent.

The recently graduated Year 12 of 2010 raised money throughout the year. The money was donated to Sarah Chippendale, an ex-student struggling with Multiple Sclerosis.

Overall, 2010 was an exceptional year for the student forum and the school captains of Tomaree High. There were many successful initiatives achieved and all students look forward to a fresh and even more successful year in 2011.

Ben Liddell and Stephanie White
Tomaree High School Captains 2010/2011

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>655</td>
<td>616</td>
<td>596</td>
<td>562</td>
<td>570</td>
</tr>
<tr>
<td>Female</td>
<td>577</td>
<td>595</td>
<td>578</td>
<td>588</td>
<td>605</td>
</tr>
</tbody>
</table>

School Enrolments

Retention to Year 12

<table>
<thead>
<tr>
<th></th>
<th>SC04-HSC06</th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>56.5</td>
<td>53.6</td>
<td>54.2</td>
<td>53.6</td>
<td>54.5</td>
</tr>
<tr>
<td>SEG</td>
<td>49.1</td>
<td>49.8</td>
<td>47.7</td>
<td>48.4</td>
<td>51.0</td>
</tr>
<tr>
<td>State</td>
<td>61.1</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
</tr>
</tbody>
</table>

Proportion Staying On (SC to HSC)
Student attendance profile

<table>
<thead>
<tr>
<th></th>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>7</td>
<td>90.5</td>
<td>91.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>86.8</td>
<td>89.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>86.1</td>
<td>87.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>84.7</td>
<td>84.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>83.6</td>
<td>83.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>85.0</td>
<td>85.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>85.9</td>
<td>84.4</td>
<td>86.3</td>
<td>87.3</td>
</tr>
</tbody>
</table>

| Region| 7    | 91.5 | 91.7 |      |      |
|       | 8    | 88.9 | 89.6 |      |      |
|       | 9    | 87.8 | 87.6 |      |      |
|       | 10   | 87.6 | 87.2 |      |      |
|       | 11   | 88.2 | 87.5 |      |      |
|       | 12   | 88.4 | 88.7 |      |      |
| Total |      | 89.0 | 88.9 | 88.7 | 88.7 |

| State | 7    | 92.3 | 92.6 |      |      |
|       | 8    | 90.0 | 90.5 |      |      |
|       | 9    | 88.8 | 89.1 |      |      |
|       | 10   | 88.7 | 88.3 |      |      |
|       | 11   | 89.4 | 89.1 |      |      |
|       | 12   | 89.4 | 89.8 |      |      |
| Total |      | 89.9 | 89.9 | 89.7 | 89.9 |

Management of non-attendance

The school endeavoured to work with students with attendance issues. Through internal resources that included family meetings with skilled staff and working with counsellors to the involvement of a home school liaison officer, efforts were made to have all students attend school on a regular basis.

Retention to Year 12

<table>
<thead>
<tr>
<th></th>
<th>SC04- HSC0</th>
<th>SC05- HSC0</th>
<th>SC06- HSC0</th>
<th>SC07- HSC0</th>
<th>SC08 - HSC1</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>56.5</td>
<td>53.6</td>
<td>54.2</td>
<td>53.6</td>
<td>54.5</td>
</tr>
<tr>
<td>SEG</td>
<td>49.1</td>
<td>49.8</td>
<td>47.7</td>
<td>48.4</td>
<td>51.0</td>
</tr>
<tr>
<td>State</td>
<td>61.1</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
</tr>
</tbody>
</table>

Post-school destinations

Forty one students applied for Early Tertiary Entrance and nearly all (39) were offered positions. Of the students surveyed, over half identified a tertiary education destination. Apprenticeships, traineeships and other work/study combinations were down on last year. This could be due to the effects of the Global Financial Crisis. The cohort of students surveyed indicates that no one chose unemployment. This is due to the rigorous efforts to create a positive work culture through programs and initiatives, like Real Futures Foundation.

Year 12 students undertaking vocational or trade training

Forty percent of Year 12 students undertook one or more courses in vocational or trade training. School-delivered vocational courses accounted for 30% of student enrolments; TAFE-delivered vocational courses accounted for the remaining 10% of enrolments. This included enrolments in construction, metals and engineering, hospitality, primary industries, retail, tourism and community services.

Year 12 students attaining HSC or equivalent vocational educational qualification

Sixty percent of students who enrolled in a school-delivered vocational education and training (VET) courses elected to complete the corresponding HSC VET examination, and hence obtained a dual accreditation for these courses. All School Vocational Education and Training (SVET) courses recorded an improvement on 2009 HSC examination results. Each 2010 SVET course achieved an average examination mark exceeding the state average for that respective course.

Staff information

In 2010 Tomaree High School had 76 full-time and 19 part-time teachers. The majority of these teachers had more than 15 years teaching experience. There were also a significant and growing number of teachers with less than 5 years teaching experience.

In addition, 12 full-time and 17 part-time support staff assisted students and staff. The school also
had a Special Religious Education (SRE) teacher, funded by local churches and a school padre.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td></td>
</tr>
<tr>
<td>Head Teachers</td>
<td>15</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>62.2</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td></td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.8</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>17.372</td>
</tr>
<tr>
<td>Total</td>
<td>103.372</td>
</tr>
</tbody>
</table>

Two percent of the school employees identified as Aboriginal.

**Teacher qualifications**

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>88</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>12</td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>975572.43</td>
</tr>
<tr>
<td>Global funds</td>
<td>698152.43</td>
</tr>
<tr>
<td>Tied funds</td>
<td>464588.50</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>354909.77</td>
</tr>
<tr>
<td>Interest</td>
<td>47650.25</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>81309.24</td>
</tr>
<tr>
<td>Canteen</td>
<td>325553.07</td>
</tr>
<tr>
<td>Total income</td>
<td>2947735.69</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>151477.79</td>
</tr>
<tr>
<td>Excursions</td>
<td>148802.12</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>101057.90</td>
</tr>
<tr>
<td>Library</td>
<td>11792.97</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5324.40</td>
</tr>
<tr>
<td>Tied funds</td>
<td>620951.66</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>210750.63</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>217489.17</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>252219.97</td>
</tr>
<tr>
<td>Utilities</td>
<td>134605.16</td>
</tr>
<tr>
<td>Maintenance</td>
<td>48566.44</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>50921.66</td>
</tr>
<tr>
<td>Capital programs</td>
<td>45000.00</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>1998959.87</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>948775.82</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2010**

**Achievements**

**CREATIVE AND PERFORMING ARTS**

The school provides a broad range of artistic pursuits including visual arts, visual design, ceramics, wet and digital photography, and video editing and film production, as well as performance activities such as dance, drama and music.
Student participation in Star Struck 2010, “The Original”, was again a highlight of the year for many students. Twenty dancers and sixteen drama students performed, with Shakaia Tickle, Abby Holloway and Hannah Roberts dancing in a featured item. Georgina Donnelly performed in the Signing Choir and Zane Butler performed on keyboard in the Star Struck Band. Approximately fifty students travelled to Newcastle to be in the audience and support our performers.

Students from year eleven and year 12 music attended a HSC workshop run by “Sound Sessions”, which was followed by a concert for students in year 7 & 8 on the concepts of music. Music students also travelled to Sydney to attend a live rock concert.

Students from years seven to twelve attended a percussion workshop and concert called “Drumbeat”.

Music students performed at school assemblies with outstanding performances from Claire Slattery, Emma Stothard, Cassidy Loane, Zane Butler, Yueqi Zhu, Amy Fredes and Elise Fairley.

The Tomaree High Concert Band was formed and performed at the school Formal Assembly.

Tomaree High School hosted a highly successful “Battle of The Bands”, with the winners “White Canvas Uppers”, performing at the school formal Assembly. Students also participated in a very popular, “Tomaree’s Got Talent” competition.

Year 9 dance students attended a performance by The Sydney Dance Company at the Civic Theatre, Newcastle. Students attended the “School Spectacular” performance at the entertainment centre in Sydney.

Year 7 & 8 Visual Art students had their Assemblage sculptures exhibited in the Waste as Art Competition and again at the Port Stephens Council Chambers.

Senior Photography students exhibited their photographic body of work at the year 12 presentation assembly.

Student’s in the Year 7 Creative and Performing Arts Class (CAPA), attended Star Struck, Art Express, participated in a series of circus workshops and created and presented their own showcase featuring the music of the “Beatles”. This was performed to an audience consisting of students and invited parents and guests. Students also performed at various assemblies.

During Term One students in the Year 8 CAPA presented a showcase performance to fellow year 7 CAPA students. In Term 2 students in Year Eight CAPA created and presented their show “Flashback” to their parents and peers, and at the end of Semester two they made puppets in art classes and performed a puppet show for their peers and selected guests.

Teegan Pack’s Body of Work from the 2009 Higher School Certificate was selected to exhibit at Lake Macquarie Art Gallery’s, “Class of 2009” exhibition.

Tamara Turner and Elizabeth Woods of Year 12 had their artworks from this year’s Higher School Certificate nominated for pre-selection for the Art Express Exhibition.

The hard working Mrs Knaggs prepared costumes for students at Star Struck.
Senior students travelled to Sydney to observe the Art Express Exhibition at the Art Gallery of NSW and an exhibition at the Museum of Contemporary Art. Students also visited the Brett Whitely studio in Surrey Hills. Junior Visual Art students attended the Art Express exhibition at the Newcastle Regional Art Gallery.

In Term 3 Year 12 music and drama students presented items while Year 12 visual arts students exhibited their final Body of Work at the Music, Art and Drama (MAD) evening.

Year 10 Drama students gave live performances of “Living with Lady Macbeth”, to a variety of students across the school.

Drama students attended “On Stage”, “Blackrock”, “In the Shape of a Girl”, and “The Laramie Project.

The Hunter Drama festival held at the Black Box Theatre Newcastle was attended by Ella Burchmore, Imogen Ewing, Emily Fitzsimmons, Elizabeth Haynes, Ebony McKewan, Abbey Fox, Sara Nicholas, Tori Bennett and Eliza Smyth. Imogen, Ella and Emily successfully made it to the Hunter and State rounds of the Drama Festival, performing at the Seymour Centre in Sydney.

**Sport**

The year 2010 proved yet again that Tomaree High is the major force in the Port Stephens Zone and well able to provide talented individuals in Hunter teams.

The three major carnivals were well attended. From these we had many students represent the school at Zone and Regional carnivals but did not have as many individuals go through to combined high school carnivals (CHS).

In swimming, Tomaree High again dominated the Port Stephens Zone Championships where the following students were Zone Age Champions: Georgia Woodley (12 yr Girls); Jack Bellingham (12 yr Boys); Emma Cram (13 yr Girls); Jack Hawkins (13yr Boys); Morgan Woodley (14yr Boys); Lauren Funnell (15yr Girls); Bryce Woodley (16yr Boys) and Dean Elliott (17 yr Boys).

Tomaree HS was Zone Champion School 260 points from Dungog HS 150 pts.

The Hunter Regional carnival followed with many Tomaree High students competing in individual events and 14 relay events. Dean Elliott made it through to CHS in the 17 yr boys 200m Individual Medley and 50m F/S as did the 16yr Boys 4 x 50m Relay – Bryce Woodley, Morgan Woodley, Jordan Black and Ethan Arndell- and the 12 yr Boys 4 x 50m Relay – Christian Murchie, Jack Bellingham, Jacob Ferguson and David Arnfield. We gained no placing in any event.

In Cross Country, Tomaree dominated the Port Stephens Zone championships with the following declared Zone Age Champions: Bryan MacNaughton (12yr Boys); Georgia Woodley (12yr Girls); Emma Cram (13yr Girls); Mitchell Wilton (14yr Boys); Samantha Moore (14yr Girls); Liam Dawson (15yr Boys); Emmalee Harris (15yr Girls); Bryce Woodley (16 yr Boys) and Jessica Lyons (17yr Girls). Tomaree were again the outstanding school of the Port Stephens Zone. Along with placing, a huge contingent of Tomaree students went to the Hunter Regional Cross Country titles.

At the Hunter Regional Cross Country trials, Morgan Woodley placed 2nd in the 14 yr Boys event with Mitchell Wilton 7th; Emma Cram was 3rd in the 13yr Girls event; Liam Dawson won the 15 yr Boys race whilst Emmalee Harris was 2nd in the 15yr Girls event; Bryce Woodley came 6th in the 16 yr Boys race and Jessica Lyons placed 2nd in
the 16 yr Girls event. All of these students went on to the CHS Cross Country titles where they achieved the following placing: Jessica Lyons 15th; Bryce Woodley 10th; Emmalee Harris 31st; Liam Dawson 15th; Samantha Moore 14th; Morgan Woodley 31st; Mitchell Wilton 55th; and Emma Cram 19th. This is an outstanding result for all runners. Jessica, Emma and Bryce all received medallions as members of Hunter teams that placed in the first three at State CHS.

In Athletics, Tomaree again performed well but they were not as dominant as they had been in the swimming and cross country. We had only three age champions – Rachel Baillache in the 17yr Girls; Liam Dawson in the 15 yr Boys and Samantha Moore in the 14 yr Girls. Some 80 students represented the school and Zone at the Regional Championships. Only 5 of our athletes made it through to CHS Athletics – Jemma Astley in the 12 – 14yr Girls Javelin; Jessica Linz in the 16 yr Girls 100m Hurdles; Jessica Lyons in the 16 yr Girls 1500m; Samantha Moore in the 14 yr Girls 800m and Morgan Woodley in the 14 yr Boys 300m and 1500m. This small but elite group performed admirably with Jemma Astley placed 7th in the Javelin final; Samantha Moore 5th in her 800m final; Jessica Lyons 7th in her1500m final and Jessica Linz 10th fastest in her hurdles event. Morgan was unfortunately ill and unable to compete.

Mitchell George won a CHS gold medallion for his efforts as part of the Hunter Tennis team that convincingly won the CHS titles losing only 6 sets out of 72 played – a fantastic effort.

Six of our talented horse riders competed at the Scone School Horse Sports trials. They competed in Dressage, Sporting, Hacking, Show Jumping. Danielle Blanch was the 15yr Champion; Melissa Blanch won her Rider class and placed in 5 events; Tammy Blanch placed in 3 events; and Claire Jones won her Show Jumping division.

Morgan Woodley, Bryce Woodley and Ethan Arndell competed in the CHS Triathlon Championships at Penrith. Morgan placed 4th in his division and went on the Australian Triathlon Championships in Adelaide where he placed 11th in the final of his event.

As a school we competed in 23 team sports in CHS knockouts with our best results coming from the 14 yr AFL who won the Region and progresses to the CHS finals; 15 yr SFL who were runner up in the Hunter Region and 18 yrs who made the semi-finals. The 15 yr Girls Soccer were defeated in the Regional final.

In surfing, a small but talented group did themselves and the school proud. We had 3 teams of boys compete in Surfest 2010 and then our team of Kurtis Herman, Toby Maguire and Ryan Parker won a place representing Hunter at the CHS titles in Ballina.

In golf, Tim Courts and Nick Matwijow played in the Hunter Championships with Tim winning his division on handicap with a great 64 net.

Our Girls Year 7 – 8 Touch teams were second in the Maitland area and went to the State Touch Association finals at Penrith. They placed 2nd in their pool but finished 9th overall.

We had the following students represent Hunter Region throughout the year.

Water Polo - Reshaye Hollier

Swimming - Morgan Woodley, Bryce Woodley, Dean Elliott, Ethan Arndell, Jordan Black, David Arnfield, Christian Murchie, Jack Bellingham, Jacob Ferguson
Cross Country - Bryce Woodley, Morgan Woodley, Jessica Lyons, Emmalee Harris, Emma Cram, Liam Dawson, Mitchell Wilton, Jessica Lyons.

Athletics – Jessica Lyons, Jessica Linz, Morgan Woodley, Jemma Astley, Samantha Moore

Tennis – Mitchell George

Surfing – Kurtis Herman, Toby Maguire, Ryan Parker

Students at the school were offered a broad range of sport choices for the Yr 9 and 10 traditional sport afternoon. Each term, students chosen from: Austag, Fishing, Games, Rock Climbing, Gym – Weights and Body Jam, Skateboarding, Beach Games, Surfing, Golf, Lawn Bowls, Table Tennis, Ten Pin Bowling, Yoga and Pilates, Hiking, Swimming, Water Polo and Rural Fire Service Training.

Other

Extension and enrichment

- Nathan Barnes and Ben Liddell competed in the Lions Youth of the Year Competition, with Ben winning the local section and advancing.

- Ninety one students competed in the Westpac Mathematics Competition, gaining 1 distinction and 22 credits.

- Thirteen Years 9 and 10 students began the Duke of Edinburgh program, with 11 still completing while 2 have completed their Bronze level.

- Students from Years 9 and 10 Science competed in the annual Science and Engineering Challenge in Newcastle, winning the regional contest and advancing to the Northern NSW final.

- Students from Year 10 geography competed in the NSW Junior Geography Competition with 10 gaining High Distinctions, 18 High Distinctions and 39 Credits.

- Year 10 students participated in the ‘Impressions 10’ program, presenting a portfolio of their work to community members, to improve communication and interview skills.

- Over 100 Year 7 and 8 students attended a ‘World of MaTomaree High School’ hands-on enrichment activity.

General (including citizenship)

- Senior Hospitality and Year 10 Food Technology catered for major school events, including the Year 12 Farewell and the Real futures Charter Signing Ceremony.

- Tomaree Student Forum participated in the ‘Impact Leadership’ Conference in Newcastle with other Hunter schools.

- Twenty two students from marine and Aqua Technology had the opportunity to sail on the 100ft ketch ‘South Passage’.

- Year 12 students raised $1,000 to help former student Sarah Chippendale battle MS, and another $1,000 for signs for the oval in memory of Mr Freeman.

- Fourteen students from Year 9 sold badges for Legacy in the local community.

- Real Futures facilitated the ‘Lunch with the Girls’ program where twenty Year 10 girls met successful female business women who became their mentors.

- Fundraising for Daffodil Day saw $300 raised for the struggle against cancer.

- Olivia Halliday, Nathan McLeay Haley Dews and Tynekah Dries were elected to the executive of the Junior AECG, representing Aboriginal students from Tomaree High.

- Year 10 food Technology as part of their unit on ‘Freedom From Hunger’ raised $335 for Oxfam.

Local rural fire service personnel trained students in the school
Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 7

Percentage of students in bands: Year 7 reading

Percentage of students in bands: Year 7 writing

Percentage of students in bands: Year 7 spelling
Progress in literacy and numeracy

In 2010, Year 9 student NAPLAN results can be compared to their Year 7 NAPLAN results from 2008.

**School average growth (NAPLAN scaled score) for Year 9 students**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>26.2</td>
</tr>
<tr>
<td>Writing</td>
<td>34.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>32.0</td>
</tr>
<tr>
<td>Punctuation and Grammar</td>
<td>35.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>27.1</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students demonstrating growth**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>76</td>
</tr>
<tr>
<td>Writing</td>
<td>83</td>
</tr>
<tr>
<td>Spelling</td>
<td>83</td>
</tr>
<tr>
<td>Punctuation and Grammar</td>
<td>77</td>
</tr>
<tr>
<td>Numeracy</td>
<td>81</td>
</tr>
</tbody>
</table>
School Certificate

Tomaree High had 184 students who sat the formal state-wide tests in English-literacy, Mathematics, Science, Australian History Civics and Citizenship, Australian Geography Civics and Citizenship and Computing Skills.

In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Percentage of students in performance bands: Australian History, Civics and Citizenship

Performance band
- Percentage in band 2010
- School Average 2006 - 2010
- SSG average 2010
- State average 2010

Percentage of students in performance bands: Australian Geography, Civics and Citizenship

Performance band
- Percentage in Band 2010
- School Average 2006 - 2010
- SSG average 2010
- State average 2010


Performance band
- Percentage in band 2010
- School Average 2006 - 2010
- SSG average 2010
- State average 2010

School Certificate relative performance comparison to Year 5 (value-adding)
Higher School Certificate

![Graphs showing subject performance](image-url)

School 2010 | School 2006 - 2010 | SSG 2010 | State 2010

- Ancient History
- Biology
- Business Studies
- Chemistry
- Community and Family Studies
- Engineering Studies

- English (Standard)
- English (Advanced)
- Food Technology
- Industrial Technology
- Information Processes and Technology
- Legal Studies

- General Mathematics
- Mathematics
- Modern History
- Music 1
- Physical Education

- Senior Science
- Society and Culture
- Textiles and Design
- Visual Arts
Real Futures charter signing. Mrs Dyan Thais representing the Beacon Foundation, with students from St Phillips Christian College and Tomaree High School, cut the ceremonial cake on behalf of Year 10 students.

Higher School Certificate relative performance comparison to School Certificate (value-adding)

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

**Percentage of Year 7 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

**Educational programs for students with additional needs**

Tomaree High prides itself on striving to meet the individual needs of all students. In 2010 the Learning Support Team (LST) met weekly to discuss and coordinate the type of assistance that could be provided to meet the needs of students. The LST directed School Learning Support Officer

**Note:**
1. The low performance band includes students in Bands 1, 2 and 3, on average, in the School Certificate. The middle band includes students in Band 4, the high band includes students in Bands 5 and 6.
2. By definition, state average value-added is zero.
(SLSO) placement, adjustments and accommodations in teaching programs Support Teacher Learning Assistance (STLA) programs, funding support applications and the applications for district personnel and specialist classes.

**Specialist Classes for Intellectual Disabilities**

There were 2 specialist support classes at Tomaree High in 2010 catering for students with moderate and severe intellectual disabilities. Students follow Lifeskills programs in a full range of subjects within both their classrooms and where appropriate with their mainstream peers. Students participated also in a wide range of activities to support their classwork such as

- Community access visits to bowling alley, town library, supermarkets, cafes, cinemas
- Travel training programs run to provide experience using public transport
- Work placements at Ngoika, Bites on the Bay, Harbourside Haven kitchens, High School Print room
- Participation in Sailing on Newcastle Harbour, International Day of Disabilities at Raymond Terrace, Movement to Music class at Lakeside Heated Pool, Sailability at Grahamstown Dam, discos and excursions with Newcastle Support classes

Camps – 2 students were involved in the YR 10 excursion to the Gold Coast. And 10 students went to Stewart House in Sydney with other students with disabilities from around the Hunter

Through these programs students were able to further develop, practice and then demonstrate the skills that have been taught in the classroom which not only include functional literacy and numeracy but social and appropriate behaviour skills.

**Specialist behaviour programs**

In 2010 Tomaree High had 2 educational settings to provide an opportunity for students with challenging behaviours to receive support in identifying their own behaviours, learning strategies to assist with behavioural change and giving the student support when integrating back to their mainstream classes.

The Return to School Centre (RTSC) provided a short term setting for students who were returning to school after a long suspension. Students were mentored and guided in behaviour programs to enable a successful return to regular classrooms.

The Tomaree Alternate Learning Centre (TALC) provided a behaviour setting that offered fulltime, semester long enrolments for students in Years 5-8 with challenging behaviours. Students followed the curriculum pattern of their relevant stage, whilst participating in specific behaviour programs tailored to individual student needs.

**Aboriginal education**

It was a fantastic year for our Aboriginal students and community.

The Junior AECG (Aboriginal Education Consultative Group) was established. President Olivia Halliday, Vice President Nathan McLeay, Secretary Haley Dews, Assistant Secretary Tynekah Dries. The Junior AECG is about empowering Aboriginal students to become engaged in their education and developing leadership skills. We have held regular meetings

Personalised Learning Plans (PLPs) were a major focuses in the year. PLPs to suit the individual needs of students at Tomaree were written. Teachers worked individually with families and students to identify cultural and educational goals.

NAIDOC week celebrations were held at the school. Language and art workshops were held along with a NAIDOC week quiz – with prizes!

We were involved in a Possum Skin Cloak Making workshop at Lake Macquarie Art Gallery. All students made an armband and designed a possum skin for display at the school (to be available in 2011).

An Aboriginal art workshop
Wollutuka at the University of Newcastle provided a goal setting and leadership program for our students.

Leigh Ridgeway, a Worimi Elder, conducted a Smoking Ceremony at the school.

These activities of cultural meaning were supported by Local Management Group Funds.

**Norta Norta Funding**

Norta Norta funding allowed us to employ Tara Bates as an Aboriginal Mentor. Her focus was to support all Aboriginal students both culturally and academically. Chris Haynes was employed two days a week to assist students academically in the Aboriginal Learning Hub. Four other tutors were also employed to provide individual tutoring and assistance for Year 11 and 12 students.

**Multicultural education**

In 2009 Tomaree High continued to promote cultural diversity. Significant achievements included:

- eight students who received English as a Second Language withdrawal support;
- funding from a Commonwealth Government initiative to further develop the bush tucker garden at school;
- recognising ‘Sorry Day’ with a whole school assembly with local Worimi Elders taking part;
- understanding other cultures as a specific focus in pastoral care;
- Harmony Day, United Nations Day and NAIDOC Week explained and discussed;
- continuing to develop culturally inclusive elements into KLA programs;
- One student attended the Aboriginal Winter School at the University of New South Wales; and,
- welcoming Dr Kelvin Kong, Australia’s first surgeon of Aboriginal heritage, who was both informative and inspirational to the Year 12 presentation assembly.

**Respect and responsibility**

**School captains Chelsea Turrell and James White lead a Positive Behaviour and Learning (PBL) assembly**

**You Can Do It!**

This program supports the school’s three values of respect, responsibility and striving for excellence. Implementation of the “You Can Do It!” program was initiated in Term 3 after significant staff development. Students in Years 7 and 8 attended three lessons per fortnight learning about key social and emotional skills that would help them enhance their experiences of success and well-being. The program underpinned the school values and expectations developed through the school’s focus on Positive Behaviours for Learning (PBL). In their “You Can Do It!” lessons, students learned about emotional resilience, organisation, persistence, confidence and getting along. Planning is underway to include Year 9 in 2011 and Year 10 in 2012.

**Connected learning**

2010 saw the introduction of our first connected classroom, several more interactive whiteboards and the continual growth of our e-Learning Site. Staff continued to work on upskilling for the digital age and it certainly paid off with some exciting and unique teaching and learning. Video conference facilities provided new opportunities for staff and students to conference live with peers and mentors from all over the Hunter and NSW.

Students at Tomaree High School have engaged in virtual excursions including an Indigenous Art workshop with the Australian museum and a
Higher School Certificate textile conference with several other schools. These were unique learning opportunities for our students. The students were actively involved in learning relevant, modern and engaging content.

The Year 9 cohort of students was assigned their Digital Education Revolution (DER) laptops and the digital learning momentum continued. Many faculties delivered lessons electronically and our school e-learning site continued to grow.

Across the different learning areas and throughout the school, students were exposed to a wide range of applications on their computers. Examples included word processing software, photo editing, video editing, Computer Aided Design (CAD) drawing and a wide range of presentation software. Students were also introduced to the concept of digital citizenship and cyber safety through our pastoral care program.

Overall the implementation of the DER was a learning experience for students, teachers and parents. During 2010, teachers and students at Tomaree embraced the changes and worked hard to implement them in their classrooms.

Other programs

Uniform policy

The new School Uniform Policy along with the updated section of the Student Welfare booklet ‘Expected Standards of Dress’ were developed and updated after consultation with staff, students and parents. These were again posted to all parents and carers.

We thank parents for their ongoing support in ensuring students are dressed in the correct uniform and take pride in being part of the school community.

Environmental Education

Environmental programs have been an integral part of Tomaree High School since its inception in 1998 and have been maintained in over a decade of growth across a wide range of cross-curricula programs. We are continuing to work towards our last two stars for the Climate Cam program with the valued support of our sponsor, Port Stephens Shire Council.

During 2010 the funding grants from the Hunter District Water Board and the NSW Environmental Trust have been used to develop The Worimi Food Forest and Gathering Place in the school grounds. The garden has now been planted with bush tucker species and two new water tanks installed, ready for the self-sustaining watering system to be completed. Stage 5 Visual Design students will be designing plaques with the botanical names and common traditional names used by the Worimi Nation for all plants species in this interactive garden at the entrance to the school. It is anticipated that this project will be completed by mid-2011.

Participation in National Environmental campaigns such as; Clean up Australia Day, National Tree Planting Day and Earth Hour were great initiatives where we were all involved and learned to make a difference by each doing a little bit. The Student Forum and staff were the driving forces to get these projects running by helping to develop environmental awareness and understanding within our school and the wider community in which we live.

Technology challenges having set criteria were popular with students in striving to have the best example amongst their peers.

Progress on 2010 targets

Target 1

*Increase the percentage of students who are ‘proficient’ in literacy and numeracy to 17.9% (38 students) and 17.8% (38 students) respectively.*

Due to the introduction of NAPLAN students are now reported in bands (see previous section – Academic). In Year 9 80% of students achieved
the minimum or above Band 6 in numeracy and 77% in literacy.

**Target 2**

*Increase the percentage of students who remain at school from Year 10 (2008) until Year 12 (2010) to 58% (148 students).*

The school’s retention rate was 54.5% meaning the target was not achieved.

Many students who did leave achieved employment or moved to other schools due to family commitments.

**Target 3**

*Increase student attendance rates Years 7-10 to 88% and Years 11 – 12 to 86%.*

The school achieved a one percentage point growth to 87.3% for Years 7-10 but did not meet its target.

A half percentage point growth to 84.5% for Years 11-12 still did not meet the target.

The school continued to work with families to address chronic attendance issues and continued to request parents to ensure their children attended school. This focus will be continued in 2011.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of:

**Educational and management practice**

**School Curriculum Structure**

**Background**

In 2009 a Curriculum Team was formed to review, investigate and make recommendations on our existing situation, and on successful alternatives in the areas of curriculum, timetable and school structures. This has been an extensive and wide-ranging evaluation. Anecdotal evidence over a number of years had indicated that changes in some structures and practices would benefit student learning by increasing student engagement and ownership of learning. Recommendations from the review are due to be presented in Term 2, 2011.

**Findings and conclusions**

- Curriculum models from schools which have demonstrated significant success in student learning outcomes have been investigated
- Current curriculum patterns have been audited against BET and BOS requirements
- Staff have been surveyed in regards to strengths, weaknesses, opportunities and threats of the current curriculum and school structures
- Presentations have been made to staff and the P&C regarding innovative schools and structures
- Staff have participated in a video-conference with the President, ACARA regarding the Australian Curriculum

**Future directions**

In 2011 Tomaree High School will:

- Encourage student participation through structured opportunities to “Have a Say in Your School Day”
- Encourage parental input via presentations to Parent and Citizen meetings
Present further models of curriculum, school and timetable structures to staff

Present review recommendations to the School Improvement Team in Term 2

Curriculum

Boys Learning Styles

Background

This curriculum review follows the 2009 general review of boys learning. The review concentrated on issues from the 2009 review focusing on the way boys learn, boys and literacy and the importance of relationships in boys education.

Findings and Conclusions

- An overwhelming majority of boys strongly agreed with wanting to learn at school.
- The boys thought hard about the issue of relationships with teachers, valuing subject knowledge and management skills in teachers, but wanting fairness and enthusiasm for them as people to also be important.
- Many boys admitted that technology (their laptops) frequently distracted them from the learning at hand.
- Enjoyment of reading is an issue – two-thirds of Year 9’s answered ‘No’, while the figure for Year 12 boys was fifty percent.

Future directions

In 2011 Tomaree High will:

- Endeavour to make ICT better for boys through the extension of the SmartBoard program throughout the school, and make better use of the school’s wireless network.
- Revise tasks given to boys to help visual, logical and analytical elements that help boys understand. Where possible, give boys the element of choice.
- Seek to build upon more consistent good relationships between boys and staff.
- Work through the Literacy Committee to extend boys reading abilities, writing and general literacy improvement.

Other evaluations

New teacher induction policy and program report.

Rationale

Induction is the training given to new teachers to enable them to do their job effectively. Effective induction will focus not only on job skills but also help the new teacher to understand Tomaree High School culture through our attitudes and beliefs. Another aspect of induction is to help new teachers to settle into the social aspects of our school, that is, get to know other staff, find out where the canteen and toilets are, and so on.

A committee was established to investigate the effectiveness of Tomaree High School new teacher induction. This induction is required to provide new teachers at Tomaree High School an opportunity to come up to satisfactory operational standard within the classroom and within the school in general.

Terms of reference

The intention of the committee was to evaluate the current practice in new teacher induction at Tomaree High and determine how effective it is. Findings from the committee and TOMAREE HIGH SCHOOL staff members indicate that the current induction is useful, however there are areas not addressed.

The current method of induction is in two forms;

- A teachers’ handbook is given to all new staff.
- On the first day of the school year a new teacher meeting is conducted by the Principal and HEAD TEACHER Administration.

Recommendations from the committee include the following;

- The Tomaree High School teachers’ handbook is more extensive in the information it includes.
• A new teacher has a teacher “buddy”. In the case of a Head Teacher, a Head Teacher “buddy” is provided.

• A checklist of information required for new teachers is provided in the teachers’ handbook.

• A survey of new staff be completed each year to ascertain how effective new teachers felt their induction was.

• New teachers should be given an intensive induction program in the first few weeks of commencing at Tomaree High School. (this recommendation was marginally supported in new teacher surveys)

• Have a file on “T” drive for new teachers to view school policies.

• Casual teachers to be inducted in their own time by Head Teacher Administration.

Issues to be addressed
• How to induct teachers who commence duty later in the year?
• How to best induct casual teachers?

Parent, student, and teacher satisfaction
While formal survey instruments such as the Quality of School Life questionnaire are no longer used at Tomaree High School due to the lack of relevant data produced from the available questionnaires, parents, students and teachers were asked to indicate their satisfaction about aspects of schooling both formally and informally in 2010. The information from these surveys reveals general levels of satisfaction are high with some key areas needing improvement.

One important area examined was behaviour. A random sample of parents, students and teachers was questioned and interviewed to determine focus areas to develop plans to implement Positive Behaviour for Learning (PBL). All members of the school community indicated the area they were most concerned with was behaviour in the playground, in the community and while travelling to and from school. Teachers in all subjects taught lessons specially designed to assist students to learn how to display the school expectations in these settings.

Improving communication between the school and families was an area of concern and strategies were adopted to increase satisfaction in this area. The measures adopted include text messages to notify parents of absences and significant events, paid advertisements in the local newspaper, “The Examiner”, careful use of the school signboard, email communication with parents and online booking for parent/ teacher nights. Assessing the level of satisfaction with these measures is ongoing but early results indicated increased success.

Professional learning
Staff development days provided opportunities for all teachers to take part in compulsory child protection updates and CPR / emergency care renewal. There was also a focus on school directions in the next four years as part of preparing for the writing of a new, three year strategic plan.

A focus on technology usage in classrooms was maintained and there was an increased usage of the school’s Moodle server by faculties.

Individual professional learning opportunities were undertaken by members from all faculty areas. These activities and courses included the areas of quality teaching, digital education revolution development, career development, literacy and numeracy of the curriculum, information and communication technologies (ICT), supporting beginning teachers, welfare and equity, and the implementation and delivery of current syllabi.

There was a total of $ 64,128 spent on teacher professional learning in 2010.

Future directions
In 2011 we will continue to target teacher professional learning funds to support the implementation of our school’s Strategic Plan 2012-2014.
School development 2009 – 2011

In 2009 an inclusive consultation process continued to provide the opportunity for all members of our school’s community to contribute to the development of our three year strategic plan 2009 -2011. This plan will be reviewed yearly and updated in light of identified emerging school needs and state and regional plans. Each faculty annually develops its own operational plan, based on the school’s strategic plan. These plans are used to inform the school’s budgeting process.

Targets for 2011

Target 1

*Increase the percentage of students who are ‘proficient’ in literacy and numeracy to 20.2% (42 students) and 25.5% (53 students) respectively.*

Strategies to achieve this target include:

- Implement whole-school literacy and numeracy plans that clearly articulate a systematic approach to the explicit teaching of literacy and numeracy skills from Stage 4 to Stage 6 across all subject areas.
- Provide significant TPL funding to build teachers; knowledge, skills and understanding of the explicit teaching of literacy and numeracy skills.
- All Aboriginal students have a PLP that is reviewed annually and addresses literacy and numeracy skill development. Additional assistance is provided through the use of the learning Hub on weekly basis.

Our success will be measured by:

- Decreased proportion of lowest performing students not meeting literacy and numeracy minimum standards in accordance with State Plan targets.
- Reduced literacy achievement gap between Aboriginal students and all students.
- SMART Data shows a trend of improved value-adding to the middle 60% of students.

Target 2

*Increase the percentage of students who remain at school from Year 10 (2009) until Year 12 (2011) to 60% (119 students).*

- Conduct a Student Engagement Survey annually. Analyse the data and look for trends. Determine strategies that are bringing about greater student engagement and promote these strategies in school and faculty plans.
- The Quality Teaching Framework informs all program, lesson and assessment task development.

Our success will be measured by:

- Student Engagement Surveys show students increasingly engaged in their learning.
- Increased use of the positive award / reward system by staff
- Reduced number of referrals and suspensions for poor classroom behaviour.

Target 3

*Increase student attendance rates Y7-10 to 88% and Y11-12 to 86%*

- Enhance attendance monitoring and follow-up at both whole-school and classroom level
- Ensure that the school is a safe, supportive environment for all by ensuring that effective anti-bullying programs and processes are in place
- Build on vertical roll groups, based on house and family groups

Our success will be measured by:

- Increased attendance rates Y7-12
- Increased retention rates from the start of Y10 to the start of Y12.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.
Carol Poley – parent representative
Stephanie White – student representative
Ben Liddell – student representative
Vicki McCleer – staff representative
Ray Milton – staff representative
Kerbie Jones – staff representative
Paul Baxter – staff representative
Desley Pfeffer – staff representative
Sue D’Arcy – staff representative
Peter Partridge - principal

School contact information
Tomaree High School (Code: 8502)
Salamander Way Salamander Bay 2317
Phone: 4981 1444
Facsimile: 4984 1524
Email: Tomaree.high@det.nsw.edu.au
Web address:
www.tomaree-h.schoo ls.nsw.edu.au

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:
School Code:

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: