School context statement
Tomaree High School has an enrolment of 1250 students, including 83 Aboriginal students and provides a comprehensive education to the youth of the Tomaree Peninsula. The school is situated at Nelson Bay and is proud to be a comprehensive high school as part of Tomaree Education Centre, incorporating primary and TAFE campuses on one site. Tomaree High School has a proud tradition of catering for individual student needs through a variety of academic, sporting, cultural and vocational programs. Tomaree High School is a Positive Behaviour for Learning (PBL) School with our three expectations of respect, responsibility and striving for excellence. We consistently reward students for meeting our expectations and our rules are expected behaviours for everyone, everywhere, all the time.

http://www.tomaree-h.schools.nsw.edu.au/

Principal’s Message
Tomaree High School experienced another successful year, from students scoring outstanding Higher School Certificate results, representation at state level in sport to those who were placed into industry. The school staff continues to support our students in their endeavours to achieve.

Support also extended to families including those experiencing social and emotional challenges. Our deputy principals, head teachers welfare, Chaplain, school support officer and Defence Mentor were a close unit working with a nurse and social worker that the school jointly funded with Hunter New England Health.

2014 saw a big change within the Department of Education in the way we evaluate our programs and plan for the next cycle. A Strategic Plan was developed which focussed on the 5P’s (Process, Product, Practice, Products and People). Each of these areas was considered and a team, headed by Paul Baxter who worked tirelessly to evaluate current practices and plan for future directions. That plan will now take us into 2017.

Student participation was active through our student forum and junior Aboriginal education consultative group. The student forum had two representatives attend the School Improvement Team meetings where overall school policy was evaluated and the discussion was vital to inform our new Strategic Directions.

Real Futures, our program to enhance student preparedness for life after school grew in strength. A breakfast program was added and is operated by students under the guidance of our Chaplain. The business houses and many volunteers compose the Real Futures Foundation, a charitable trust that was established to encourage the community to get behind the development of our young people and future wage earners in our community.

This year also saw the retirement of the current Principal, Peter Partridge. During 2014 he was ably replaced by both Deputy Principals and at the end of the year a new Principal was appointed. We welcome Sue Xenos to the role in 2015.

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.

Paul Baxter (Rel. Principal)

P&C Message 2014

During 2014 the parents of Tomaree High School P&C continued to meet together each month in an informal setting with members of the Executive staff. The meetings were an invaluable opportunity for parents to meet together and discuss issues, share ideas and work together with the school community.

One of the highlights of this year was presenting the school with 15 promotional banners which will be used in school and around the local community to raise the profile of the school. They will highlight the many subjects on offer and give the students a sense of belonging within their school community.

This year we also gifted the school with additional outdoor seating to create more spaces for students to gather together during lunch and break times. The committee also worked with the school and organised a working bee, arranging for mulch to
be laid around the school grounds, giving the school a ‘refreshed’, neat and tidy appearance.

The following is just a small list of activities in which the school sought parental involvement throughout the year:

- P&C Funding of End of Year Achievement Awards
- Staff Interview Panels
- Enrolment Policy Review
- Finance Meetings
- Financial Support for School Resources
- School Improvement Team (SIT) Meetings

For 2015 the P&C will continue to support the school by offering funding for resources and remain open to suggestions on how best to support the staff and students.

The committee will also continue to create opportunities for parents and carers to feel valued members of the school community and encourage more parents to become actively involved.

Carol Poley – President

Some of the events that we ran this year were; our involvement in ‘World Autism Day’ with the funds going towards the new school at Thornton, Legacy day was another event which Tomaree was involved in. We have been involved with Legacy for several years now and as usual half a dozen students from years nine and ten went to the Nelson Bay CBD and sold badges and pens to raise money for Legacy; this was the most successful Legacy day that the Nelson Bay branch has ever had.

Student forum members played an active part in Year 6 – 7 transition days helping the younger students to better understand their new school. We also continued to push the new Student ID cards, which are proving to very popular as a form of identification that the students can use in a variety of ways.

2014 - 2015 was an amazing year for the student forum; we continued with the large representations form the junior years as well as continuing with our 4 Captain model; with our aim being to ‘look after our community’ which will continue to be our goal throughout 2015 in which we hope to continue to promote our school.

Sam Mathwin, Liam Fletcher, Abbey Rayner and Emma Cram

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>596</td>
<td>562</td>
<td>570</td>
<td>584</td>
<td>576</td>
<td>638</td>
<td>629</td>
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<tr>
<td>Female</td>
<td>578</td>
<td>588</td>
<td>605</td>
<td>632</td>
<td>650</td>
<td>662</td>
<td>626</td>
</tr>
</tbody>
</table>

STUDENT FORUM/LEADERS

Throughout the 2014-2015 school year the Student Forum of Tomaree High School and the student body collaborated with the aim of supporting a range of charities and raising money for members of the local community.
Student attendance profile

Management of non-attendance
Non-attendance was managed in the following ways:

Information regarding student attendance in each lesson is available at any time online through the Millennium system.

1. Rolls were marked at the beginning of period 1 (this is the school’s official roll call) and in each period. At the end of break 2 each day an SMS text was sent to parents informing them of their child’s absence. Parents addressed the absence with a reason. A text message was also sent to parents of students who were late to school.

2. The Deputies Principals met with year advisers and head teachers’ welfare each week to identify truants or long term, unexplained absences. These were addressed through communication with parents.

3. Attendance monitors managed truancy in the school and communicated with parents when necessary.

4. The HT Administration sends a letter, once each term, to parents of students who have had an attendance rate of less than 80%. The HT Administration also provides a student attendance report once a term for year advisers.

Many teachers are satisfied with the quick access to attendance data offered by using the Millennium system. Unfortunately students who are late to school continues to be a concern with too many students arriving after the commencement of the school day. As well, fractionally truancy continues to be an area of concern.

Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>5</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>employment</td>
<td>5</td>
<td>5</td>
<td>18</td>
</tr>
<tr>
<td>TAFE entry</td>
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<td>15</td>
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<tr>
<td>university entry</td>
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<td></td>
<td>46</td>
</tr>
<tr>
<td>other</td>
<td>97</td>
<td>71</td>
<td>3</td>
</tr>
<tr>
<td>(return to school)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Retention Year 10 to Year 12

<table>
<thead>
<tr>
<th>School</th>
<th>SCO 6-9</th>
<th>SCO 7-10</th>
<th>SCO 8-11</th>
<th>SCO 9-12</th>
<th>SCO 10-13</th>
<th>NAPLAN 11-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>54.2</td>
<td>53</td>
<td>54.5</td>
<td>55.5</td>
<td>49.7</td>
<td>60.5</td>
</tr>
<tr>
<td>8</td>
<td>62.3</td>
<td>62.5</td>
<td>64.5</td>
<td>63.5</td>
<td>64.5</td>
<td>53.2</td>
</tr>
<tr>
<td>9</td>
<td>68.3</td>
<td>69.7</td>
<td>70.7</td>
<td>71.5</td>
<td>72.5</td>
<td>74.5</td>
</tr>
<tr>
<td>10</td>
<td>74.8</td>
<td>75.5</td>
<td>76.5</td>
<td>77.5</td>
<td>78.5</td>
<td>80.5</td>
</tr>
<tr>
<td>11</td>
<td>80.8</td>
<td>81.5</td>
<td>82.5</td>
<td>83.5</td>
<td>84.5</td>
<td>86.5</td>
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<tr>
<td>Total</td>
<td>86.3</td>
<td>87</td>
<td>86.8</td>
<td>85.5</td>
<td>86.1</td>
<td></td>
</tr>
</tbody>
</table>

State DEC

<table>
<thead>
<tr>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>90.5</td>
<td>91</td>
</tr>
<tr>
<td>8</td>
<td>86.8</td>
<td>89.7</td>
</tr>
<tr>
<td>9</td>
<td>86.1</td>
<td>87.9</td>
</tr>
<tr>
<td>10</td>
<td>84.7</td>
<td>84.9</td>
</tr>
<tr>
<td>11</td>
<td>83.6</td>
<td>83.6</td>
</tr>
<tr>
<td>12</td>
<td>85.0</td>
<td>85.5</td>
</tr>
<tr>
<td>Total</td>
<td>86.3</td>
<td>87.3</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

Eighty six Year 12 students [43%] undertook one or more courses in Vocational Education or trade training. School-delivered vocational courses accounted for 29% of the 2014 student enrolments; TAFE-delivered vocational courses accounted for 13% of enrolments and 2% of students were enrolled in vocational courses delivered by private providers.

and Technology, Hair dressing, Media, Music Industry and Tourism; and other VET courses delivered by private providers included Style Visualisation, Interior Decoration Visualisation and Seafood Industry.

Year 12 students attaining HSC or equivalent vocational educational qualification
Fifty percent of students who enrolled in a school-delivered Vocational Education and Training (VET) courses and 16% enrolled in TVET courses elected to complete the corresponding HSC VET examination and hence obtained a dual accreditation for these courses.
Most of our School-delivered VET courses recorded an improvement in the 2013 HSC Examination results, with Construction, Hospitality and Primary Industries courses achieving an average examination mark exceeding the state average for that respective course.

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

Workforce composition

<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>Head Teachers</td>
<td>14</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>67.8</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.8</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>12.76</td>
</tr>
<tr>
<td>Total</td>
<td>102.76</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Tomaree High School currently has 3 Aboriginal staff members- 2 classroom teachers and a Student Support Officer.

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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
Throughout 2014 THS staff participated in a variety of planned professional learning activities.

Head Teachers and Senior Executive attended network meetings to access new developments and trends in education relating to their specific area of expertise. Information and resources gained from these meetings were disseminated amongst the whole school staff for action to improve student outcomes.

Teachers engaged in a range of mandatory online professional learning including Child Protection, WHS, Emergency Care and Anaphylaxis training. Aboriginal Education was of focus with staff participating in 8 Ways Aboriginal Pedagogy. The training concentrated on development and implementation of different learning styles to increase engagement and learning of all students within the classroom.

Beginning Teachers utilised available funds to attend syllabus specific courses to further develop course based content knowledge and skills. In collaboration with teacher mentors, the beginning teachers gained valuable insight into the teaching profession and best practice.

Teachers Requiring Maintenance and Teachers Requiring Accreditation participated in a workshop to develop professional learning goals and skills in logging and achieving accreditation hours. This workshop set future plans for implementation of the Classroom Teacher Program using units developed by the Professional Learning and Leadership Directorate.
Beginning Teachers

Tomaree High School has 7 staff in their first year of teaching as a permanent staff member. These teachers are at different levels of induction and accreditation from teacher’s in their first year of teaching to teachers who have been teaching in temporary and casual positions for a number of years.

Each beginning teacher identified a supervisor, a mentor and a buddy teacher. Each teacher who qualified for this funding met with the Principal or their delegate and negotiated the most appropriate ways of supporting the teacher’s professional learning.

These strategies include release from face to face time to: enable staff to work on curriculum planning, assessment development and writing reports; time to meet with mentors both at Tomaree and in other settings with similar faculties and demographics; to work with colleagues in developing resources and curricula; to participate in workshops targeting behavioural management, supporting students with various disability profiles; to further extend their professional knowledge; to facilitate observations of pedagogical practice and to work on their accreditation towards proficiency or at maintenance level.

A further 4 staff utilised second year funding to support professional learning goals primarily to extend their professional knowledge in their curriculum area working with external mentors at University level and with mentors from specialist areas of expertise.

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>DEC Priority Area</th>
<th>Fees</th>
<th>Casual Wage</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Teachers</td>
<td>1581.8</td>
<td>2</td>
<td>12034.7</td>
<td>8</td>
</tr>
<tr>
<td>Use of ICT</td>
<td></td>
<td></td>
<td>1104.58</td>
<td></td>
</tr>
<tr>
<td>Literacy and Numeracy</td>
<td></td>
<td></td>
<td>852.06</td>
<td></td>
</tr>
<tr>
<td>Quality Teaching</td>
<td>490.91</td>
<td>3882.46</td>
<td>1083.68</td>
<td></td>
</tr>
<tr>
<td>Syllabus</td>
<td>2860.0</td>
<td>7859.61</td>
<td>81.18</td>
<td></td>
</tr>
<tr>
<td>Career Development</td>
<td>4270.0</td>
<td>12139.2</td>
<td>4969.24</td>
<td></td>
</tr>
<tr>
<td>Welfare and Equity</td>
<td>5254.5</td>
<td>2477.47</td>
<td>5450.00</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A full copy of the school’s 2014 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 2014

The following graphs outline the achievements of Tomaree High School students across a number of whole cohort tests.
Academic achievements

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.

Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
In the Higher School Certificate, the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).
Significant programs and initiatives – Policy and equity funding

Aboriginal education

A trip to Sydney to view the Indigenous Display at the Australian Museum and to visit Taronga Park Zoo was the highlight for many of the Aboriginal students at Tomaree. Students also participated in a number of workshops including traditional cooking, art, weaponry, music and dance. These experiences allowed students to connect with their culture whilst having fun with other indigenous and non-indigenous students. Extra funding to support Norta tutoring allowed the school to employ two tutors for most of the year. Jacquie Briskham and Chris Haynes have worked with junior and senior students across a number of subject areas to meet course outcomes and assist with assessment tasks. After-school help was also offered to senior students who were unable to access tutor support through the school day.

The school continues to promote participation in the school’s Junior Aboriginal Education Consultative Group led by teacher, Joel Ross. The group members speak on assemblies, represent the school in community functions and work hard to improve awareness of Aboriginal culture.

The school also has a very active and engaged Aboriginal Education Team which meets regularly to plan and implement activities for Close the Gap, Naidoc week and other cultural activities. Students and staff continued to be involved in regional decision making through attending Aboriginal Education Consultative Group meetings once a term.

Multicultural education and anti-racism

In 2014 Tomaree High continued to promote cultural diversity. Significant achievements included:

- There were 73 students enrolled with a language background other than English.
- 6 students received English as a Second Language withdrawal support.
- Students took part in the NAIDOC celebrations at school.
- We hosted four foreign exchange students.
- All staff participated in Aboriginal cultural awareness professional development at Murrock in December of 2013 to enhance our own knowledge and to be able to use this in the classroom over the 2014 school year.

Aboriginal background

Transition funds- Aboriginal Background- were used to further support Aboriginal students in the classroom. This involved specific in-class support for students in Year 7-10, not previously supported by Norta Norta funding. The funds were also used to strengthen ties with the community to develop a Personalised Learning Plan process which will be implemented in 2015.

Through school improvement reviews it was noted that consultation with Youyoong AECG
need to be strengthened and steps have been taken to ensure a positive relationship is built in 2015 with the AECG.

**Socio-economic background**

**English language proficiency**

In 2014, Tomaree High had 63 students who came under the EALD banner. Most of these students were assessed as not requiring additional support. 2 students were assessed as consolidating their skills. 3 students were part of the New Arrivals Program.

This included a Year 9 student from Papua New Guinea, two Year 10 students, one from Russia and the other from Iran. These students had minimal English and had difficulty with both receptive and expressive English. The funding provided to support these students was used to employ an ESL teacher 1-2 days per week.

**Learning and Support**

**Family and Community programs**

The Tomaree High School Real futures Foundation brings a partnership of the school, St Phillips College and Port Stephens Council into the school. In November it ran a successful Future Focus Festival, bring the community into the school to interact with and identify with the school identity.

Numerous parent and community representatives visited the school to assist with mentoring, interviewing and interacting with students, both for Real Futures and various subjects, including Home Economics, Trade, Agriculture, and science.

The GIFT program saw a go-kart donated to the school for trade learning, while the All Saints Anglican Op-shop donated 3 computerised infant simulators to the Caring for Children course.

The Defence Transition mentor helped integrate defence students and involved defence personnel into Formal Assemblies, real futures events and as mentors.

As part of Naidoc Week celebrations, workshops were run for Aboriginal students, family and friends, seeking to help better connect Aboriginal students to their culture and to help non-indigenous students expand their knowledge of indigenous history, art and culture.

Various organisation offered scholarships to students including the Nelson Bay Bowling Club Kokoda scholarship and the Port Stephens Mayoral Academic scholarship.

The Nelson Bay PCYC delivered Safe driving courses for learner drivers., and the WEA Hunter provided similar workshops for parents and supervisors of learner drivers, both with the safety of our students as paramount.

**Other significant initiatives**

**Healthy Schools, Healthy Futures**

Tomaree High School has been involved with the Healthy Schools Healthy Futures (HSHF) for the past three years. It is a joint research initiative between Hunter New England Population Health and the School of Medicine and Public Health at The University of Newcastle. Tomaree High School has been one of 33 high schools throughout the Hunter, New England and lower Mid-North Coast area to participate.

The aim of the research initiative has been to examine the effectiveness of resilience interventions in reducing smoking and alcohol consumption in adolescents. The program aimed to do this by increasing the internal and external resilience characteristics of students and by decreasing the uptake of health risk behaviours, including: tobacco, alcohol and marijuana.

The HSHF program was implemented through school activities such as: Pastoral Care, Welfare Days, VIP class, PBL and the Rewards System, Gift Program, newsletter articles, etc. The school also had resilience lessons embedded within the curriculum in subjects such as PD/H/PE and English.
Support was provided to the school via the School Program Officer (SPO) Catherine Leane, who provided valuable information to the school regarding funding opportunities, in-service course availability, planning and development. Meetings were held each term with the School Principal, HT Welfare, SPO, Research Chair (Dr Megan Freund) and the School Contact (Alison Cattle).

During Term 3 80 % of Years 9 and 10 completed an online survey for the collection of data regarding such things as internal and external resilience, mental health characteristics and health-risk behaviours. A staff survey was completed in Term 4 with staff being asked questions regarding factors that contribute to the health and well-being of the school community.

Early in 2015 results of the survey will be provided to the PRINCIPAL.

Vicki McCleer - Head Teacher Welfare

Creative and Performing Arts

Tomaree High School provides an extensive and varied 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 2014, “Magic Happens”, was once again a major highlight of the year for many students. Seventeen dancers and sixteen drama students performed, in a range of outstanding items, with beautiful costumes. Milly Shennan, Hayley O’Toole and Mia Byrnes were all featured dancers in a range of gorgeous items. Drama students Lily Hewitt, Caitlen Bartlett and Olivia Evans had featured roles in their items. Approximately fifty students travelled to Newcastle to be in the audience and support our performers.

Music, Dance and Drama students from years Year 7 to 10 attended the Musical production of “The Lion King” at the Capital Theatre as well as “Wicked”, at the Lyric Theatre, both in Sydney. Cody Allison-Watson of year 12 was invited to perform at “Reprise”, held at the Newcastle Conservatorium and showcasing exemplar Higher School Performances from the region, he was accompanied by stage 5 music student Jai Boicos.

Music students performed at school assemblies with outstanding performances from vocalists Cody Allison-Watson, Amy Fredes, Jai Boicos, Jessi Ballard, Shona Walmsley, Sarah Gauci, Francis Giepmans and instrumentalists Bryce Bamford, Chris Ellul and Sophie Crebert. Select students continued to lead the assembly in the National Anthem.

Year 10 dance students performed at various Formal and end of year Presentation Assemblies. They also participated in an Aboriginal Dance workshop with a guest tutor.

A small Vocal and Guitar Ensemble were established and rehearsed throughout the year.

Early Term 4 year 10 Dance and year 9 Music students performed in a combined CAPA showcase, to highlight their creative talents and performance ability, an audience of fellow CAPA students attended.

Senior Photography students exhibited their photographic Body of Work at the year 12 Presentation Assembly.

Student’s in the Year 7 and Year 8 Creative and Performing Arts Class (CAPA), attended Star Struck, Art Express, The Brett Whitely Exhibition and year 7 participated in a series of circus workshops. In Visual Arts, the Year 8 CAPA class also attended Tomaree Aquatic Centre for an underwater photography activity.

Year 7 & 8 CAPA class students presented a showcase extravaganza to an invited audience consisting of students, and invited parents and guests, this was held in the schools Multi-Purpose Centre. This outstanding show also involved class members from years 9, 10 and 11 Drama and highlighted the talents of these students.

Year 7 and 8 CAPA students also performed at their end of year Presentation Assembly as well as the Tomaree Primary Fair. Maddison Bennett and Lily Hewitt of year 8 assisted as the Masters of Ceremony.
Courtney Walker’s Body of Work from the 2014 Higher School Certificate was nominated and then successful in selection to exhibit at the highly prestigious Art Express Exhibition, to be hung at both the Armory at Sydney Olympic Park and at Maitland Regional Art Gallery.

Noah Bennett’s Body of Work was successfully nominated for selection at First Class 2014 held at Lake Macquarie Gallery.

Student works from the 2014 Higher School Certificate were displayed at an Exhibition held at MAD night in the Tomaree High School Multi-Purpose Centre in July and again at a Real Futures Exhibition, during December.

Senior students travelled to Sydney to observe the Art Express Exhibition at the Art Gallery of NSW. Both Junior and Senior Visual Art students attended the Art Express exhibition at Maitland Regional Art Gallery and “Whitely on Water” at the Newcastle Regional Art Gallery.

In Term Three, Year 12 Music, Dance and Drama students presented Higher School Certificate performances and 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.

Creative and Performing Art students achieved very pleasing results in the 2014 Higher School Certificate. Band six results were achieved in, Visual Arts and Drama with Music achieving many Band 5 results.

Alita Knaggs- Head Teacher CAPA

National Partnership- Literacy

Tomaree High school was in receipt of $325,000 as part of the National Partnerships program in March 2013. An internal review was conducted with school community, Head Teachers and classroom practitioners. Findings concluded that the effectiveness of learning in general and of literacy in particular is dependent on key elements:

1. Whole school emersion in literacy strategies that are delivered across all year 7 and 8 classes, and across all KLA areas. Each KLA has a Literacy Leader who will work within the three designated Literacy programs, acting as facilitators to other teachers within their faculty, mapping and tracking students in the targeted years, reviewing and rewriting programs and assessments in light of literacy strategies and developing literacy resources for their faculties. The three literacy program are:
   - Literacy Continuum – understanding and use of the continuum to support student learning
   - Writing extended or longer responses
   - Focus on Reading – focus on use of metacognitive strategies

2. The Quality Teaching framework and QT rounds of observation and feedback has been used to encourage staff engagement with pedagogy and reflection on their own delivery of learning in the classroom. QT rounds were implemented to support building capacity of staff to effectively deliver literacy strategies.

3. School culture and the lack of aspiration amongst students produced a levelling off in late year 8 and a falling away of growth in achievement in Year 9. This culminates in increasing disengagement in year 10, increasing absenteeism, and falling retention to the HSC in Year 12. Building strong positive relationships using the Positive Behaviours for Learning framework is considered to be foundation of improving the effectiveness of student learning.

Data analysis revealed that:
Aboriginal Students: Yr 8 - there is a 12% decrease in the number of students who are well below expectations and a 50% increase in the number of students who are AT expectations
Yr 9 - there is a 50% decrease in the number of student who are well below expectations and
66% increase in the number of students who are AT expectations. From November 2013 12% of Aboriginal students in Year 7 were well below expectations and that has moved to 0% of students identified as well below expectations in November 2014.

Non-Aboriginal Students: Yr 8 - There is a 6% increase in the number of students AT expectations. Yr 9 - there was a 15% decrease in the number of students well below expectations and a 24% increase in the number of students who are AT expectations. Overall in this period under ILNNP funding there was limited improvement in student achievement from mid to high clusters on the Literacy Continuum. However there was a significant improvement in the number of students mapped as at expectations, a decrease in the number of students who were identified as at well below expectations.

School planning and evaluation 2012—2014
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Evaluation of revised School Plan targets in light of revised school plan (ILNNP). National Partnership funding required a revised school plan. After consultation with staff and working through the School Improvement Team, 3 priorities were selected for 2013 – 2014.
- In second semester 2014 wide consultation with staff at staff meetings working with an external consultant. Parent and student surveys were developed and data collected and collated. An opportunity for student voice was created through the Student Forum (7 – 12) and through the involvement of student captains and vice-captain representatives on the School Improvement Team. External data systems (Naplan, ESSA, SMART) were used in conjunction with internal data systems (Millennium records, attendance data) to support qualitative data.
- In Term 3, findings from the evaluation and consultation process were disseminated through executive meetings, staff meetings & P & C meetings.

School priority 1
Outcomes from 2012–2014
To improve literacy and to increase ownership by staff of student literacy

Evidence of achievement of outcomes in 2014:
Evaluation data indicated that literacy strategies: 1 KLA needed development; 2 KLAs initiated; 4 KLAs implemented and 1 KLA indicated the strategies were embedded.

10 Literacy leader KLA positions were created, and were trained in: using data and curriculum based assessments to map students on the literacy continuum; to develop curriculum based assessments that incorporated specific literacy strategies; using metacognitive strategies in the planning and delivery of lessons. Further, the role of the leader was to build capacity of teachers in their own KLA in improving Literacy.

Literacy rounds implemented in which 38% of staff participated in school developed and delivered professional learning in literacy strategies and mapping of students using data systems. A further 10% of staff participated in professional learning focussed on advanced writing techniques and pedagogy to improve extended responses. 11% of staff participated in professional learning focused on curriculum planning and pedagogy to improve the outcomes of students mapped at clusters 5 – 8 on the continuum. The results of the latter indicate an average improvement per student of two clusters for aspects of comprehension.

Strategies to achieve these outcomes in 2014:
- Literacy Continuum staff Training across all KLA’s
- Focus on Aspects of Writing and Vocabulary Knowledge across all KLA’s
• Staff Training in metacognitive strategies (Focus on Reading Program) across all KLA’s

School priority 2
To build capacity to develop and refine teaching practices to improve learning outcomes generally and literacy specifically.

Outcomes from 2012–2014
To improve Teaching and Learning by extending Quality Teaching Rounds to include staff across the school, creating a professional culture of sharing good practice, with a focus on literacy where possible. To receive training in and use the 8Ways Pedagogy.

Evidence of achievement of outcomes in 2014:
Establishment of a Quality Teaching leader with responsibility to lead the staff on Quality Teaching rounds and classroom pedagogy.

An additional 17% of staff participated in a Quality Teaching round

KLA Head teachers participated in a Quality Teaching round to enable them to reflect on their own practice and lead their Faculties.

Professional development sharing at Staff meetings of specific elements from the Quality Teaching Practice guide.

Whole staff training on 8Ways pedagogy to focus on the engagement of Aboriginal and Torres Strait Islander students and further raise their achievement outcomes. Department trainer Melissa Kirby came from Bourke to deliver the training with three staff members from the School Aboriginal Education Team, two of whom had participated in training earlier in the year.

Quality Teaching elements explicitly written into programs being developed and updated.

Strategies to achieve these outcomes in 2014:
• Quality Teaching rounds happened each term with staff from across the curriculum.

• Regular agenda items at timetabled meetings to share practice and experiences.
• Whole school staff development day on 8Ways Pedagogy.
• Regular meetings of the school Aboriginal Education Team.
• Embedding these strategies into teaching programs led by KLA Head teachers.

School priority 3
To create a school culture where students are supported, confident and engaged in learning, and responds to all students aspirations, culture, gender and learning potential. To improve home and school community links.

Evidence of achievement of outcomes in 2014:
Establishment of a PBL Leader with responsibility for leading a team of staff with student and parent representation tasked with reviewing the status of the school in relation to further implementing and embedding PBL strategies into school systems & pedagogy, 13% of staff received specific training in Universal PBL and Tier one training. Professional learning to build capacity and understanding of staff took place with school based presentations at Staff Development Days, Staff meetings and through participation in external workshops.

External agencies such as Andrew Fuller and Healthy Schools Healthy Future work with staff to extend knowledge and staff understanding. Strategies incorporated into programming and pedagogy and school planning.

Regular meetings of staff to review current practice and to further implement PBL strategies led to the development of consistent PBL signage and iconography. School expectations are clearly articulated in writing and visually throughout the school, used in dialogue and in printed communication.

Strategies to achieve these outcomes in 2014:
• PBL and Data platform focus group established to review position of school with regards to priority area. Regular reporting of PBL focus in executive meetings, staff meetings and in communication with wider school community.

• To develop staff knowledge and understanding of learning as related to student learning and welfare

• Embedding of consistent responses to negative playground behaviours through the introduction and daily use of the PBL folder for staff on playground duty. Data indicating a reduction % of playground referrals recorded on Millennium.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2014, the school sought the opinions of parents, students and teachers about the school, both formally and informally, of parents, students and teachers about the school. School functions allowed for parent views to be sought in an informal manner. Functions that provided this opportunity included parent teacher afternoons, transition meetings, elective choice nights and parent forums. Formal opportunities were provided through school improvement committee meetings and special focus groups.

Teachers and students, as well as parents responded to a focus question survey. Parents, teachers and students responded in small focus groups and parents also responded to an online survey.

All groups value highly the quality of the students and teachers and the excellent support and involvement of parents in the school. High expectations of students’ and recognition of positive behaviour for learning, the excellent academic achievement of students and the strong reputation of the school within the community were all seen as important.

The physical school environment was identified by all groups as needing attention. Many parents would like to have more regular feedback on their child’s progress and greater communication options to access and input into school. Overall parents and students are satisfied with the learning opportunities provided by the school. Responses were collated and the most frequent responses were utilized in the preparation the school’s 2015-2017 Strategic Plan.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

Three strategic Directions have been established for the new plan. They are:

1. Enhanced Literacy
2. Positive School Culture
3. Effective Teaching and Inspired Learning

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.

Paul Baxter- Deputy Principal (Rel. Principal 2014)
Jennifer Florey- Deputy Principal
Scott O’Hara- Head Teacher Welfare
Vicki McCleer- Head Teacher Welfare
Alita Knaggs- Head Teacher CAPA
Brad Foley- Head Teacher Administration
Carol Poley- President Parent & Citizens
Sam Mathwin, Liam Fletcher, Abbey Rayner and Emma Cram – Student Leaders

School contact information
Tomaree High School
Salamander Way,
Salamander Bay
NSW 2317
Ph: 49811444
Fax: 49841524  
Email: tomaree-h.school@det.nsw.edu.au  
Web: www.tomaree-h.school.nsw.edu.au  
School Code: 8502  

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