Principal's message
Tomaree High School provides a broad range of opportunities for students to experience success. The school shares, with Tomaree Primary and Tomaree TAFE, a modern, well-equipped campus that received international recognition for its innovative design.

Tomaree High has continued its proud history of excellent academic results. Our top academic achiever in 2009 was Jeffrey Bell who achieved an Australian Tertiary Admission Rank (ATAR) of 99.05. Fifty three of our Year 12 cohort (36%) received university offers.

Fifty percent of Year 12 students successfully studied at least one vocational course for the HSC.

In addition, our students from Year 7 to Year 12 continued to achieve outstanding success in artistic, cultural and sporting pursuits.

This report provides examples of student and school successes and highlights our commitment to continuous improvement.

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.

Robert Farley

Student representatives' message
In 2009 the student forum and student body collaborated to support a range of charities and the local community. This included Daffodil Day where over $500 was raised for the Cancer Council. In addition, many members of the school community took part in the Relay for Life to help raise money for the Cancer Council.

Students and staff participated in Crazy Hair Day where $1500 was raised for the victims of the Victorian bushfires.

Students were involved in many leadership and development opportunities, including the ‘Impact Leadership Conference’ held in Newcastle.

Chelsea Turrell and James White

P&C message
During 2009 a small and dedicated group of parents attended the monthly P&C meetings. The P&C contributed in the following ways:

- Provided suggestions for infrastructure spending through the Building Education Revolution.
- Provided input to the enrolment, textbook and uniform policies.
- Trialled a second hand clothing pool to support families unable to purchase new items of uniform.
- Liaised with Newcastle Permanent regarding a bonus to the school on any new home loans linked to Tomaree High School.
- Provided parent representatives to assist with merit selection panels for teaching positions.
- Contributed financially towards the new trophy cabinets located in the Library foyer.
- Provided parent representatives for the Finance, Canteen and Multi-Purpose Centre Committees.

The P&C was also active in discussions regarding excursion payments, school fees, and textbook bonds, so as to minimise the impact on families. The P&C has been strongly advocating for the formation of a band to allow students to continue their musical pursuits. Of particular interest during the year was the Maths Online presentation given to the P&C by Head Teacher Mathematics, Mr Rod Lyons.

An item always on the P&C's agenda is the encouragement of larger numbers of parents to participate in the P&C to better give a cross-section of differing opinions on school-related matters. Much discussion was focused on avenues for gaining greater participation to build the sense of the 'school community'.

Finally, as a result of her volunteer efforts with the P&C Committee, Karen Strang was a recipient of an Education Week Award.

Herna Ward
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

The above graph shows school enrolments at the end of Semester 1 each year (not the enrolments at the start of each year, which is often reported). The trend over the last five years has been a slight reduction in enrolments. Tomaree High continued to attract the vast majority of students progressing from local public primary schools (90% of Year 6 students in 2008 enrolled at Tomaree High in 2009). Our school had 54 students enrolled who identified as Aboriginal and 59 students with at least one parent having a language background other than English.

Due to strong demand for enrolment the school strictly adhered to its enrolment policy, which gave preference to students who lived within its drawing area.

Student attendance profile

These graphs show Semester 1 attendance for the last four years. Our students’ overall attendance remains below both state and regional average. However, a marked improvement was evident in 2009 compared to 2008. Improving student attendance rates is a strategic plan 2009-2011 priority.

Management of non-attendance
In 2009 Tomaree High School closely monitored student attendance and implemented a number of strategies to encourage attendance at school. These strategies included school recognition of students with excellent attendance and a strengthened House system to promote stronger participation at carnivals and other whole-school activities. SMS messaging was trialled with a view to increase this form of communication for attendance related matters in 2010.

Retention Year 10 to Year 12

The graph shows the percentage of students staying on at our school from Year 10 to Year 12 over the last five years. The retention rate of students from Year 10 2007 to Year 12 2009 was 54%. This compared well to schools in our School Education Group (48%), but remains below state average (61%). Also retention rates are solid at 75% of Year 11 completing Year 12. The majority of Year 11 leavers completed a
successful transition to full-time work, or a combination of work and study (85%).

Lifting the retention of students to Year 12 is a strategic plan 2009-2011 priority.

See 2009 Target 2

Post-school destinations

Sixty-seven percent of 2009 Year 12 leavers are pursuing further study and/or training, with 36% of students being offered university placements. An interesting statistic is that Defence Force Recruitment has doubled (to 7%). Only 4% were in the unemployed category. This is significantly less than the Hunter average for 15-19 year olds of 22%. This is a reflection of the school’s commitment to the Real Futures @ Port Stephens program.

Year 12 students undertaking vocational or trade training

Fifty percent of Year 12 students undertook one or more courses in vocational or trade training. School-delivered vocational courses accounted for 39% of student enrolments; TAFE-delivered vocational courses accounted for the remaining 11% of enrolments. This included enrolments in Construction, Metals and Engineering, Hospitality, Primary Industries, Retail, Information Technology and Transport and Distribution Frameworks.

Year 12 students attaining HSC or equivalent vocational educational qualification

Eighty-three percent of students who enrolled in a school-delivered vocational education and training (VET) course elected to complete the corresponding HSC VET examination, and hence obtained a dual accreditation for these courses. Student results in the HSC examinations for Retail Services, Information Technology, and Hospitality were above state average.

Staff information

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

Staff establishment

In 2009 Tomaree High School had 77 full-time and 17 part-time teachers. The majority of these teachers had more than 15 years teaching experience. There was also a significant and growing percentage (16%) of teachers with less than 5 years teaching experience.

In addition, 12 full-time and 11 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 funded through a Federal Government Chaplaincy initiative.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>15</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>63</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>2</td>
</tr>
<tr>
<td>Teachers of Students with Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Support Teachers Learning Assistance</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarians</td>
<td>2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Careers Adviser</td>
<td>1</td>
</tr>
<tr>
<td>Counsellors</td>
<td>2</td>
</tr>
<tr>
<td>SRE Teacher / Chaplain</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>119</td>
</tr>
</tbody>
</table>

Tomaree High School had two indigenous members of staff who were both active in mentoring Aboriginal students and in promoting Aboriginal education perspectives.

Teacher qualifications

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

The following is a breakdown of teaching staff qualifications.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>99</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>11</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>30/11/2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$611,190.48</td>
</tr>
<tr>
<td>Global funds</td>
<td>$673,104.19</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$681,618.91</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$386,630.51</td>
</tr>
<tr>
<td>Interest</td>
<td>$30,952.69</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$111,848.72</td>
</tr>
<tr>
<td>Canteen</td>
<td>$326,167.60</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>$2,210,322.62</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | $139,694.01|
| Excursions                 | $136,973.65|
| Extracurricular dissections| $129,083.63|
| Library                    | $12,310.17 |
| Training & development     | $2003.38   |
| Tied funds                 | $467,145.92|
| Casual relief teachers      | $221,931.58|
| Administration & office     | $167,123.24|
| School-operated canteen    | $254,163.07|
| Utilities                  | $115,412.12|
| Maintenance                | $56,413.97 |
| Trust accounts             | $55,716.88 |
| Capital programs           | $87,969.05 |
| **Total expenditure**      | $1,845,940.67|
| **Balance carried forward**| $975,572.43|

The balance carried forward includes a significant proportion of committed funds. These include funds that are ‘tied’ or held in ‘trust’ for specific purposes and unpaid goods on order. Funds available for discretionary use include $67,000 set aside for the systematic replacement of major assets (greater than $5,000) and $80,000 saved toward the construction of a covered outdoor learning area for the basketball courts.

The 2009 voluntary school contributions set by the school community were unchanged from 2008 at:

- Years 7–10 per student: $65
- Years 11–12 per student: $90

A full copy of the school’s 2009 financial statement was tabled at the annual general meeting of the P&C 2010. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

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. Performance activities such as dance, drama and music are a strong focus.

- Student participation in Star Struck 2009, “We’re On” included 33 dancers and 14 drama students. James Tolhurst, Georgia Trenerry, Jasmine Meagher and Zekiah Robinson were featured tap dancers. James Tolhurst also performed in numerous items and was a strong member of the Star Struck boys’ dance group. Georgina Donnelly performed in the Signing Choir.

- School assemblies featured performances by Damon Berg, Lana Steane, John Gould, Claire Slattery and the Vocal Group.

- The Year 7 Creative and Performing Arts (CAPA) class attended Star Struck and Art Express, participated in a series of circus workshops and created and presented their own circus based show.

- The Year 8 CAPA class presented a showcase performance to fellow Year 7 CAPA students. Later in the year the class created and presented their show Kids to parents and peers. At the end of Semester 2 they made puppets in art classes and performed a puppet show for their peers and guests.

- James Tolhurst attended the Senior State Dance Camp held at the Sydney Dance Company.

- Year 7 and 8 visual art students exhibited assemblage sculptures in the Waste as Art competition and again at the Port Stephens Council Chambers. Jake Bennett and Imogen Ewing were highly commended.

- Jon Freund and Alex Warden of Year 12 had their artworks selected for the Newcastle TAFE Exhibition and Showcase. Alex was also nominated for pre-selection for the Art Express Exhibition.

- Senior visual art students travelled to Sydney to observe the Art Express Exhibition at the Art Gallery of New South Wales, the Archibald Prize and an exhibition at the Museum of Contemporary Art.

- Photography students received a variety of awards throughout the year. Teegan Pack of Year 12 received two merit certificates from
Ilford Photographic Competitions. Sam Greer, Madalyn Winchcombe, Michaela Barrow and Dustin Bates all received acknowledgement from The Department of Education’s Digital Awards.

- Students exhibited and performed at the Education Week Awards night. Various students performed items, including Claire Slattery and a dance item featuring Madeline Eddy and Emma Dooley. Year 8 CAPA students provided pre-show entertainment, displaying their circus skills.

- In Term 3 Year 10 dancers performed, music and drama students presented items, while Year 11 visual arts students exhibited their final Preliminary Body of Work at the Music, Art, Dance and Drama (MADD) evening.

- Drama students attended On Stage, the Laramie Project in Sydney and a drama camp in Newcastle.

Sport

In 2009 Tomaree High School students again achieved excellence across a range of individual and team sports.

- In swimming, Tomaree High dominated the Port Stephens Zone Championships where Samantha Moore (13yr), Morgan Woodley (13yr), Lauren Funnell (14yr), Bryce Woodley (15yr), Dean Elliott (16yr) and Matthew James (17yr) were age champions. Tomaree High was champion school (253 points) from Dungog High (164 points).

- The Hunter Regional Trials followed with Dean Elliott, Reshaye Hollier, Bryce Woodley and our 16yr Girls 4 x 50m Relay team selected to represent Hunter Region at the Combined High Schools Carnival. At this carnival, Dean Elliott placed third in the 16 yr Boys 100m Breaststroke final in a personal best time.

- In cross country, Tomaree High were again Port Stephens Zone Champion school with Stephanie Perry (12yr), Jarrod Tonks (12 yr), Samantha Moore (13yr), Mitchell Wilton (13yr), Emmalee Harris (14yr), Jessica Lyons (15yr), Reshaye Hollier (16yr), Wayd Blackburne (16yr) and Edan Taylor (17yr) as individual age champions.

- From a very large contingent of students competing at the Regional championships, Stephanie Perry, Samantha Moore, Jack Schein, Mitchell Wilton, Jessica Lyons, Jeremy Taylor and Edan Taylor were selected to compete in individual events at the Combined High Schools carnival. The 17yr Boys team of Edan Taylor, Matthew James, Cameron Maher and Adam Cottrell were selected to compete as a school team.

- Samantha Moore placed 15th overall and was the leading member of the Hunter 13yr Girls’ team that placed 3rd.

- In athletics, Tomaree High were Zone champion school and Jack Heyden (12yr), Jordan Warburton (12 yr), Samantha Moore (13yr), George Mirosevich (14yr), Lana Steane (16yr) and Adam Cottrell (17yr) declared age group champions. Some 86 individual and relay team students represented at the Hunter Regional Trials with Samantha Moore – 13yr 800m and 1500m, Lana Steane – 16yr Shot Put and Rachel Baillace – 17 yr Long Jump, selected to compete at the Combined High Schools Carnival. Samantha placed 6th and 7th respectively in her finals and Lana placed 6th in the Shot Put final.

- Many students trialled for regional teams with the following players being successful:
  - Marnie Parfitt – Secondary Girls Soccer; CHS Girls Soccer
  - Rhiannon Metcalfe – Secondary Girls Basketball
  - Kirsty Wright –Secondary U/16yr Girls Touch Football
Kate Watkins – Secondary Touch Football and Secondary U/16 yr Girls Touch Football
Mitchell George – Open Boys Tennis
Kurtis Herman – Secondary Boys Surfing
Toby Mutadzakupa-McGuire – Secondary Boys Surfing
David Wood – Secondary Boys AFL
Lauren Funnell – Secondary Girls Water Polo

- A team of eight riders represented the school at the Scone Horse Trials. The team finished the trials with 3 first places, 6 third places, 2 fourth places and 2 fifth places.

- Tomaree High entered 26 teams in the Combined High Schools Knockout competitions with our best performances coming from the 15 yr Girls Soccer, Girls Open Hockey, Boys and Girls Water Polo and the 14 yr Boys’ Buckley Shield Rugby League teams all making Regional Semi Finals or Finals.

- A broad range of sport choices are offered to Year 9 and 10 students. This included skateboarding, ten pin bowling, yoga and pilates, water polo and Rural Fire Service training.

Extension and enrichment

- Emily Beckett and Kiri Duncan competed in the Lions Youth of the Year Competition.
- Seventy-one students entered the Westpac Mathematics Competition and 26 students received credits.
- Twenty-six students entered the Year 10 Stage 5.1 Newcastle Maths Association Competition with Kyle Hancock, Kurt McDonough and Jake Maher winning prizes and Jason Mikhael receiving a credit.
- Twelve Year 9 students are completing the Bronze level of the Duke of Edinburgh program.
- The school’s Beacon partnership saw Year 12 students spend two days in Sydney to visit the international share-trading company Optiver.
- Forty students from Years 9 and 10 Science competed in the annual Science and Engineering Challenge in Newcastle.
- Jessica Lyons (Year 10) and Imogen Ewing (Year 9) won prizes for essays on Vietnam and WWI in the Legacy Essay Competition.
- Liam Dobby (Year 11) won a place at the prestigious International Science School with 138 students from around the world, in Sydney.
- Emily Beckett (Year 12) had her Textiles and Design major project selected for inclusion in the Textile Exhibition of Excellence.
- Kyle Hancock won the under-19 Encouragement award from TAFE for his work in the ‘Tinny to Tanker’ TAFE Outreach Course.

General (including citizenship)

- Year 11 Hospitality students demonstrated their skills at the Port Stephens Food and Wine Festival.
- Senior Hospitality and Year 10 Food Technology students catered for major school events, including the Year 12 Farewell and the Real Futures Charter Signing Ceremony.
- Senior Building and Construction students designed and built 22 nesting boxes to help rehabilitate land being sand-mined by Unimin in a school / business partnership.
- Agriculture students successfully produced the school’s 2008 vintage with the assistance of local winery, Diver’s Luck.
- Year 12 Primary Industry students operated and managed the school nursery, producing native trees for mine rehabilitation company Unimin and generating income of $2000.
- Year 12 students led the school in raising $3,000 for the Gibson Family in the lead up to their graduation assembly.
- Over 50 students and staff donated blood in October when the Bloodmobile visited.
- Fourteen students from the school sold badges for Legacy on Remembrance Day.
- Mrs Narelle MacBean, Head Teacher VET, was awarded the Director-General’s Award for Excellent Service to Public Education and Training. This recognised her work supporting students to choose appropriate pathways from school to work and Real Futures.
**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 the assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
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)

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**
Numeracy – NAPLAN Year 7

Literacy – NAPLAN Year 9

Numeracy – NAPLAN Year 9
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, spelling, punctuation and grammar, 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 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.8</td>
</tr>
<tr>
<td>Writing</td>
<td>91.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>97.1</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>94.7</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.8</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>90.1</td>
</tr>
<tr>
<td>Writing</td>
<td>86.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>90.7</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>88.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95.3</td>
</tr>
</tbody>
</table>

Progress in literacy and numeracy

In 2009 the vast majority of students in Year 9 improved both their literacy and numeracy skills, compared to their ELLA and SNAP results in Year 7. From 2010, students Year 9 NAPLAN results will be compared to their Year 7 NAPLAN results.

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. Results were reported in six bands, with Band 6 the highest level of achievement.

The results in English-literacy were slightly below state average with 72% of all students scoring in the top three bands compared with the state average of 78%. Three students received a Band 6. This was below state average and was below the number of the previous year. Girls outperformed boys in Bands 5 and 6.

In Mathematics 27% of students attained a top three band compared with a state average of 43%. This was a slight reduction on the results achieved over the previous four year period where 34% attained a similar result. One student received a Band 6 compared with seven the previous year. Students in lower bands demonstrated improvement with only one student receiving a Band 1 and a reduced percentage receiving Band 2.
In Science 55% of students scored in the top three bands compared to the state average of 65%. This was a slight decrease on the previous year’s 62%. Three students attained a Band 6 and no students received a Band 1.

Forty-one percent of students achieved in the top three bands compared with 51% of the state. Two students obtained a Band 6 compared to ten the previous year. As with Australian History and Civics, the majority of students scored Bands 3 and 4.

Thirty-eight percent of students scored in the top three bands with the state average being 51%. The majority of students achieved Bands 3 and 4. Whilst the number of students scoring Band 4 was similar to state performance, the number of students scoring Band 3 was higher than the state result.

All students who undertook this exam were determined to be either highly competent or competent which reflects state performance. Value-added data shows a consistent trend of improvement in both upper and lower band groups.
Results show that the school value-added at below the state average in most areas and most notably in Australian History and Civics. Value-adding in all subjects has shown a slight decrease in 2009 when compared to previous years. Overall, girls outperformed boys in value-adding compared with their BST results.

Higher School Certificate

In the HSC, performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest). It is not valid to equate Band 6 results in different subjects.

In 2009 133 students sat for the HSC examinations. Final HSC marks were based on 50% in-school assessment and 50% HSC examination.

The following graphs show the mean (average) score for all HSC subjects (with greater than 10 students) compared with the mean score for students at Tomaree High over the past five years and the Like School Groups (LSG) 2008 candidature.
English

Results in Advanced English were above state average, with 61% of students receiving a Band 5 or 6 compared with the state average of 52%. In English Extension 1, eight students (72%) achieved a mark in the top band. All three remaining students placed in the second top band. In English Extension 2, 80% of the candidates scored in the top two bands. The results in English Standard were below state average, with only 22% in the top three bands, compared with 36% across the state. Girls significantly out-performed boys.

Mathematics

In Mathematics, 40% of students achieved in the top three bands compared with 71% for the state. In General Mathematics, 7% of students were placed in the top two bands compared with the state average of 25%. In Mathematics Extension 1, three of the six students were placed in the top two bands, compared with 81% of the state.

Sciences

Biology results were at state average with 17 students (65%) achieving in the top three bands (state average being 64%). Results in Chemistry were below state average with no students achieving a result in the top two bands. In Physics 53% of students gained a result in the top three bands with three students achieving a Band 6 result. Senior Science results were consistent with state average.

Human Society and its Environment (HSIE)

In Modern History 68% of students received a Band 4 or 5 which compared favourably to the state average of 69%. Statistical results in Business Studies, Legal Studies, and Ancient History were improved over the previous year and were slightly above the state average. Three students received a Band 6 in both Business Studies and Legal Studies. In Society and Culture 54% of students achieved a mark in the top three bands, compared with the state average of 71%.

Technology and Applied Studies (TAS)

Results in Community and Family Studies were above state average, with 92% of students achieving a Band 5 or Band 4. Examination marks in Food Technology were 4% above state average at 76%. Marks achieved in Textiles and Design were also above state average with one student achieving a Band 6. In Engineering Studies 67% of the students achieved a mark in the top three bands compared with the state average of 73%. Eighty-three percent of students in Design and
Technology achieved a Band 4 or higher result compared to 72% for the state. Results in Information Processes and Technology and Information Technology were between 2.4% and 5.6% better than state performance, respectively.

**Creative and Performing Arts**

Results in Drama were significantly above the state average with all students achieving a Band 4 or Band 5 result. In Visual Arts 95% of the students were placed in the top three bands of achievement. Marks in Music were well above state average. All students were placed in the top three bands of achievement with three students achieving Band 6 and eight students achieving a Band 5 result.

**Personal Development, Health and Physical Education**

Sixty-four percent of students scored in the top three bands in Personal Development, Health and Physical Education compared to the state average of 60%. Two students were awarded a Band 6.

**Vocational Education and Training (VET)**

Eighty-three percent of student studying a VET course in the frameworks of Primary Industries, Metals and Engineering, Hospitality, Retail Operations and Construction, sat for the optional VET HSC exam in their chosen framework. The exam results in Retail, Information and Technology, and Hospitality were above the state average. Exam results in most other frameworks were at state average.

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

**Significant programs and initiatives**

**Aboriginal education**

There were several cultural highlights in 2009:

- Students travelled to Marathon Stadium to attend a Newcastle Knights’ family fun day as part of the NRL ‘Close the Gap’ round. In addition to tours of the dressing rooms and coaching sessions with Knights players everyone contributed to an Indigenous painting to be hung at the stadium.

- The Mirii Yulugi Aboriginal Star Dancers ran a music and dance workshop for Aboriginal students. This performance involved a sharing of cultural skills and focused on reconciliation.

- Students and staff maintained and expanded the Aboriginal Garden and Learning Area.

- ‘Sorry Day’ was recognised with a whole school assembly. Local Worimi Elders took part.

- Funding was awarded from a Commonwealth Government initiative to further develop the bush tucker garden at school.

- One student attended the Aboriginal Winter School at the University of NSW.

Some Aboriginal students received additional support. This included mentoring and in-class tutoring funded through the Norta Norta program.

2009 marked the development of an Aboriginal Education Team, to monitor and improve Aboriginal education at Tomaree High School. This team was formed following a recommendation of the school’s evaluation of Aboriginal education.

**Multicultural education**

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

- There were 59 students enrolled with a language background other than English.

- Eight students received English as a Second Language withdrawal support.

- Pastoral Care lessons included the understanding of other cultures as a specific focus.

- Harmony Day, United Nations Day and NAIDOC Week were explained and discussed.

- Welcoming Dr Kelvin Kong, Australia’s first surgeon of Aboriginal heritage and ex-student, who was both informative and inspirational, to the Year 12 presentation assembly.
• Two students from France visited the school for a week and stayed with local families.
• Chloe Burchmore commenced a 12 month exchange in Belgium.

Respect and responsibility
In 2009 Tomaree High School reviewed the school values and belief statements as part of the school’s shift into the Positive Behaviour for Learning (PBL) framework.

Five principals and approximately 20 executive led 200 teaching staff in the first round of data gathering. A similar process was in turn administered to around 2000 students. The data was synthesised down to 6 values relating to behaviour and 7 values relating to learning.

The school community then voted on what they considered to be the most relevant expectations to them. Collectively, data highlighted the behavioural expectations of RESPECT and RESPONSIBILITY as being most important. STRIVING FOR EXCELLENCE was highlighted as the most important learning expectation.

Tomaree High School will engage in the explicit teaching of values and expectations in the classroom. The “You Can Do It!” program of social and emotional learning skills will be implemented and the teaching of values will be allocated educational time on the school timetable. The program will be differentiated according to the key stages of learning. This will ensure that values education learning is relevant to all students and progressive throughout a student’s life at school.

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. A committee formed with representatives from each group to look at points raised and finalise the policy documents. These were then posted to all parents and carers.

Environmental education
Environmental programs have been a feature of Tomaree High School since its conception and have continued to be actively maintained throughout our decade of growth. Environmental themes featured in cross-curricula programs including Science, Agriculture, Mathematics, HSIE, English and Special Education. Tomaree High School built on the Climate Cam initiative begun in 2008 by continuing to work towards the remaining 2 stars of the program. The school continued to value the input of our sponsor Port Stephens Shire Council for their support.

During 2009, funding was sought to develop The Worimi Food Forest and Gathering Place in the school grounds. The aims of the project were to enhance the school environment by creating a culturally sensitive, interactive garden at the entrance to the school with sign-posted food sources using botanical, common traditional names and usage by the Worimi nation. This project has been developed in close consultation with representatives of the Worimi Land Council to ensure its cultural veracity. Tomaree High School aims to develop this area into a closed system using water saving devices to make the area self sustainable. Both the Hunter District Water Board and the NSW Environmental Trust have contributed sums of money to support this project.

Educational programs for students with additional needs
Tomaree High prides itself on striving to meet the individual needs of all students. In 2009 the Learning Support Team (LST) met weekly to discuss and coordinate the type of assistance that could be provided to meet these needs. The LST coordinated Learning Support Officer placement in classes, adjustments and accommodations in teaching programs, Support Teacher Learning Assistance (STLA) support, funding applications, professional development of teachers, and accessing of specialist personnel and classes.

There were two specialist support classes at Tomaree High in 2009 for students with moderate or severe intellectual disabilities. Students from these classes followed Lifeskills programs in a full range of subjects within their classrooms and with their mainstream peers. Students participated in a wide range of activities such as:
• Community access visits to bowling, town library, supermarkets, cafes and cinemas.
• Participation in training to use public transport.
• TAFE course in Newcastle in animal care.
• Work placements at House with No Steps laundry, grounds assistant at Salt Ash Primary School, Ngioka, Target and Oakvale Farm.
Learning to sail with volunteers at Sailability at Grahamstown Dam.

Through these programs students were able to develop their literacy and numeracy skills with opportunities to also practice their social and behavioural skills.

Specialist behaviour programs
In 2009 Tomaree High School had two educational settings to provide an opportunity for students with challenging behaviours to receive support in identifying their behaviours, building strategies to assist behavioural change, and reintegrate back into mainstream classes with a team of support.

The Return to School Centre (RTSC) provided a short term setting designed for students who were returning to school after 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 full-time, semester long enrolment 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.

Transition from primary to high school
The smooth transition to high school remained a high priority on the Tomaree Peninsula in 2009. Representatives from each of the partner primary schools and the high school coordinated transition activities throughout the year.

The parent information evening and tour in Term 1 was the first of many events designed to prepare our incoming Year 7 students and their families for the transition to high school. In Term 2 each of the primary schools visited Tomaree High to participate in a range of taster lessons which included Food Technology, Drama, Visual Art, PE, Technology (timber) and Science lessons. The Term 3 highlight was a sports Gala Day for all Year 6 students. Information letters during the year, Year Advisor visits and high school newsletters provided in Term 4 also contributed towards the student’s transition.

The Orientation Day in Term 4 provided another opportunity for students to become familiar with the campus, and to whet their appetite for high school.

The transition process has received positive feedback from parents and students and is a credit to the positive relationship between the Tomaree Peninsula schools.

Specialist classes in Years 7 and 8
In 2009 our specialist classes continued to be successful.

For incoming Year 7 students the program offered the opportunity to be selected into either an academic extension class, or a creative and performing arts (CAPA) class. Year 6 students from across the Tomaree Peninsula took part in one or both of the audition days for CAPA, and the selection day for academic extension. Both the Year 7 academic extension class and CAPA class will start in 2010 with 28 students after selections were made from a very competitive and talented group of students.

In 2009 the academic extension classes worked through the curriculum more quickly and completed challenging ‘rich tasks’ that allowed students more choice and the ability to work independently on specialised tasks.

The CAPA classes worked across key learning areas on a rich task with a creative focus. This task encouraged extension of current skills and experimentation across the disciplines of CAPA. Year 7 focused on an investigation of The Circus. They participated in a variety of skill based workshops and then created group performances. Year 8 worked on The Colours of My World, culminating with a class performance. In the second half of 2009 Year 8 studied puppetry, creating and performing their own show.

Student wellbeing
A continuation of strong partnerships within the school’s community, with the welfare of students at its heart, was again evident in 2009.

Students have been supported by a variety of programs throughout the year. Some were facilitated by staff within the school such as counsellors and others by community members. Partnerships with Port Stephens Council, Hunter Headspace and other community groups continued to flourish and assisted the school with issues such as resilience and mental health. An audit of all programs running in the school was undertaken late in the year to ensure that a range of programs and support interventions were made available to all students.

Year 11 attended the Rotary Youth Driver Awareness (RYDA) day. Many students were moved by the emotional story of a mother who lost her sons in a car accident, and they were greatly surprised by the braking distance demonstration. This knowledge will assist students as they take responsibility of a car.

Contributing to a positive school climate, the school’s birthday celebrations in the form of a
“Long Lunch” were enjoyed by students and staff. It included music by DJ Ballistic (Year 12 student Julian Ruhuhuhewa), a sausage sizzle and a demonstration by the Fire Brigade during the extended lunch break.

Our welfare team continued to support students with excursions to reward those students with great behaviour as well as support those not engaged with the learning process.

Progress on 2009 targets

Target 1

*Increase the percentage of Year 9 students who are ‘proficient’ in literacy and numeracy to 14.3% (33 students) and 10.4% (22 students) respectively.*

Due to the introduction of NAPLAN students are now reported in bands (see previous section – Academic). In Year 9 96% of students achieved the minimum or above Band 6 in numeracy and 90% in literacy.

Our achievements include:
- Boys outperformed girls in numeracy in Year 7 and Year 9 and improved from 2008’s results by 17 points.
- Year 9 boys outperformed the region average by 5 points.
- Year 7 Indigenous students achieved above the Indigenous State average in both literacy and numeracy.

Target 2

*Increase the percentage of students who remain at school from Year 10 (2007) until Year 12 (2009) to 56% (128 students).*

Our achievements include:
- In 2007, 214 students completed their School Certificate at THS. Of this group, 133 sat the HSC in 2009. This is a retention rate of 62%, well above the target set of 56%.
- The 2009 Year 12 cohort had 66 students studying VET subjects for their HSC. A quarter of those students chose to study more than one VET subject.
- An increased focus on mentoring students as they choose subjects for Year 11 through the use of a Senior Education and Training (SET) plan.

Target 3

*Increase student attendance rates Years 7-10 to 87% and in Years 11-12 to 83%.*

Our achievements include:
- Increased average attendance rate across Years 7 – 10 to 87% with some variation for individual year groups.
- Increased average attendance rate in Years 11 and 12 of 84%.
- Introduced text messaging to parents to advise of student absences.
- Introduction of 100% Attendance Awards, sponsored by Dominoes Pizza.

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 2009 our school carried out evaluations related to the impact of the raised leaving age, boys’ education and the Tomaree Alternate Learning Centre (TALC).

Educational and management practice - Increased Leaving Age

Background

From January 2010 NSW will have a new school leaving age. Attendance at school will be compulsory until 17 years of age unless students have a full time job, are enrolled in full time study, or a combination of both. A cross-curriculum committee with parental representation was established to research the implications of this new legislation. As the effects are considered far reaching, the team prioritised two areas to review – Curriculum and Student Support (including Welfare).

Year 10 students and staff were surveyed.

Findings and conclusions

- 93% of Year 10 students planned to return to school, 5% intended to enrol in further study and 2% expected to have a full time job.
- Staff expressed concerns about the possibility of a greater number of disinterested students returning to compulsory schooling.
- Staff acknowledged the need for increased welfare and learning support strategies.

Future directions

Tomaree High School already has a sound infrastructure to embrace the changes necessary to cope with the increased leaving age. In addition to strengthening existing programs, strategies will include:
- Strengthened mentoring programs.
- A greater engagement with Real Futures and a focus on employability skills.
- Promoting awareness in the community of the Careers and Transition Support Team (CATS), including the creation of a Head Teacher Transition position.
- A flexible/modified delivery of HSC subjects.

Educational and management practice – TALC Evaluation

Background
The Tomaree Alternate Learning Centre (TALC) has been operating for three years at Tomaree High School. An evaluation was an opportunity to review original policy and process to maintain the high standard of practice established in this behaviour setting.

Findings and conclusions
- Staff benefited from ongoing professional development opportunities to build their capacity to manage students with challenging behaviours and mental health concerns.
- Existing procedures, processes and documentation required adjustments.
- Current strategies for transition and integration into mainstream classes needed to be reviewed.
- Greater consideration of the intervention of appropriate support personnel were needed to assist to maximise student outcomes.

Future directions
In 2010 Tomaree High School will:
- Implement the recommendations of the Stage 3-4 PALT initiative, designed to bring common literacy scaffolds and frameworks across schools on the Tomaree peninsula
- Integrate this whole-school literacy initiative into faculty plans and programs, and school and faculty strategic planning.
- Prioritise better relationships with our boys, setting a target of reduced suspension rates and teacher referrals for boys, by 10%.
- Investigate plans to involve more boys in organised activities in breaks, catering for the greater physicality of boys in the playground, building relationships, and reducing playground problems.

Other evaluations
Parent, student, and teacher satisfaction
In 2009 the school sought the opinions of parents, students and teachers about the school community regarding school culture. A random sample of students, parents and teachers were asked to complete a survey. The survey asked the respondents to rate the school as “Almost Always”, “Usually”, “Sometimes” and “Rarely” against 13 areas of school operation.

Findings and Conclusion
- Parents scored the school highly with the majority of responses in the “Almost always” and “Usually” category. The majority of parents scored the school positively in praising and rewarding individual students who are successful.
- Staff surveys varied in their responses from “Almost always”, “Usually” and “Sometimes”.

Curriculum - Boys Education

Background
Analysis of ELLA and SNAP results showed that boys’ literacy levels were impacting upon their results, and that this trend continued to the School Certificate and the HSC, where boys were over-represented in the middle bands, and their value added results were lower than for girls.

Findings and conclusions
- NAPLAN testing confirmed a need to improve boys’ literacy, which had a ‘flow-on’ effect to all education, including numeracy (as found in SNAP analysis).
- An analysis of the discipline referrals showed that two-thirds of referrals and suspensions related to boys. There needed to be a greater awareness of boys in our discipline system and a focus on building positive relationships.
- Special programs were needed that recognise the differing needs of boys.

Future directions
In 2010 Tomaree High School will:
- Implement the recommendations of the Stage 3-4 PALT initiative, designed to bring common literacy scaffolds and frameworks across schools on the Tomaree peninsula
- Integrate this whole-school literacy initiative into faculty plans and programs, and school and faculty strategic planning.
- Prioritise better relationships with our boys, setting a target of reduced suspension rates and teacher referrals for boys, by 10%.
- Investigate plans to involve more boys in organised activities in breaks, catering for the greater physicality of boys in the playground, building relationships, and reducing playground problems.
Staff scored the school highly in the areas of celebrating student achievements and being proud of their school.

- Year 7 students’ responses to survey questions were the most positive with the majority of students scoring the school highly in the areas of student learning. Year 8 responses were primarily in the “Usually” column and Year 9 and 10 were the least positive with a concern of students being proud of their school, and supportive of what is happening in the school. Year 11 was generally positive and felt that the school “Usually” did well in the areas surveyed. Year 12 were not surveyed in 2009.

Professional learning

Background

In 2009 our school commenced its three-year strategic focus on professional learning priorities, outlined in the school plan, as follows:

- Lift the literacy and numeracy skills of both boys and girls to above state average.
- Increase student retention to equal or above regional average.
- Increase student attendance to equal or above regional average.

Findings and conclusions

Staff development days provided opportunities for all teachers to take part in compulsory child protection updates and CPR / emergency care renewal. The presentation and review of the school’s NAPLAN results provided a framework to deliver explicit numeracy and literacy teaching strategies and instructions on how to compose a class analysis. All staff were able to expand and improve their technology and digital skills through workshops including: SMART Board and Notebook 10, digital literacy and numeracy strategies including the use of the HOT Potato application, an introduction to the Lenovo Laptop and a MOODLE course and quiz development. Workshops also assisted in preparing staff for implementing the “You Can Do It!” program.

The launching of the New Scheme Teacher program provided relief and opportunity for new and experienced staff to reflect on and improve teaching practice.

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 $67,441 spent on teacher professional learning in 2009.

Future directions

In 2010 we will continue to target teacher professional learning funds to support the implementation of our school’s Strategic Plan 2009-2011.

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 2010

The targets below will help focus our work in implementing our strategic plan.

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.*

Strategies to achieve this target include:

- Implement whole-school literacy and numeracy plans which articulate a systematic approach to the explicit teaching of literacy and numeracy skills.
- Analyse available data to identify areas for students’ literacy and numeracy skill development and provide targeted support.
- Write Personalised Learning Plans (PLPs) for all Aboriginal students.
- Fund, with partner primary schools, a Professional Action Learning Team (PALT) which focuses on enhanced student writing skills.

Our success will be measured by:

- The extent to which the literacy and numeracy plans are implemented as evidenced during annual TARS monitoring.
- Percentage increase in Year 7 and 9 students who are considered ‘proficient’ in the NAPLAN tests.
Improved results for Aboriginal students in NAPLAN tests.

Improved value-adding to the middle 60% of students.

**Target 2**

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

Strategies to achieve this target include:

- Improve student self-regulation by consolidating the implementation of Positive Behaviour for Learning (PBL), improving student award schemes, explicitly teaching school-developed expectations, and implementing the You Can Do It program to increase social and emotional learning.
- Evaluating and strengthening the Year 10 subject selection / mentoring process.
- Evaluating the school’s existing curriculum and timetable structures to ensure that students’ learning needs are met in response to new raised leaving age legislation.

Our success will be measured by:

- The increase in percentage in the number of students staying on at school from Year 10 to Year 12.
- The extent to which students respond positively to student engagement surveys, indicating increased engagement in their learning.
- Reduced numbers of referrals for disciplinary action and suspensions, and a corresponding increase in student commendations as evidenced through analysis of student welfare data in Millennium.

**Target 3**

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

Strategies to achieve this target include:

- Enhanced attendance monitoring at both a whole-school and classroom level.
- Increased parental contact regarding student attendance requirements and concerns.
- Continued positive recognition of excellent attendance.
- Enhanced provision of student welfare initiatives to assist students with academic, personal and social development, thus ensuring that the school is a safe, supportive learning environment.

Our success will be measured by:

- The percentage improvement in overall attendance rates in 2010 compared to 2009.
- The percentage improvement in attendance rates for specific year groups.
- The number of students with 100% attendance in a school term in 2010 compared to 2009.

**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.

The school's 2009 self-evaluation team included:

- Chelsea Turrell, Student Representative
- James White, Student Representative
- Debbie Baker, Parent Representative
- Narelle Turrell, Parent Representative
- Susan D'Arcy, Staff Representative
- Keith Freeman, Staff Representative
- Kerbie Jones, Staff Representative
- Ray Milton, Staff Representative
- Desley Pfeffer, Staff Representative
- Linda Robinson, Staff Representative
- Robert Farley, Principal

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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: