Messages

Principal’s message

Another successful year was achieved for Tomaree High School.

From students scoring outstanding Higher School Certificate results, selection of artworks in the renowned ArtExpress and representation at state level in sport to those who were placed into industry, the school staff has been supporting individuals in their endeavours to achieve. Another highlight was the school being announced as the national winner for the Beacon program which aims at preparing young people for the world of work. The school aligns itself with Beacon through our Real Futures efforts.

Supporting these achievements were numerous support programs for families and students experiencing social and emotional challenges. Our deputy principals, head teachers welfare, chaplain, school support officer and defense mentor were a close unit working closely with a nurse and social worker the school partly funded with Hunter New England Health.

Our parent body was active and keen to involve as many parents as possible in information evenings and meetings to learn about and discuss school programs. This effort will be maintained next year and it is hoped to increase the number of people participating.

Student participation was present 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 discussed.

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

Peter Partridge

P & C message

During 2012 the parents of Tomaree High School P&C continued to meet together each month in an informal setting with the Principal. The meetings were an invaluable opportunity for parents to meet with other members of the executive staff, discuss issues, share ideas and work together with the school community.

One of the highlights of the year was the opening of the new, school-run, Uniform Shop, which had been suggested by the P&C. Not only will all proceeds go back into funding other school resources, the uniform items will remain at affordable prices due to the in-house facility.

Parent Teacher Interview Evenings were moved from term 3 to term 2. This enabled parents to meet with their child’s teachers earlier in the year and before the half yearly exams and reports. Attendance at these evenings increased and parents felt more informed of their child’s progress and how they could better support them in their learning.

The P&C changed the school photographer this year which brought a new look to the image of the school. The Year 12 ‘Keep Sake’ album and photo banners to promote the school were just a few of the items gifted to the school by the new photographic company.

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
- Welfare and Discipline Policy
- Staff interview panels
- Enrolment Policy review
- Parent/Teacher Interview & Reporting Review
- Financial support for school resources

For 2013 the P&C will focus on creating opportunities for Parents and Carers to feel valued members of the school community and to encourage more parents to become actively involved at our High School.

Carol Poley
President
Student representative’s message
Throughout the 2012 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.

Some of the events that we ran this year were ‘Jeans for Genes Day’ and ‘Crazy Hair Day’ which we ran on the same day. We raised over $1000 and split the funds with half going to each cause. ‘Crazy Hair Day’ was an event to raise money for Milly Harrison’s (Year 12 student of 2012) sister who suffers from cystic fibrosis. Another charity which benefited from our involvement was ‘World Autism Day’, we allowed students to come to school wearing any blue clothes as well as hosting a cake stall filled with delectable treats that were coloured blue. The funds went towards building a new school at Thornton and Tomaree High School has been placed on the board of recognition as one of the key donators of funds for the school. 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.

A new form of fund raising that we introduced this year was the student ID cards, they have been especially popular amongst the year nine and ten students as it gives them a form of ID for music events such as “Fat As Butter”. The student forum participated in a Leadership Bonding Day which helped teach us to trust one another and create a more cohesive unit in which to help give a voice for the students of Tomaree High.

2012 was an amazing year for the student forum and the school captains with our aim being to ‘look after our community’ which will continue to be our goal throughout 2013 in which we hope to continue raising money through successful fund raisers and outstanding events.

Michaela Wagland, Elizabeth Haynes and Matthew Ferguson

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 attendance profile

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

1. Rolls were marked each period. At the end of first break each day an SMS text was sent to parents informing them of their child’s absence. Parents addressed the absence with a reason.

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

3. Long term, unexplained absences who did not respond to the school’s requests were referred to the home school liaison officer for follow-up.

Retention to Year 12

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>14</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>71.9</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>4.0</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>2.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.8</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>19.772</td>
</tr>
<tr>
<td>Total</td>
<td>119.272</td>
</tr>
</tbody>
</table>

TVET [TAFE delivered] courses included Tourism, Community Services - Introduction, Fashion design and Technology, Music Industry, Hair dressing, Beauty Therapy, Media and Animal Studies.

Other VET courses delivered by private providers included Electrotechnology and Seafood Industry.

Year 12 students attaining HSC or equivalent vocational educational qualification

Sixty five percent of students who enrolled in a school-delivered Vocational Education and Training (VET) course and 66% who enrolled in TVET courses elected to complete the corresponding HSC VET examination and obtain a dual accreditation for these courses. Most of the school-delivered VET courses recorded an improvement in the 2011 HSC Examination results, with most courses achieving an average examination mark exceeding the state average for that respective course.

Post-school destinations

Thirty five percent of our 2012 students were offered University Placements. Only one student identified as being unemployed. Ten percent of our cohort have opted to undertake a Gap year. This is an emerging trend. Ten percent of students are studying further education through TAFE and other training institutions. An earlier identified trend has continued. This is the growth in part-time and casual employment.

Year 12 students undertaking vocational or trade training

Forty Seven percent of Year 12 students undertook one or more courses in vocational or trade training. School-delivered vocational courses accounted for 36% of the 2012 student enrolments. TAFE-delivered vocational courses accounted for 11% of enrolments and 5% of students were enrolled in vocational courses delivered by private providers.

The enrolments in SVET [school based delivery] courses included Construction, Metals and Engineering, Hospitality, Primary Industries, Retail Services and Sport’s Coaching.

The National Education Agreement requires schools to report on Indigenous composition of their workforce.
Approximately 3% of staff identified as Indigenous.

Staff retention

The school had eight people leave the school through transfer, retirement or leave and thirteen join in replacing these people and other unfilled positions.

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>15</td>
</tr>
</tbody>
</table>

Professional Learning

Teachers continued to strengthen their expertise in their area of training. Executive staff attended network meetings with like executive and conferences were attended to ensure trends in education were tracked and, where, applicable, considered for inclusion in school programs.

Preparation for the introduction of the National Curriculum in 2014 was commenced.

Support for beginning teachers was provided to ensure a sound commencement of their career in the teaching profession.

SASS Professional Learning

During 2012 the SASS staff undertook numerous professional learning development courses including first aide training, use of school Defibrillator, mental health training and chemical safety training. The SASS staff attended Finance Conferences, SASS and SLSO Conferences and Administration Managers and General Assistant network days. All SASS staff attended the Compulsory Child Protection training.

Cross training of SASS Administration staff has been a priority in 2012 and will continue in 2013. As a SASS staff we are committed to providing the highest quality of service to our community, students, parents and teaching staff. Engaging in ongoing professional development opportunities is vital to our endeavours.

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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>861824.51</td>
</tr>
<tr>
<td>Global funds</td>
<td>701575.77</td>
</tr>
<tr>
<td>Tied funds</td>
<td>455640.35</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>415884.49</td>
</tr>
<tr>
<td>Interest</td>
<td>37386.02</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>64110.49</td>
</tr>
<tr>
<td>Canteen</td>
<td>373110.98</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>2909532.61</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>149735.25</td>
</tr>
<tr>
<td>Excursions</td>
<td>157726.54</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>126093.88</td>
</tr>
<tr>
<td>Library</td>
<td>14058.22</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5651.52</td>
</tr>
<tr>
<td>Tied funds</td>
<td>506103.78</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>265504.70</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>303060.47</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>280347.62</td>
</tr>
<tr>
<td>Utilities</td>
<td>143952.04</td>
</tr>
<tr>
<td>Maintenance</td>
<td>61517.50</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>69738.72</td>
</tr>
<tr>
<td>Capital programs</td>
<td>119223.64</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>2202713.88</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>706818.73</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 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.

Academic
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

and/or

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

**Reading – NAPLAN Year 7**

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>537.1</td>
<td>526.0</td>
<td>535.2</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

- **Band**
  - Number in Band: 4 5 6 7 8 9
  - Percentage in Bands: 4.1 13.8 27.1 28.0 21.1 6.0
  - School Average 2008-2012: 4.4 17.1 30.3 25.1 17.8 5.3
  - SSG % in Band 2012: 6.6 17.5 27.2 27.1 16.3 5.4
  - State DEC % in Band 2012: 7.1 16.3 23.6 24.5 18.7 9.8

**Numeracy – NAPLAN Year 7**

**Average score, 2012**

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2012</td>
<td>527.9</td>
<td>519.5</td>
<td>536.3</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

- **Band**
  - Number in Band: 4 5 6 7 8 9
  - Percentage in Bands: 3.3 18.1 31.2 30.2 11.2 6.1
  - School Average 2008-2012: 3.5 19.0 31.5 28.1 13.1 5.0
  - SSG % in Band 2012: 6.3 23.3 30.4 21.9 11.7 6.4
  - State DEC % in Band 2012: 6.3 21.2 26.5 20.2 12.2 13.5
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 achieving at or above the minimum standard in 2012

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95.0</td>
</tr>
<tr>
<td>Writing</td>
<td>87.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>95.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>96.8</td>
</tr>
<tr>
<td>Numeracy</td>
<td>96.7</td>
</tr>
</tbody>
</table>

### Progress in literacy and numeracy

In 2012, Year 7 student NAPLAN results can be compared to their Year 5 NAPLAN results from 2010.

### School average growth (NAPLAN scaled score) for Year 7 students

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>52.8</td>
</tr>
<tr>
<td>Writing</td>
<td>*</td>
</tr>
<tr>
<td>Spelling</td>
<td>53.0</td>
</tr>
<tr>
<td>Grammar and punctuation</td>
<td>45.7</td>
</tr>
</tbody>
</table>

---

### Numeracy – NAPLAN Year 9

#### Year 9 NAPLAN Numeracy

<table>
<thead>
<tr>
<th>Average score, 2012</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>560.8</td>
<td>566.1</td>
<td>585.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Band Distribution</th>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td></td>
<td>9</td>
<td>70</td>
<td>68</td>
<td>38</td>
<td>16</td>
<td>8</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td></td>
<td>4.3</td>
<td>33.5</td>
<td>32.5</td>
<td>18.2</td>
<td>7.7</td>
<td>3.8</td>
</tr>
<tr>
<td>School Average 2008-2012</td>
<td></td>
<td>5.0</td>
<td>20.1</td>
<td>27.5</td>
<td>17.3</td>
<td>7.0</td>
<td>2.2</td>
</tr>
<tr>
<td>SSG % in Band 2012</td>
<td></td>
<td>6.7</td>
<td>28.4</td>
<td>29.9</td>
<td>19.2</td>
<td>10.0</td>
<td>5.7</td>
</tr>
<tr>
<td>State DEC % in Band 2012</td>
<td></td>
<td>5.6</td>
<td>25.5</td>
<td>26.1</td>
<td>18.5</td>
<td>11.7</td>
<td>12.7</td>
</tr>
</tbody>
</table>
Numeracy 35.4

**Percentage of Year 7 students demonstrating growth**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Growth Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>86</td>
</tr>
<tr>
<td>Writing</td>
<td>*</td>
</tr>
<tr>
<td>Spelling</td>
<td>93</td>
</tr>
<tr>
<td>Grammar and punctuation</td>
<td>81</td>
</tr>
<tr>
<td>Numeracy</td>
<td>86</td>
</tr>
</tbody>
</table>

In 2012, Year 9 student NAPLAN results can be compared to their Year 7 NAPLAN results from 2010.

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Growth Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>24.1</td>
</tr>
<tr>
<td>Writing</td>
<td>*</td>
</tr>
<tr>
<td>Spelling</td>
<td>22.0</td>
</tr>
<tr>
<td>Grammar and punctuation</td>
<td>27.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>28.8</td>
</tr>
</tbody>
</table>

**Percentage of Year 9 students demonstrating growth**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Growth Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80</td>
</tr>
<tr>
<td>Writing</td>
<td>*</td>
</tr>
<tr>
<td>Spelling</td>
<td>75</td>
</tr>
<tr>
<td>Grammar and punctuation</td>
<td>72</td>
</tr>
<tr>
<td>Numeracy</td>
<td>85</td>
</tr>
</tbody>
</table>

*No growth data available for Writing in 2012*

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

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO.

**Higher School Certificate**

### HSC: Course Summary Table

<table>
<thead>
<tr>
<th>Course</th>
<th>School 2012</th>
<th>School Average 2008-2012</th>
<th>SSG 2012</th>
<th>State DEC 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ancient History</td>
<td>66.6</td>
<td>66.6</td>
<td>66.6</td>
<td>66.6</td>
</tr>
<tr>
<td>Biology</td>
<td>73.4</td>
<td>70.0</td>
<td>70.0</td>
<td>70.0</td>
</tr>
<tr>
<td>Business Studies</td>
<td>71.6</td>
<td>70.0</td>
<td>70.0</td>
<td>70.0</td>
</tr>
<tr>
<td>Chemistry</td>
<td>71.0</td>
<td>67.4</td>
<td>67.4</td>
<td>67.4</td>
</tr>
<tr>
<td>Community and Family Studies</td>
<td>71.6</td>
<td>70.0</td>
<td>70.0</td>
<td>70.0</td>
</tr>
<tr>
<td>English</td>
<td>71.0</td>
<td>68.6</td>
<td>68.6</td>
<td>68.6</td>
</tr>
<tr>
<td>English (Advanced)</td>
<td>71.0</td>
<td>67.4</td>
<td>67.4</td>
<td>67.4</td>
</tr>
<tr>
<td>English (Standard)</td>
<td>71.0</td>
<td>68.6</td>
<td>68.6</td>
<td>68.6</td>
</tr>
<tr>
<td>Food Technology</td>
<td>71.0</td>
<td>71.0</td>
<td>71.0</td>
<td>71.0</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>71.0</td>
<td>66.6</td>
<td>66.6</td>
<td>66.6</td>
</tr>
<tr>
<td>Geography</td>
<td>71.0</td>
<td>70.0</td>
<td>70.0</td>
<td>70.0</td>
</tr>
<tr>
<td>Industrial Technology</td>
<td>71.0</td>
<td>64.0</td>
<td>64.0</td>
<td>64.0</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>64.9</td>
<td>71.6</td>
<td>71.6</td>
<td>71.6</td>
</tr>
<tr>
<td>Mathematics</td>
<td>71.0</td>
<td>66.6</td>
<td>66.6</td>
<td>66.6</td>
</tr>
<tr>
<td>Mathematics (Advanced)</td>
<td>71.0</td>
<td>67.4</td>
<td>67.4</td>
<td>67.4</td>
</tr>
<tr>
<td>Mathematics (Standard)</td>
<td>71.0</td>
<td>68.6</td>
<td>68.6</td>
<td>68.6</td>
</tr>
<tr>
<td>Modern History</td>
<td>71.0</td>
<td>71.0</td>
<td>71.0</td>
<td>71.0</td>
</tr>
<tr>
<td>Personal Development, Health and Physical Education</td>
<td>71.0</td>
<td>70.0</td>
<td>70.0</td>
<td>70.0</td>
</tr>
<tr>
<td>Senior Science</td>
<td>71.0</td>
<td>74.4</td>
<td>74.4</td>
<td>74.4</td>
</tr>
<tr>
<td>Society and Culture</td>
<td>71.0</td>
<td>71.0</td>
<td>71.0</td>
<td>71.0</td>
</tr>
<tr>
<td>Studies and Design</td>
<td>71.0</td>
<td>72.5</td>
<td>72.5</td>
<td>72.5</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>71.0</td>
<td>74.2</td>
<td>74.2</td>
<td>74.2</td>
</tr>
</tbody>
</table>

The image contains a table for HSC: Course Summary Table, listing various courses along with their average scores from 2008-2012, 2012 SSG, and 2012 State DEC. The table is structured with columns for the course name, school average 2008-2012, SSG 2012, and State DEC 2012, with corresponding numeric data for each category.
Significant programs and initiatives

Aboriginal education

2012 was a busy year for Aboriginal education and saw some of our students make choices to improve their schooling and take hold of their future.
The year began with our annual Sorry Day assembly conducted by one of Aboriginal teachers. This is an important day in our calendar and is always well received by the entire student body.

Our Close the Gap project was to ensure that all our Aboriginal students had access to health services. We held a medical check up day at our local clinic. The services provided were for dental, optical, hearing, mental health, dietary and podiatry. This was a fantastic day that brought our students together and highlighted health issues that exist within our community. Many follow up referrals were made from this day.

NAIDOC Week was celebrated with a sausage sizzle and cultural activities afternoon. Our senior students cooked and ran the BBQ and our Aboriginal School Liaison and Support Officer organised art and indigenous games for the afternoon. It was a great way to celebrate our culture within the school. Some students also took part in the NAIDOC Week march through the main streets of Nelson Bay.

Three of our students were selected for the 16s indigenous school boys rugby union side, this is a very prestigious side and played against the best aboriginal rugby players in our country.

We were fortunate enough to be successful in applying for a grant to paint a container which is located in the grounds of our town’s community garden. Students researched their families and their heritage and designed their own section of the container. This project brought our families together through art and storytelling. In one painting we had four generations of one family involved. This was a great opportunity to give our students some identity and pride in being Aboriginal. Our students came in their own time on consecutive Sundays with their brothers, sisters, mum, dads, aunts and uncles, nans and pops. This project gave us time to sit around and have a yarn with our Elders about art, culture, life and family. Various staff members gave up their time by cooking the BBQ and coming along to meet our families.

Three of our students participated in the work readiness course run through Youth Express. The boys worked hard and gained their senior first aid and white card. The boys put together their resumes and were given tips on interviews and speaking in front of people. These short few days worked wonders for our students. One student made the decision to make better choices at school from these days. He could see that he had so much more to offer. His grades improved and he delivered our Welcome to Country on
assembly in front of our school, 1300 students. This was a huge effort.

The Aboriginal health and careers expo held in Newcastle at the end of 2012 was amazing. It showed our students how many options there are for them in the health profession. There were information sessions on universities and health services available and careers that are also available to our students. The highlight of the day was hearing the guest speaker Prof Kelvin Kong who is a past student of Nelson Bay High and also part of our mob and strong and proud Worimi man.

Our AET will continue to meet every second Thursday with many teachers, community members and parents in attendance. Our Junior AECG will meet every Thursday and our numbers at these meeting have been increasing all the time.

Aboriginal Education is alive and well at Tomaree High School and we are improving and expanding all the time. The passion and dedication from our AET and teachers ensures that our students are on the road to success and are reminded what it means to be a strong and proud Aboriginal person and a leader and role model within our school community. We look forward to what 2013 has to offer.

Multicultural education

In 2012 Tomaree High continued to promote cultural diversity. Significant achievements included:

- Thirty-five students enrolled with a language background other than English.
- Eleven students received English as a Second Language withdrawal support.
- Students took part in the NAIDOC week march and celebrations in Nelson Bay.
- Chris Graham, a member of NSW Aboriginal Land Council and editor of Tracker Magazine, spoke at our Sorry Day assembly.
- Harmony Day and United Nations Day were explained and discussed in pastoral care.
- We hosted two foreign exchange students from Italy.
- Two students went on exchange to Spain.

Specialist Classes for Intellectual Disabilities

There were 2 specialist support classes at Tomaree High in 2012 catering for students with moderate and severe intellectual disabilities. Students followed Lifeskills programs in a full range of subjects within both their classrooms and where appropriate with their mainstream peers.
Students participated in a wide range of activities to support their class-work such as community access visits to the bowling alley, supermarkets, cafes, cinemas and to the local swimming pool for water safety lessons.

Travel training programs ran to provide experience using public transport so students could access TAFE in Newcastle and work placements in the future.

Wonderful employers allowed our students to conduct work placements throughout the year: Ngoika, Sienna’s and Kmart. Students were also included in special days where they participated in Sailing on Newcastle Harbour, Sailability at Grahamstown Dam, and discos, excursions and an excursion for a week to Sydney.

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

**Multi-categorical Class**
Tomaree proudly established another new support class for students with a variety of disabilities in 2012. There are now 2 Multicategorical classes at Tomaree High providing a setting suitting the individual needs of each student. Students may follow either a mainstream program or Lifeskills program or a combination of both.

Students were encouraged to attend some of their peer group classes so that peer relationships were kept strong. The classes have a full complement of students, however, there are several mainstream students receiving additional small setting instruction in areas of need. Students accessed school based-traineeships, TAFE courses, and work placements as part of their curriculum.

**Specialist behaviour programs**
In 2012 Tomaree High continued to support an educational setting to provide opportunities for students with challenging behaviours to:
- receive support in identifying their own behaviours;
- learning strategies to assist with behavioural change; and,
- giving each student support when integrating back to their mainstream classes.

The Tomaree Alternate Learning Centre (TALC) provided a behaviour setting that offered semester long enrolments for students in Years 5-8 with challenging behaviours across the peninsula.

Students followed the curriculum pattern of their relevant stage, whilst participating in specific behaviour programs tailored to individual student needs.

After an initial 4 week fulltime attendance in the TALC, students commenced transition to their home base school. This offered class teachers both support and strategies to better manage these students in their regular class rooms.

**CREATIVE AND PERFORMING ARTS**

The school provided a broad range of artistic pursuits including Visual Arts, Visual Design, Ceramics, Wet and Digital Photography, and Video Editing and Film Production, as well as performance activities such as Dance, Drama and Music.

- Student participation in Star Struck 2012, “Time Machine”, was again a highlight of the year for many students. Sixteen dancers and fifteen drama students performed, in four outstanding items. Amy Fredes successfully auditioned as a featured vocalist. Approximately fifty students travelled to Newcastle to be in the audience and support our performers.
- Music students from years Year 7 to 10 attended the Musical production of “High School Musical”.
- Music students performed at school assemblies with outstanding performances from Amy Fredes, Jorjia Perfrement, Persephone Collins, Lauren Funnell, and Hayley Shin.
• The Tomaree High Concert Band continued to grow strong and performed at the school Formal Assembly.
• Year 10 Dance students performed contemporary dance items, choreographed in class, at the Beacon Foundation Charter signing Assembly.
• Year 9 and 10 dance students performed at various Formal and end of year Presentation assemblies.
• Year 7 and 8 Visual Art students had their Assemblage sculptures exhibited in the Waste as Art Competition. Throughout the year Visual Art students from year 8 to 11 had their work exhibited in the Salamander Shopping centre showcase cabinet.
• Senior Photography students exhibited their photographic Body of Work at the year 12 presentation assembly.
• Student’s in the Year 7 Creative and Performing Arts Class (CAPA), attended Star Struck, Art Express, The Archibald Prize exhibition and participated in a series of circus workshops, created and then presented their own “Circus showcase”. This was performed to an audience consisting of students, Tomaree Primary school kindergarten and invited parents and guests. Students also performed at their end of year presentation assembly.
• Both 8P and 8M had the opportunity to experience underwater photography during a Visual Arts excursion the Tomaree Aquatic Centre.
• During Term Two students in the Year 8 CAPA class presented a showcase performance to fellow year 7 CAPA students. In Term Four students in Year eight CAPA made puppets in art classes and performed a Puppet Show for their peers and kindergarten from the Tomaree Primary school. They performed a celebration item, “Life as a CAPA kid” at their end of year presentation assembly.
• Year 10 Visual Art students successfully painted their “Heroes and Idols” on Bollards at the front of the school.
• Alex Turner and Chloe Burchmore’s Body of Work from the 2011 Higher School Certificate were selected to exhibit at Lake Macquarie Art Gallery’s, “Class of 2011” exhibition.
• Student works from the 2012 Higher School Certificate were displayed at an Exhibition held at the Spectrum Church Gallery, during December.
• Jessica Duggan and Rhiannon Laman’s Body of Work from the 2012 Higher School Certificate were nominated for inclusion in ArtExpress 2013.
• Senior students travelled to Sydney to observe the Art Express Exhibition at the Art Gallery of NSW and an exhibition at the Museum of Contemporary Art. Both Junior and Senior Visual Art students attended the Art Express exhibition at the Newcastle Regional Art Gallery, The Australian Modernists and The Archibald Prize Exhibitions.
• In Term Three, Year 12 music and drama students presented items while Year 12 Visual Arts students exhibited their final Body of Work at the Music, Art and Drama (MAD) evening.
• Year 10 Drama students gave live performances of “Living with Lady Macbeth”, to a variety of students across the school. Senior Drama students travelled to the Seymour Centre in Sydney to watch exemplar HSC drama items performed in “On Stage”.
• Michaela Wagland, Abbey Fox, Nathan Perry, Ellie Wagland, Lucy McCall, Sally Keating, and Olivia Evans attended Drama Works held at “Church 180” Newcastle. Ellie Wagland and Olivia Evans successfully made it to the regional Drama Works Showcase held at “Young Peoples Theatre”, Hamilton.

Sport

The year 2012 was perhaps Tomaree High’s best all round sporting year in recent memory on the sporting arenas of our state. Tomaree High was again the major force in the Port Stephens Zone and well able to provide talented individuals in Hunter teams. Even better results would have been achieved, however, if the number of talented performers who give up their
participation in carnivals and knockout teams once they reach the 14/15 year bracket, participated.

The three major carnivals were well attended. From these we had many students represent the school at Zone and Regional carnivals with the elite individuals going through to CHS carnivals.

**Swimming:**
The school carnivals were great fun days and Stephens House was the winner of the first carnival of the year.

**Age champions were:**
- 12 years    Danny Shin and Samantha Rickwood
- 13 years    Brad Cram and Lily Hampstead
- 14 years    Kyle Morison and Nicola Black
- 15 years    Jack Hawkins and Emma Cram
- 16 years    Sam Burns and Kiarne Hawley
- 17 years    Bryce Woodley and Lauren Funnell

Stephens was the Champion house from Nelson, Tomaree and then Yacaaba.

Tomaree High again dominated the Port Stephens Zone Swimming Championships where the following students were Zone Age Champions:
- Kiarni Mather (12 yrs. Girls);
- Bailey Gauta (13 yrs. Boys);
- Lily Hampstead (13 yrs. Girls);
- Kyle Morison (14 yrs. Boys; Nicola Black (14 yrs. Girls);
- Jack Hawkins (15 yrs. Boys);
- Samantha Moore (16yr Girls);
- Josh Hersant (17 yrs. Boys); and,
- Lauren Funnell (17 yrs. Girls).

Stephens and Nelson shared to honours in the house competition, followed by Tomaree and Yacaaba.

The Hunter Regional carnival followed with many Tomaree High students competing in individual events and 10 relay events.

**Winning places in the Hunter team to the Combined High School Swimming Championships were:**
- Kyle Morison in the 14 year Boys 50m F/S, 100m F/S and 200m F/S;
- Emma Cram in the 15 year Girls 100m Br/S;
- Jack Hawkins in the 15 year Boys 50m F/S;
- our Girls 12 year Relay team – Kiarni Mather, Samantha Rickwood, Lara Holbert and Aliesha Edmunds;
- the 13 year Girls Relay team – Emma Gibbs, Charlotte Diemar, Claire Jones and Amy Dufour;
- the 17 year Girls Relay team – Lauren Funnell, Kiarne Hawley, Samantha Moore and Georgia Waugh.

Our 12 year Girls Relay team made the final finishing in 8th place. All of the individual performers swam well and are to be congratulated.

**Cross Country:**
The School carnival was run over a slightly different course this year and our King and Queen of the Mountain were Izaac Daly (14 yrs.) and Lauren Moore (13 yrs.) – both running excellent times.

**Age Champions were:**
- 12 years    Luke Jenkinson and Samantha Coleman
- 13 years    Alec Clark and Lauren Moore
- 14 years    Isaac Daly and Nicola Black
- 15 years    Brett Morrison and Emma Cram
- 16 years    Mitchell Wilton and Samantha Moore
- 17 years    Liam Dawson and Jasmine Meagher

Stephens and Nelson shared to honours in the house competition, followed by Tomaree and Yacaaba.
Tomaree dominated the Port Stephens Zone championships with the following declared Zone Age Champions:

- Lauren Moore (13yr Girls);
- Nicola Black (14yr Girls);
- Emma Cram (15yr Girls);
- Samantha Moore (16yr Girls);
- Alec Clark (13 yrs. Boys);
- Izaac Daly (14 yrs. Boys);
- Morgan Woodley (16 yr Boys);
- Liam Dawson (17yr Boys);

Along with these students, we had many placegetters who went on to compete in the Hunter Regional Championships at Broadmeadow racecourse.

At the Hunter Regional Cross Country trials, Tomaree was the outstanding high school for the second year.

Our age champions were:

- Lauren Moore (13 yrs. Girls);
- Izaac Daly (14 yrs. Boys);
- Samantha Moore (16yr Girls) and second places to Zoe Bradbury (13 yr Girls);
- Liam Dawson (17 yrs. Boys) and Bryce Woodley (18 yrs. Boys).

Along with these runners, we had our 13 yrs. Girls team – Lauren Moore, Zoe Bradbury, Claire Jones and Ruby Voysey selected to represent Hunter at the CHS Cross Country trials. Ruby’s place was taken by Amy Dufour as Ruby was absent on a family holiday.

All of these students went on to the CHS Cross Country titles where they achieved the following placing in their respective races: Alec Clark 32nd; Lauren Moore 8th; Zoe Bradbury 20th; Claire Jones 36th; Amy Dufour 64th; Izaac Daly 13th; Nicola Black 31st; Emma Cram 23rd; Samantha Moore 10th and Liam Dawson 10th.

These were outstanding results for all runners. CHS Medallions were won by Alec Clark – silver medal as part of 2nd placed Hunter 13 year Boys team and Liam Dawson a bronze as a member of the 17 year Hunter Boys team.

**Athletics:**

Following two hard days of competition, Stephens House was declared champions of their second carnival of the year.

**Age Champions:**

- 12 years Samuel Hunt and Samantha Coleman
- 13 years Jacob Manton and Lauren Moore
- 14 years Matt Carter and Kate Connaughton
- 15 years Jacob Coleman and Bethany Burge
- 16 years Jye Astley and Samantha Moore
- 17 years Mark Spencer and Pippa Smyth

At the Zone carnival, Tomaree High again performed well but was not as dominant as they had been in the swimming and cross country.

Zone Age champions were:

- 14 years Boys – Matt Carter;
- 15 years Girls – Bethany Burge;
- 16 year Girl’s – Samantha Moore; and,
- 17 year Girls – Pippa Smyth.

Some 84 students represented the school and Zone at the Regional Championships. Only 5 individual athletes and 1 relay team made it through to the CHS Athletic Championships-

- Samantha Moore in the 16 year Girls 400m, 800m and 1500m;
- Lauren Moore in the 13 year 400m and 800m and 14 yrs. 1500m;
- Amber Martin in the 12 year Long Jump;
- Jemma Astley in the 15 year Javelin; and,
- Pippa Smyth in the 17 year Long Jump.
With these was the 13 year Girls 4 x 100m Relay team – Tia Thomas, Lauren Moore, Natasha Harris and Claire Jones.

Tomaree finished in 2nd place in the champion school section behind Merewether HS after the regional carnival – a wonderful achievement showing the all-round ability of our athletes.

At the CHS carnival:
- Jemma Astley placed 3rd in the 15 yrs. Javelin;
- Lauren Moore placed 3rd in the 1500m and 4th in the 800m;
- Samantha Moore was 7th in the 800m; and,
- our 13 year Relay team was 7th in their final.
Each placegetter received a CHS medallion – a wonderful memento of their efforts.

Equestrian.
Our talented horse riders competed at the Scone School Horse Sports trials and Dungog Horse Trials yet again. They competed in Dressage, Sporting, Hacking, and Show Jumping.

Triathlon.
Morgan Woodley and Bryce Woodley competed in the CHS Triathlon Championships at Penrith. Both were then selected to compete in the Australian All Schools Triathlon in Western Australia. Bryce finished in 15th place, whilst Morgan broke his wrist in a training accident forcing him out of his event.

CHS Knockouts.
As a school we competed in 23 team sports in CHS knockouts with our best results coming from the 15 yrs AFL who placed 2nd in the Region; Open AFL – 3rd in the Region; Girls Open AFL – 2nd in the Region and 15 yrs. Girls AFL – 3rd in the Region; Baseball 2nd in the Region; Year 9/10 Boys and Girls Touch teams and Year 7/8 Girls Touch teams Regional Champions.

Touch Football.

At State level, 9/10 Boys Touch were semi-finalists; 9/10 Girls Touch quarter finalists; 7/8 Girls touch quarter finalists.

Sam Craig and Sam Whitton made it into the Hunter Region 15 year Boys Touch team and Briley Clifford, Haley Dews, Haley West and Bobbi Law made it into the Hunter Girls 15 year team.

Bobbi Law was also selected in the Hunter Open Girls team.

Alec Clark (Year 7) successfully officiated as a referee at the CHS Touch Championships.

Surfing.
A small but talented group did themselves and the school proud. The boys’ team of Zane Clifford, Todd and Troy Edmonds placed 4th in the Newcastle Now Team Challenge whilst the girls team of Nicola Black, Briley Clifford, Emma Cram and Bobbi Law placed 5th.

Emma and Briley were selected to attend the CHS Surfing championships in Coffs Harbour where they competed as a team and Emma competed in the individual event as well. Whilst not gaining places, the experience was well worthwhile.

Anthony Thurlow placed 3rd in the Grommet division of the Australian Body Boarding Championships held at Kiama.

Rugby.
Nathan McLeay, Jack Arnold and Zac Jarvis were selected in the Northern NSW Indigenous Rugby team to contest the Lloyd McDermott National Indigenous Championships were their team finished 3rd overall.

Pippa Smyth, Haley Dufour and Victoria Hawthorne were selected to go to the NSW Schoolgirls’ Rugby trials from which Victoria Hawthorne was selected in the Australian Schoolgirls’ Rugby squad.

Ice Theatre
Courtney Bengs has been selected in the Australian Ice Theatre team to attend the World Championships in Spain in April of 2013. Ice Theatre is an ice skating event that combines dancing and drama on ice.

**Cricket**

Jemma Astley made the NSW 15 year women’s cricket team.

At the time of writing, Jamie Harding and Dylan Stuart are trialing for the Hunter Open Cricket side to compete at the CHS Championships in 2013 and have strong chances of being selected.

**Sailing.**

Sophie Cottam – year 8 – represented at the State FY11 Sailing Championships

**Baseball.**

Our team were runners up to Hunter Sports High School in the Hunter section of the CHS knockouts and went to Sylvania to play in the final series where they were defeated by Woolaware HS.

**Year 9 and 10 School Sport:**

Students at the school were offered a broad range of sport choices for the Yr 9 and 10 traditional sport afternoon. Each term, students chose from: Austag, Fishing, Games, Rock Climbing, Gym – Weights and Body Jam, Skateboarding, Beach Games, Surfing, Golf, Lawn Bowls, Table Tennis, Ten Pin Bowling, Yoga and Pilates, Hiking, Swimming, and Self Defence. This year we also introduced Sailing to our broad portfolio thanks to D’Albora Marina, Soldiers Point.

**Other programs**

**Enrichment**

- Seventy students competed in the Westpac Mathematics Competition, gaining 1 distinction, 1 Prudence award and 19 credits.
- Year 12 students Rhiannon Laman and Jessica Duggan had their Visual Art major works selected for display in the Art Express HSC Exhibition.
- Students from Year 10 Science competed in the annual Science and Engineering Challenge in Newcastle, placing first in the tower section, second in the plane section and winning the bridge section.
- Nine students in Years 11-12 were successful in gaining Defence Technical Scholarships.
- All students in Years 7-8 HSIE had the opportunity to attend excursions, with Years 7-8 going to Sydney; while Years 11-12 Geography experienced fieldwork studies in Newcastle and Sydney.
- Year 11 Hospitality students placed third at the Tocal Agricultural ‘Bake and Burn’ competition.
- Year 12 student Cameron Jacobs won the NSW Engineering Studies competition and a university scholarship.
- Support Unit students and staff travelled to Sydney for a week-long camp which saw them walk the Harbour Bridge, and visit Manly, Darling Harbour, the Botanical Gardens and the Opera House.
- Tomaree Aboriginal Dance Troupe was formed and performed at an Aboriginal Family Day BBQ, and also at school at a lunch break.

**General (including citizenship)**

- Senior Hospitality and Year 10 Food Technology catered for major school events, including the Year 12 Farewell and the Real Futures Charter Signing Ceremony.
- Senior Hospitality catered for the opening function for ‘Tastes of the Bay’ local tourism event, hosting business and tourism representatives from around Port Stephens.
- Senior construction students built a path to the new Library extensions, and also a
new area for student seating, that involved a retaining wall and drainage.

- Students raised $1,100 for ‘Jeans for Genes’ Day, an initiate of the student forum.
- Eight students from Years 9 sold badges for Legacy in the local community.
- Fundraising for the Biggest Morning Tea saw $400 raised for the struggle against cancer.
- Twenty seven senior students completed training for their Responsible Service of Alcohol Certificate and their Responsible Conduct of Gambling Certificate to enable them to find work in any licensed establishment.
- Real Futures Foundation student ambassadors visited State Parliament with local MP Craig Baumann and attended Question Time.
- Real Futures Foundation student ambassadors and Year 10 Defence students visited Newcastle University on an Open Day.
- In Term I the school raised $1,100 for Autism, which was donated to the new Autism Spectrum Hunter School (Aspect). Tomaree High School is now a proud founding sponsor of this vital new asset for students.
- Approximately 50 students, parents and staff marched as part of a TEC group on ANZAC Day.

In 2013 SIPP will firstly meet to divide the policies into their three-year review cycle order, and then begin the ongoing work of the platform, the review of those polices and the allocation of resources and personnel to ensure this important process occurs across the year.

**Writing Project**

The Tomaree Learning Community (TLC) Writing Project team met through 2012 to further develop the teaching of writing K-12. This initiative supported the work of Tomaree High School in improving student performance in the HSC.

Each feeder school to Tomaree High School sent a delegate to work with high school staff throughout 2012. This year a critical friend was appointed to drive key initiatives for the TLC along with the principal of Tomaree Public School.

The meetings have focused on:

1. Identifying long term writing performance for all schools in the TLC across the two text types in NAPLAN
2. Mapping data for each school in each area of NAPLAN writing using common recording formats
3. Building an understanding in all schools of the importance of a consistent focus on the teaching of writing in order to support Stage 6 students
4. Refinement of the TLC marking criteria to include Best Start, the Literacy Continuum and the ways early years, primary years and secondary students and teachers work together.
5. The development of the first phase of Tomaree Assessment Resource Centre (ARC) where student work samples will be collected to show the different levels of performance. This resource will be used for professional learning in each school.

**School Improvement and Performance Platform (SIPP)**

As part of the Platforms approach, the School Improvement Planning Platform has, as its role in 2012, consolidated all school policies into a new and improved format in one location for easy reference.

All policies were reviewed to ensure a common format. They were converted into one-page documents for easy reference. Longer procedures were saved as appendices.
6. Examination of evidence based teaching strategies to improve student writing.

7. The development of a common teaching strategy resource bank to ensure students have common tools to use to develop their writing.

Professional development activities undertaken included the structuring of literacy sessions in the primary years and the importance of vocabulary development to improve literacy skills of all students. Future work will focus on shared professional learning in the area of writing and the implementation of the National Curriculum-English syllabus.

Progress on 2012 targets

Target 1

Match the state average in Year 9 NAPLAN Reading and Grammar and Punctuation in Bands 8, 9 and 10.

Our achievements include:

- Year 9 Reading improved on 2011 result but still under the state average.
- Year 9 spelling, grammar and punctuation were similar to 2011 but still under state average.
- Year 7 overall results were similar to 2011.
- The Target was not met.

Target 2

Match the state average in Year 9 NAPLAN Numeracy in Bands 8, 9 and 10.

- Year 7 overall results were similar to 2011 but under state average.
- Year 9 numeracy was stronger than literacy but under state average
- The Target was not met.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of [Enter text here].

Preparedness for the Australian Curriculum

The school investigated the level of preparedness for the introduction of the Australian Curriculum in the subjects of English, Mathematics, Science and History

Findings included:

- All staff were aware of the implementation phases planned for the curriculum.
- Staff had attended information sessions on their area of expertise and had discussed possible strategies, resources and staffing requirements for the implementation phase.
- School Plan strategies were devised for 2013 to assist with implementation.
- Some modifications to pedagogy practice will be required to accommodate curriculum requirements.
- Overall, the school is well positioned to commence with the new syllabi in 2014.

Senior Assessment Policy

It was planned to review this policy during 2012. During initial surveys and discussion with staff it was soon realized that there was a need to widen the scope of the review to include assessment from years 7-12 and the school’s reporting processes. Consequently, the review was held over to 2013 and its terms of reference widened.

Parent, student, and teacher satisfaction

A review of the Discipline and Welfare Policy was conducted during 2012 to ensure that the policy complied with all Departmental requirements and reflected the school’s Positive Behaviour for Learning (PBL) philosophy.

The review consulted all sectors of the school community and passed through several stages before being adopted. The new policy has been streamlined for ease of access and refers to other school policies including the Uniform Policy and the Attendance Policy. A new level system has been adopted formalising faculty behaviour monitoring and including a refined level system.
The School Bullying Plan was also reviewed to ensure that it was compliant with Departmental requirements and reflected current research and best practices. The reviewed plan incorporates responses to cyber bullying.

Education in aspects of cyber bullying was an explicit part of the school program in 2012. At the start of the year all students in Years 7 and 8 participate in a workshop highlighting the dangers of cyber bullying, it remains part of the PE/Health/PD curriculum and Year Advisers addressed in Year meetings. Additionally all junior students attended performances from the Bamboo Theatre Company to build an understanding of the impacts of cyber bullying.

**School planning 2012—2014**

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

To have increased literacy and numeracy levels of students.

**2013 Targets to achieve this outcome include:**

- *Improve Year 9 NAPLAN Writing and Spelling results in Bands 8, 9 and 10 by 5% compared to 2011 results.*
- *Improve Year 9 NAPLAN Numeracy in Bands 6 and 7 by 5% compared to 2011 results.*

**Strategies to achieve these targets include:**

- Teachers are trained to fully use BOS and DEC provided support packages such as RAP and SMART.
- An enhanced Y7-12 assessment schedule operates
- Explicit staff training in language conventions and teaching the skills in the classroom
- Numeracy demands of each KLA mapped and strategies developed to address same.

- NAPLAN analysis identifies focus areas for school numeracy T&D
- A common language is agreed to for usage across the KLAs

**School priority 2**

**Outcome for 2012–2014**

Improved data gathering procedures are embedded to provide a wider understanding of school relationships with students, staff and community.

**2013 Targets to achieve this outcome include:**

- To map baseline data for future measurement and improvement strategies in the areas of Community Partnerships, Technology Integration, Quality Teaching implementation and Aboriginal Education.

**Strategies to achieve these targets include:**

- Matrices are selected to gather and map data
- Information is presented to the school community for input as to designing strategies to address needs.
- Strategies are incorporated into 2014 school plan.

**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.

Tracey Barnes – Parents and Citizens representative
Michaela Wagland – School Captain
Elizabeth Haynes – School Captain
Matthew Ferguson – School Captain
Jennifer Florey – Deputy Principal
Paul Baxter – Deputy Principal
Vianney Bills – School Administrative Officer
Peter Partridge - Principal