Tamworth High School
Annual School Report 2013
School context

Students
Tamworth High School is a co-educational high school. There are 711 enrolments at Tamworth High School. The school has a 52% female and 48% male student population. This includes students in the special education faculty. Students are enrolled from the local area, many of which are bused in to school each day. Our student population fluctuates throughout the year due to continual enrolments and leavers moving away from town.

Staff
The staff at Tamworth High School has usually been long term at the school. In recent years there has been a slow change-over as several staff retire or leave the Tamworth area. This year, the school had a number of temporary staff filling long term absent positions for staff on leave. We have a number of staff on part-time and full-time maternity leave, so many of our casual staff where employed to assist covering this leave. The school is expecting 5 retirements from long term teaching staff, including Mr. Wayne Chaffey, Mr. Glenn Dodd, Mr. Tony Coyle, Mr. Frank Gooley and Mr. Michael Johnson. These staff will be missed and the school thanks them for their long service to the school and we wish them well in their retirement.

Significant programs and initiatives
Positive Behaviour for Learning (PBL)
White Ribbon
Cyber Safety/Cyber Bullying
Boys Stuff
CHACE TAFE Program (Stage 5 TVET)
Sister Speak
Gifted and Talented classes
Transition programs
Senior Success
Improving Literacy and Numeracy National Partnership (ILNNP)

Principal's message
Tamworth High School commenced the year with our Principal, Mr. Wayne Chaffey, taking extended for the entire school year.

As Relieving Principal, I have been able to utilise my experience of 9 years as Deputy Principal at our school to step into the role with great enthusiasm. Tamworth High School is at a crucial stage in its continuing growth and improvement, with new curriculum requirements and planning to meet the new National Curriculum, new staff taking up roles at the school and a great opportunity with significant funding from the National Partnerships program to make real progress into junior numeracy improvements over the next two years.

In addition, the new improvements to the school buildings include a fantastic new cafeteria and hall upgrade. These facilities bring our school up to an even greater standard that students now have access to use. Teachers are already planning how best they can use these areas for educational purposes.

Congratulations to James Hassan, Jason Scott and Emily Smith on achieving a Band 6 result in the HSC. Also I would like to do a special mention for Alison Sheedy, who achieved three band 6 results, an excellent outcome from a very hard working student. I congratulate the staff and students for their efforts this year and look forward to working with our new Principal on improving our great school even further.

This annual school report reflects the changing nature of Tamworth High School and its continuing push to advance our students to the best of their ability.

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.

Mr. Dale Rands
Relieving Principal
2013 THS P AND C REPORT

After four years we finally have our LEARNING CENTRE and CAFETERIA which are complementing each other in the way the community had hoped for, students having more break time with less commotion and the vast variety our canteen supervisor Cheree is able to produce. The hope of the open style stage learning in all faculties has only just starting to take effect and can now accommodate for all stages and faculties in some way.

The renovations of the School Hall can now been seen and felt in full. No better than THS Presentation Night, when for the first time in a while we all weren’t sticking to our seats. With these improvements this means the School Hall can now be used by all school faculties for any occasions that suit their curriculum.

Tamworth High School has a great team of teachers and support staff who work hard to get the best out of OUR CHILDREN. To enable the staff to do their job the money we raise through our Camp THS, Uniform Shop and Canteen is to support them to have the best equipped school resources. We hope that you will encourage YOUR child to respect and take pride with these additions, renovations and resources. I urge you all to come in and see the amenities for yourself if you haven’t already done so.

P&C Projects Funded:

- A refurbished Trailer for Excursions and sporting trips.
- Seating on the Ron Surtees Oval
- Furniture for the New Senior Common Room
- Uniforms for Sporting Teams
- Hot Chocolate/Expresso machine in the canteen
- 10 Stage 4 Scholarships over 2 years
- Honour boards in the hall to replace the ones that were full along with gold engraving.

I thank all our volunteers and leadership group throughout 2013 for all your assistance and many hours that you have put into Tamworth High School, so much appreciated.

Finally a reminder to all, that TAMWORTH HIGH SCHOOL can give every student the opportunity to have an ALL ROUND education to be ready for the big wide world, but they have to want it and be encouraged to have it.

Karen Psarakis
P&C President
**Student information**

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

**Student enrolment profile**

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>354</td>
<td>367</td>
<td>368</td>
<td>343</td>
<td>346</td>
<td>348</td>
<td>326</td>
</tr>
<tr>
<td>Female</td>
<td>442</td>
<td>411</td>
<td>365</td>
<td>376</td>
<td>393</td>
<td>363</td>
<td>357</td>
</tr>
</tbody>
</table>

The previous chart does not include Special Education students, only mainstream enrolments. The trend is towards a small decline in enrolments, which is expected to continue in the next 2 years before a slight increase. The school enrolment committee processes new enrolments every week for the entire school year.

**Student attendance profile**

Student attendance has shown a slight increase from 2012 as the school works on targeted attendance programs. It is now much closer in line with Regional and State averages.

**Management of non-attendance**

The school employed a staff member for a targeted phone intervention program, aimed at increasing the schools knowledge of reasons for absences. The school has also reviewed its policy of follow up on whole day unexplained absences with a change in welfare policy guidelines. Two members of staff worked towards identifying students with poor attendance, held parental interviews and made recommendations on appropriate follow-up. There was a close working relationship between the school attendance staff and district office staff including HSLOs and Student Welfare consultants that benefitted the school in improving attendance rates.

**Post-school destinations**

The Careers Advisor conducted an audit of post school destinations of year 12 students that completed school in 2013. The following data shows their destinations:

- Working: 16
- TAFE: 4
- University: 10
- Apprenticeships/Traineeships: 7
- Looking for work: 8
- No response: 26

A number of senior students tend to leave school during year 11 as they find work and this is not reflected in this data, but will be included for 2014.

**Year 12 students undertaking vocational or trade training**

Tamworth High School offered the following Vocational Education courses to Year 12 students in 2013: Hospitality, Retail Services, Construction, Primary Industries, Information Technology and Entertainment. In addition, students were able to study vocational or trade courses at Tamworth TAFE. These courses included Aged Care, Child Care, Horticulture and Beauty Therapy. A few students undertook traineeships as part of their HSC studies. Trade Training Centre facilities at the school were well-utilised as teaching areas for the school courses. These included the commercial kitchen (HT1), wood and metal technology rooms and covered outdoor learning area (COWA) for construction. Refurbishment work to the school hall also included establishment of a sound and lighting box, stage lights, improved costume rooms and storage facilities for staging for the Entertainment course.
Year 12 students attaining HSC or equivalent Vocational educational qualification

86 students were enrolled in year 12 this year with the aim of completing their Higher School Certificate. Throughout the year due to other factors, such as obtaining work or leaving town, 6 students withdrew from school. The table below shows the percentage of students obtaining qualifications or otherwise.

- Completed the HSC: 81%
- Obtained TAFE Certificate 4: 11%
- Non completion: 8%

Workforce information

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

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>35.5</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Careers Advisor</td>
<td>1</td>
</tr>
<tr>
<td>Special Education teachers</td>
<td>7</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>District Guidance Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>16.282</td>
</tr>
<tr>
<td>Total</td>
<td>76.782</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Tamworth High School has an increasing percentage of students who come from an Aboriginal background. Currently this is approximately 24%. The school employs an Aboriginal Education Officer (AEO), two junior Norta Norta tutors and 1 senior Norta Norta tutor. An increase in Aboriginal funding is expected for 2014 due to the increase in Aboriginal students enrolling and then continuing on into senior school and completing their High School Certificate.

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>85</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>5</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.

| Date of financial summary                     | 30/11/2013 |
| Income                                        | $           |
| Balance brought forward                       | 742231      |
| Global funds                                  | 716254      |
| Tied funds                                    | 561639      |
| School & community sources                    | 233877      |
| Interest                                      | 22489       |
| Trust receipts                                | 125511      |
| Canteen                                       | 0.00        |
| Total income                                  | 2402001.00  |

Expenditure

| Teaching & learning                           | $           |
| Key learning areas                            | 96354       |
| Excursions                                    | 161302      |
| Extracurricular dissections                   | 91379       |
| Library                                       | 317         |
| Training & development                        | 1900        |
| Tied funds                                    | 402296      |
| Casual relief teachers                        | 174769      |
| Administration & office                       | 173812      |
| School-operated canteen                       | 0.00        |
| Utilities                                     | 216472      |
| Maintenance                                   | 45377       |
| Trust accounts                                | 354762      |
| Capital programs                              | 0.00        |
| Total expenditure                             | 1718740.00  |

Balance carried forward                        | 683261.00   |

The school canteen is operated by the schools Parents and Citizens Association and is reported at their monthly meetings, as well as at the Annual General Meeting (AGM).

A full copy of the school’s 2013 financial statement is tabled at the annual general meetings of the School Finance committee. Further details concerning the statement can be obtained by contacting the school.
School performance 2013

Academic achievements

NAPLAN

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

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

Year 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)

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 and enter the school name in the Find a school and select GO to access the school data.

The following charts are a summary of student results from the NAPLAN testing conducted.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)
The results displayed in the above tables show the school’s efforts in improving results. Although the overall results are below state average, they are now above SSG average. The school continues to work on closing the gap to state average, especially in the higher bands.

**NAPLAN Year 7 - Numeracy**

<table>
<thead>
<tr>
<th>Year 7 NAPLAN Numeracy</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2013</td>
<td>499.0</td>
<td>503.2</td>
<td>540.9</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<th>Band</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Band</td>
<td>6</td>
<td>30</td>
<td>42</td>
<td>26</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>5.5</td>
<td>27.5</td>
<td>38.5</td>
<td>23.9</td>
<td>2.8</td>
<td>1.8</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>7.7</td>
<td>27.6</td>
<td>33.3</td>
<td>22.1</td>
<td>7.4</td>
<td>1.8</td>
</tr>
<tr>
<td>SSG % in Band 2013</td>
<td>8.0</td>
<td>33.5</td>
<td>29.5</td>
<td>16.2</td>
<td>7.5</td>
<td>5.4</td>
</tr>
<tr>
<td>State DEC % in Band 2013</td>
<td>4.0</td>
<td>20.6</td>
<td>26.6</td>
<td>21.8</td>
<td>13.2</td>
<td>13.9</td>
</tr>
</tbody>
</table>

**NAPLAN Year 9 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)**

**Year 9 NAPLAN Reading**

<table>
<thead>
<tr>
<th>Year 9 NAPLAN Reading</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2013</td>
<td>544.6</td>
<td>541.0</td>
<td>574.8</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<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>15</td>
<td>36</td>
<td>35</td>
<td>19</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>12.8</td>
<td>30.8</td>
<td>29.9</td>
<td>16.2</td>
<td>9.4</td>
<td>0.9</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>14.7</td>
<td>26.7</td>
<td>27.5</td>
<td>19.9</td>
<td>8.8</td>
<td>2.4</td>
</tr>
<tr>
<td>SSG % in Band 2013</td>
<td>14.3</td>
<td>32.1</td>
<td>27.7</td>
<td>17.2</td>
<td>7.6</td>
<td>1.2</td>
</tr>
<tr>
<td>State DEC % in Band 2013</td>
<td>6.9</td>
<td>21.2</td>
<td>27.4</td>
<td>23.5</td>
<td>15.9</td>
<td>5.1</td>
</tr>
</tbody>
</table>
As with year 7, year 9 results show an overall trend towards improving results for the school. The gap between school and state average is getting smaller and with continued efforts from staff and students the expectation is to be above state average in some areas in the very near future.

The charts show there is still a big need to move more students into the higher band levels and out of the lower levels. The school continues to work on this trend.

**NAPLAN Year 9 - Numeracy**

<table>
<thead>
<tr>
<th>Year 9 NAPLAN Numeracy</th>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average score, 2013</td>
<td>534.5</td>
<td>537.2</td>
<td>584.4</td>
</tr>
</tbody>
</table>

**Skill Band Distribution**

<table>
<thead>
<tr>
<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>24</td>
<td>29</td>
<td>33</td>
<td>18</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>21.4</td>
<td>25.9</td>
<td>39.5</td>
<td>16.1</td>
<td>7.1</td>
<td>0.0</td>
</tr>
<tr>
<td>School Average 2009-2013</td>
<td>12.4</td>
<td>28.0</td>
<td>33.2</td>
<td>17.2</td>
<td>6.7</td>
<td>2.6</td>
</tr>
<tr>
<td>SSG % in Band 2013</td>
<td>22.3</td>
<td>29.3</td>
<td>26.2</td>
<td>12.2</td>
<td>5.6</td>
<td>4.5</td>
</tr>
<tr>
<td>State DEC % in Band 2013</td>
<td>11.0</td>
<td>21.3</td>
<td>25.0</td>
<td>17.3</td>
<td>10.4</td>
<td>15.1</td>
</tr>
</tbody>
</table>
Higher School Certificate (HSC)

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).

The following charts reflect the results for HSC courses in 2013 and shows some subjects results being above SSG average and very close to state average.

Other achievements

Sport

Tamworth High School continues to maintain its sporting prowess with 5 teams progressing beyond the 2013 North West Regional finals in Hockey and Water Polo. The Open Boys Water Polo finished 5th and both the U15 Girls Water Polo and the Open Boys Hockey finished 6th in the NSW CHS knockouts. There were 39 students that represented the North West with 10 long-term Year 12 North West Retirees. In 2013, we had 4 New South Wales Representatives who included:

- Joshua Worpel (NSW All Schools) for Hockey,
- Nicholas Price (NSW All Schools) for Athletics,
- Nathan Mann (NSW All Schools) for Golf and
- Katie Robinson (NSW Seconds) for Water Polo.

Brittany King was also named in the NSW Hockey team but, unfortunately, had to withdraw due to injury. Nathan Mann played in the National Golf Titles and finished 17th in Australia. The Open Girls Water Polo team was named the THS Team of the Year, finished 4th in the state.
House Carnival winners included:

- Swimming – Peel,
- Cross Country – Fitzroy,
- Athletics – Brisbane.

Nicholas Price broke a 28 year-old THS record by 2.71 m in the U14 years Discus.

The 2013 Champion House was awarded to Brisbane.

Our annual sporting awards went to the following students:

- Sportswoman of the Year – Samantha Moxon (Hockey, Water Polo)
- Sportsman of the Year – Nathan Mann (Golf)
- Junior Sportswoman of the Year – Katie Robinson (Water Polo)
- Junior Sportsman of the Year – Nicholas Price (Athletics)
- Aboriginal Senior Sportsperson of the Year – Zarayn Knight (Touch, Oz-Tag)
- Aboriginal Junior Sportsperson of the Year – Yolanda Handsaker (Touch)
- Pierre de Coubertain Award – Jorja-rose Choice (Softball, Water Polo, Cross Country)
- NSW Sporting Challenge Medal – Samuel Crelley (Water Polo)

NSW representatives

**Boys Shed**

Boys Stuff is a workshop program designed to inspire and motivate young boys with and alternative education and to raise awareness about the diverse career paths available to them within the Small Engine Field and the like.

Specific focus is on achievement and opportunities that will support and encourage young boys in being creative, inspiring, gain confidence in leadership skills and improving their mechanical skills for the use in the Automotive and related Industry.

In 2012 the boys stated working on restoring lawnmowers and gaining leadership skills, these boys went onto being part of the White Ribbon Day and raised money for the shed by presenting at Rotary Club breakfast.

Through money donated and funds granted through Clubs Australia we were able to lay a slab, build a shed and have electricity installed late in 2013.

All of the boys have moved on, some continuing their schooling into Year 11, while others have left to complete their training or apprenticeships.
The Trelawney Project

The Trelawney project is a program to increase youth participation in Education, and provide real opportunities into employment and encompassing personal development.

At Trelawney the students are provided with a number of supportive cultural activities that provide awareness for young people in order to reach their full potential.

At Tamworth High School we have had a lot of interest and our Year 9 girls have been heavily engaged in the sheep dog training program. The girls have been participating in TAFE courses in Animal Care, Cooking and Beauty Therapy.

Dance

Students have been involved in a wide range of performances and workshops. We have had students participate in the Tamworth Eisteddfod, New England Regional Dance Camp, Workshops with Kristy Cini, CAPERS and a range of school based performances. Our Year 9 Dance class produced some excellent performances throughout the year, with outstanding results across the board. Year 10 Dance had a busy year with a major research project showing an array of dance styles. A Stage 6 Dance class was established for 2014, with teacher, Miss Emma Bricknell, undertaking Professional Learning collaborating with some Hunter region schools, as well as other local high schools regarding how they teach the course.
Significant programs and initiatives

Aboriginal education

The work of the Aboriginal Education team and the teaching staff at Tamworth High contribute to the following programs which assist students in the areas of literacy, numeracy, attendance, engagement and retention.

Aboriginal Education Officer

Brian Sampson as the Aboriginal Education Officer has a pivotal role in the Aboriginal Education delivery strategy at Tamworth High School. Brian has an expert knowledge of local language and customs and is often called upon by other schools and outside agencies for support in language and culture. In 2013 Brian and the Norta Norta tutors have provided language classes to all students in Year 7 and 8. By the end of the year students in Years 9 to 10 will have also experienced language and culture classes.

Trelawny Program

This program provides an offsite educational program where elders and members of the Aboriginal community provide educational experiences to enhance resilience, cultural awareness and cultural immersion using the mentoring approach. The purpose of the program is to assist Aboriginal students who have difficulty with mainstream education. The program is conducted off site and cultural immersion is a focal point of the program.

Norta Tutoring Years 7-9 and Norta Norta Norta Teacher Years 11-12

Both the Norta Norta community tutors and the Norta Norta teachers assist Aboriginal students in the following areas;

1. Literacy and Numeracy tutoring with a focus on NAPLAN and HSC.
2. Delivery of language and culture lessons
3. Provide pastoral support for Aboriginal students
4. Delivery of transition programs for primary students
5. Assist teaching staff to incorporate Aboriginal perspectives in their teaching programs.

Yarn Up and Talking Circles

THS has recently employed a young female Norta Norta tutor to conduct traditional Aboriginal handicrafts as basket weaving to form the purpose behind 'Yarn Up'. This provides the opportunity for students to talk freely and openly in a culturally appropriate environment. This strategy has proven itself to be a successful mental health strategy in schools in the Western areas of NSW.

Sista Speak

A female Aboriginal teacher and the Norta Norta teacher (female) deliver the Sista Speak program which has a focus on supporting female Aboriginal students in the areas of;

1. Self Esteem
2. Positive female role models – female Elders and successful Aboriginal women in the workforce
3. Emotional and physical health
4. Career aspirations

Boys Program – Men’s Business ‘Toorale Station’ Bourke- outback NSW

Aboriginal Boys who have been identified as being at risk of disengaging from school are soon to be participating in a return to country activity. Boys will meet elders and will be involved in cultural activities such as language, hunting/fishing, self-esteem and resilience activities focusing on healthy bodies and healthy minds. Local elders and younger positive Aboriginal role models and the male Aboriginal Education team staff will be attending. Many of the boys participating in this experience have
family connections with the Bourke and Brewarrina Aboriginal communities.

Retention Figures for Aboriginal students in the senior years (Years 11-12)

2012 – 15 Aboriginal students

2013 – 30 Aboriginal students

2014 (expected) – 37 Aboriginal students

PDHPE Faculty Report

The PDHPE have had another enjoyable year with a few new faces joining our faculty. Miss Laura Warden joined the team early in Term 1, taking on a 0.5 position, job sharing with Mrs Broderick. The faculty has been very productive in providing both educational and physical opportunities throughout 2014.

Mr Darren Desmid took on the role of organising the Year 10 Northern Excursion. At the beginning of term 2, with 72 students on board, Year 10 enjoyed 16 days and 15 nights travelling to the centre of Australia and back down the eastern coastline.

The Year 9 Adviser, Mr Steven Porter has been actively working with his students fundraising for next year’s Northern Excursion. There has been inside information given, that their fundraising has surpassed the magical $10 000 mark. Year 9 must also be commended on their representation of students on Platinum/Gold colour levels who earned their place on the first State of Origin excursion.

In term 2, we sadly lost the full-time services of Melissa Broderick. Melissa worked as a PDHPE Teacher here at Tamworth High School from 1997 to 2013, arriving from MacCarthur Girls High, Parramatta. She enjoyed her time here completing the roles of Sports Organiser, Girls Adviser and Year Adviser (2003-2008). Melissa was a valued Volleyball coach for the North West and was heavily involved in the coaching of school Netball & Volleyball teams. Kate McCrohan has taken leave and commenced a new job with the University of New England. We wish them both well with their future endeavours and look forward to Kate returning in 2014.

The Year 10 Physical Activity & Sport Studies (PASS) class travelled to Tamworth South Primary School for a 6 week program teaching year 1 student’s fundamental movement skills. These skills included hopping, skipping, catching, throwing, two-handed striking and dribbling. This was a valuable opportunity for our students to develop their coaching skills, which will hopefully encourage them to take on coaching positions, within their respective sporting clubs.

In Term 3, Crossroads was held for all Year11 students. This is a mandatory course that is taught in stage 6 and extends the learning experiences of students in years 7-10 PDHPE. The course has two main focus areas of Working at Relationships & Drug Use. We ran our Crossroads program in the new Learning Space with a number of staff members presenting interesting and informative topics from the two main focus areas, including: Mrs Kate McCrohon & Miss Emma Bricknell – Goal Setting, Mr Darren Desmid - Sexual Health, Mrs Jenny Murray & Mrs Kate Roser –Support Networks, Mr Guy Porter & Mrs Di Kelly – Wellbeing & Mental Health.

The PDHPE faculty have continued to develop the school Gym, providing students with the opportunity to use it before, during and after school. The Gym has received equipment from Farrer (standing calf raise) and student usage is continuing to grow. Students are charged a fee of $10 a term (basically $1 a week) and this money is put back into facilitating this resource. The Gym accommodates sport groups, support classes and PDHPE practical lessons, and is open to all students and staff members.

The Ron Surtees Oval has seen a major transformation over the past 12 months with the field now marked with touch and football lines, along with seating for classes and spectators. We have had the opportunity to play a number of Football, Rugby League and Touch knockout games here at school. Special thanks to the P&C for providing funding for the seating and Mr Porter for spending endless hours on marking & maintaining these lines.

School Sport has been run and organised by Mr Steve Porter. After 2 years in this position, Tamworth High School will have a change of guards for 2014, with Mr Greg Allen taking on the role of Internal Sports Organiser. The Integrated Sports Model has seen a decline in students selecting paying sports, with the majority choosing from a range of sports run at school. External Sport is also experiencing a change with Mr Graham Smith taking over from Mr Darren Desmid. This year our Sports Carnivals saw good
participation by all students, with good involvement by THS students at the representative level.

We are looking forward to a continued involvement in the Tamworth High School community by increasing educational opportunities available to our students. We are keen to develop our existing programs and promote student achievement.

Mathematics Faculty Report

The year 2013 has seen some significant changes in the Mathematics faculty at Tamworth High School. Foremost of these changes was the full complement of Mathematics trained teachers on staff, something that few schools can boast. The Mathematics faculty for 2013 consisted of Mrs Karen Nelson (Head of Faculty), Mr Luke Barry, Mrs Kelly Cornwell, Ms Dimitra Gouvoussis, Mr Graham Smith and Mr Jeffrey Turner. Mr Smith undertook his studies to retrain during 2013 and by the end of the year he gained his qualifications to become an accredited Mathematics teacher.

Mr Theodore Maczi became a resident of the Mathematics staff room, as a general purpose teacher assisting throughout the school. Sadly we said farewell to Mr Francis Gooley, who after 27 years at Tamworth High School commenced long service leave prior to his intended retirement, and Mr Michael Johnson, who also took long service leave pending his retirement. Physical changes have also taken place in the faculty, with renovations to the Mathematics staff room and ongoing ‘touch ups’ to the class rooms. This has all been the result of the dedicated efforts of the teachers.

The Mathematics senior study group has continued to be well attended throughout the year. This group meets on two afternoons during the week, during integrated sport time, when senior students have study periods. The resulting success of this venture has ensured that it will continue in 2014. It is again due to the dedication of Mr Luke Barry, who provided his room for the senior study group and who also gave his time freely for this venture, ensuring its success. Mr Graham Smith also developed a support network for junior students, with his own tutorial sessions in A12 from 8:00 am each morning. It is important to note that all members of the Mathematics faculty frequently welcome students into their class rooms during breaks and study periods, to assist them with any questions that they may have.

Throughout the year the Mathematics faculty have continued to support annual activities in and around the region. Mr Smith took our team of students to the UNE Year 8 Mathematics day, which is always a very rewarding experience for the students involved, and Mrs Cornwell organised the Australian Mathematics Competition on August 1st, during Term 3, and this year saw a pleasing increase in the number of participants in the Australian Mathematics Competition. Mrs Cornwell’s Year 8 and Year 9 students were treated to some pie, as a celebration to PI (π), in addition to some fun activities with circles. Ms Gouvoussis’ Year 7 class completed a research project on their favourite number, producing some very creative results which were displayed in the Library, and her Year 8 class completed string art projects, which proved to be a great hit amongst the students.

The most significant news of the year resulted from the funding provided to schools to support the implementation of either Literacy or Numeracy initiatives. At Tamworth High School the decision was made to develop a program to address Numeracy, with the focus being on improving student’s skills in the areas of Place Value and Problem Solving. This has resulted in funds being provided to employ experienced teachers to coordinate and develop the program and to provide release time for staff to undergo training. Ms Nina Russell was employed as the Head Teacher for ILNNP (Improving Literacy and Numeracy National Partnerships) to coordinate the program. With part of the funds allocated for ILNNP, as well as school Information Technology funding and financial support from the P & C, we were able to purchase 60 iPads, 4 iPad charging cases and a dedicated Macbook Air to support the Numeracy initiative. With the introduction of the iPads into the school teachers have undertaken training and development in the use of the devices in the classroom, but prior to this step Mrs Cornwell and Mr Maczi developed the classroom procedures for the use of the devices and they dedicated considerable time to setting up the devices. Both Mrs Cornwell and Mr Maczi have extensively researched the educational applications that are available to use on the iPads, prior to installing the applications on the devices. The year ahead is looking both
challenging and exciting for the Mathematics staff and their students at Tamworth High School.

**Structure of classes**

In 2013 the structure of classes at Tamworth High School was:

**Year 7**

The Gifted and Talented (GAT) class was established with a differentiated curriculum that included cross-subject and higher-order activities. The other four classes were taught had a more traditional curriculum. These classes were formed according to Year 5 NAPLAN results, recommendations of Year 6 teachers and performance in Year 6. The bottom-streamed class was made a smaller size and provided with additional assistance in literacy and numeracy.

**Year 8**

The 5 Year 8 classes were generally streamed using NAPLAN results and performance in Year 7.

**Year 9**

In 2013 there were 5 regular Year 9 classes. The top two classes were streamed according to outstanding student performance in class and examinations. The next three classes included students achieving at or below Stage 5 outcomes. Students selected electives over three lines including Food Technology, Elective History, Wood Technology, Agriculture, Visual Arts, Work Education and Drama.

**Year 10**

In Year 10 there were 5 classes: two A-stream classes and three B–stream classes. These classes were based on student performance in class and examinations.

Students in Stage 5 selected electives in three lines. Elective subjects included Aboriginal Studies, Visual Arts, Photography and Digital Media, Drama, Food Technology, Wood Technology, Physical Activity and Sports Science, Music and Work Education.

**Support classes**

There was one Support class – Intellectual Mild (IM) for Stage 4 students and one Intellectual Mild (IM) class for Stage 5/6 students. Students in these classes were taught a modified Life Skills curriculum that was based on student abilities and interests and had a significant link to real life.

Placement in these classes was by the District Placement Panel.

There was one class for students tested as Intellectual Moderate (IO). This class included students from Year 7-12. Students in this class followed a significantly modified school curriculum that included a focus on literacy and numeracy, integration into selected regular practical classes and work placement programs for older students. Placement in these classes was by the District Placement Panel.

There were two Emotional Disturbance (ED) classes. One class was predominately for students with internalised behaviours and the other for students with predominately externalised behaviours. Each class consisted of seven students, all placed by the District Placement Panel. These students had individual learning programs developed through consultation between the class teacher, student and their families. Stage 5 students participated in Work Placement programs. Some students were integrated into regular practical classes. Both classes include students from Oxley and Peel High Schools as well as from Tamworth High School.

**Years 11/12**

In Stage 6 line patterns were determined according to the school’s ability to deliver subjects and student subject selections in Term 3, 2010. English remained the only compulsory subject and was delivered on Line 1. English Studies was taught for the first time in 2011. The other 5 lines consisted of a range of subjects from the other Key Learning Areas. The most popular included Ancient History, Studies of Religion, Industrial Technology – Wood, Music 1, Visual Arts, Biology, Senior Science and Chemistry. Most students studied a level of Mathematics.

Tamworth High School offered a range of Vocational Education courses including Primary Industries, Entertainment, Hospitality, Retail Services and Construction. Joint Secondary School-TAFE courses included Hairdressing, Animal Care, Automotive and Desktop Publishing. These courses were co-ordinated by Mr Greg Allen and were taught at the Tamworth Institute of Technical and Further Education.
Transitional Equity Funding

In 2013 Transition continued to be a high priority for the school. The program was co-ordinated by Ms Erinn Scott.

Priorities in 2013 included:

1. Professional learning – Sessions at Staff Development Days on Thursday 19.12.13 and Tuesday 28.1.14 on Year 7, 2014 students, particularly those with health and learning needs.

2. Planning for effective transition – Ms Scott visited primary schools to gather health care plans, risk assessments, education/learning plans. She identified students at risk and wrote various plans for students who needed them at the point of transition to high school.

3. Supporting individual students – Individual support students (ED, IM, IO) visited Tamworth High School and attend one classes each week. Case meetings with parents were held to ensure sharing of advice on nature of special needs and best practice for the individual.

4. Orientation Days – Two were held in 2013: one for smaller partner primary schools and one for Tamworth South Public School. This was an opportunity for students to meet the high school prefects and attend “taster” lessons. Parents were introduced to school staff, provided with a school prospectus and informed of key routines and practices operating at Tamworth High School.

5. Database of Year 6/7 students including key information provided by primary teachers and profile of students (ATSI students, students with high absenteeism, family custody matters, visual and hearing issues, health information, emotional/behavioural information etc) and suggested ideas for catering best for the individual student. This information is accessed by the year 7 Adviser, Welfare Head Teacher, Deputy Principal Stage 4 and Learning Support Team.

Evidence of success of practices in transition from Year 6 to Year 7 include:

- Retention in numbers of students making applications to enrol at Tamworth High School in Year 7;
- Reduced suspension rates of Year 7 students, particularly in term1;
- Increased understanding of high school teachers about individual students and how to cater for their individual needs;
- Secondary teachers having a better understanding of Stage 3 outcomes and more effective links to Stage 4 work.

National partnerships and significant Commonwealth initiatives (participating schools only)

The objective of the Improving Literacy and Numeracy National Partnership (ILNNP) is to improve the performance of students who are falling behind in literacy and/or numeracy, including targeted groups such as students from disadvantaged backgrounds and Aboriginal and Torres Strait Islander students in participating schools. The Improving Literacy and Numeracy National Partnership will contribute to the effective use of evidence-based approaches in participating schools to lift the performance of these students.

Tamworth High received $180,000 in order to implement programs which would assist in achieving the schools targets of:

1. To increase the number of Aboriginal students in year 8 who are performing at or above expectations from 6.4% to 10%

2. To increase the number of non-Aboriginal students in year 8 who are performing at or above expectations from 22% to 33%

3. To increase the number of Aboriginal students in year 7 who are performing at or above expectations from 18.4% to 25%

4. To increase the number of non-Aboriginal students in year 7 who are performing at or above expectations from 37.8% to 35%

The schools focus was on the increased skills of teachers in the area of explicit teaching of Problem Solving and Place Value. A Head Teacher was employed to manage the development of Professional Learning Plans and school action plans in order to achieve these goals. Additionally a support teacher was employed .4 to establish intensive support classes in year 7&8 and establish baseline data through testing.
Professional learning commenced with the Mathematics faculty, facilitated by the Head Teacher INNLP and HT Mathematics. This training included the following:

Problem solving techniques, elements and relevance - As a starting point Professional Learning began with an introduction to numeracy and problem solving. This was an evaluation of current staff knowledge in this area, current practices and an introduction to alternative and effective practices in the targeted area. Teachers researched, analysed and gained knowledge about a multitude of related skills. This initiated the development of the intensive support class practices.

Understanding the Numeracy continuum - This element of the professional development program focused on increasing the Mathematics faculty’s ability to identify and evaluate student’s progression and starting point as mapped on the numeracy continuum. As part of INNLP the focus was on element 2. The PL allowed staff to develop a targeted assessment for the review of baseline data.

Newman’s error analysis - The focus of this PL was for Teachers to learn the Newman “analysis of errors” strategy. This was an introductory session in which teachers learnt the basics of the system, links to curriculum and evaluation of implementation in current practice. As a preliminary session it was hoped it would assist in teachers identifying the types of errors made by students on written mathematics problems. The follow on from this is for staff to develop teaching units, which target the majority of concerns and teach students strategies to address errors. Further training will be provided in more depth in 2014.

Tape Diagrams - This training introduced the Mathematics faculty to the concept of Tape diagrams and the ability this process has to offers students a thinking tool to visually represent a mathematical problem and transform the words into an appropriate numerical operations. The aim of this being that staff saw the options of Tape diagrams being used to provide a common framework in using diagrams as thinking tools.

ICT beginnings - The basics of iPads and their usage - This training aim was to introduce the whole school staff to the ICT element of the whole school ILLNP Plan. This session focused on iPad technology in the classroom and how it can be a powerful tool for learning and comprehension. Staff were introduced to the basic use and functions of the technology and the possibility for classroom integration.

Project Based learning, the basic introduction - This was an introduction to project based learning and how it can be used as a comprehensive approach to teaching. The aim being that teachers in mathematics in collaboration with mentors will begin a problem solving approach to cross curricula projects. Staff will create an interdisciplinary program to trial incorporating an array of skills from Mathematics, English, Drama, geography, science, and technology.

School planning and evaluation 2012—2014

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

- Written qualitative surveys
- Online surveys
- Parent verbal feedback

School planning 2012—2014: progress in 2013

School priority 1
Education of Gifted and Talented Students

Outcomes from 2012–2014
Establishment of a quality educational program to cater for gifted and talented students 7-12.

Evidence of progress towards outcomes in 2013:

- A Year 7 class for gifted and talented students was established that comprised 28 students. The class was taught by Miss Emma Bricknell along the lines of an American Middle School model with the class taught by the same teacher for half the curriculum. This allowed a high degree of Project Based Learning, cross-curriculum
activities and focused support for students with “gaps” in their learning, notably in literacy and numeracy.

- The class was formed through the nomination process whereby prospective students, their parents and primary teachers could nominate for the class and give the educational reasons why they met certain criteria. These criteria included being above-average academic ability, interest in a variety of creative and performing arts and willingness to participate in an alternate educational program.

- The formation of the Year 7, 2014 class also took place in 2013. This included a GAT Information Evening, evaluation of applications and placement in the class and establishment of the classroom with appropriate resources. Mr Nicholas Curran undertook specialist training in preparation for being the class teacher.

**Strategies to achieve these outcomes in 2014**

- An evaluation of selected practices in the Gifted and Talented Program will be held in Term 1, 2014. GAT students, their parents, primary teachers in partner primary schools and Tamworth High School teachers will be invited to review six practices:

1. Placement in GAT classes – Is the nomination process an effective means for identification and placement into GAT classes or should alternatives (e.g. testing, interviews etc.) be considered?

2. Structure of classes Stage 4 – Should the Stage 4 GAT classes continue on the middle school model of one teacher teaching half of the total timetabled classes or should other models be considered e.g. separate teachers for each subject?

3. Structure of classes Stage 5 – How should Stage 5 GAT classes be structured? A number of models are proposed including having one teacher for English and History and another for Maths and Science.

4. Teaching and learning activities – GAT classes provide opportunities to explore a wide range of activities within the classroom, across the whole school and in the community. Use of technologies and enrichment activities are readily available. But which activities work best with GAT students at Tamworth High School?

5. Equity – Tamworth High School caters well to students with physical and mental health disabilities, students from EAL/D and Indigenous backgrounds and students from all socio-economic backgrounds. The school would like to successfully incorporate all these students into the full gamut of GAT activities.

6. Staffing – Is the middle school model of a home teacher for half of all classes and access to specialist teachers in Technologies, Creative Arts, Science appropriate or should the practice be varied?

7. Focus on Creative and Performing Arts – Should the Year 7 and 8 classes have a focus on Visual Arts, Music, Dance, Drama, Public Speaking and participation in activities such as Dance Festival, CAPERS and the Tamworth Eisteddfod?

- Results of this survey and recommendations will be available to the whole school community in late Term 1, 2014.

**Professional learning**

As part of the continuing push to improve student outcomes, staff participated in a vast range of Professional Learning opportunities to upgrade their own skills, so that they may be better prepared for the lesson delivery in the classroom. PL activities where undertaken in the following areas:

- Syllabus Implementation
- Information and Communication Technologies
- Literacy
- Beginning Teachers
- Career development
- Welfare

Vocational Education and Training

National Partnerships – iPad implementation and numeracy development

A total of almost $45,000 was spent on various PL activities, the majority of which was for salaries for casual teachers to allow permanent staff to
attend courses to undertake the training and skills development.

**Parent/caregiver, student, and teacher satisfaction**

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

A revised school evaluation cycle was implemented as component of the 2013 annual report process. This cycle will endeavour to program key evaluation processes in the school planning cycle and utilise recognised survey formats that address essential aspects of the school planning and development cycle. To facilitate this process, an online service using the 'School Survey' website was utilised to streamline the survey development, distribution and analysis process. This online process enabled the school to efficiently setup and distribute surveys to all key stakeholders and analyse data effectively.

The implementation of this evaluation cycle has focused on two groups of respondents - the teaching staff of Tamworth High School and the parents of students. The effectiveness of the new online facility was proven by the strong levels responses to the teacher based surveys and relatively strong response to the parent surveys which were supported by the THS Parents and Citizens Association.

A general survey was utilised for parents with moderate response rates

- Strong positive results were reported for areas including:
  - Setting high expectations for students - 93% agree or strongly agree
  - Teachers providing useful feedback - 79% agree or strongly agree
  - Teachers treat students fairly - 67% agree or strongly agree
  - Parents feel they can talk to teachers about concerns - 72% agree or strongly agree
  - Their child likes being at THS - 93% agree or strongly agree

Areas identified for further development centered upon:

- Management of student behaviour
- Consultation with parents
- Improvements to the methods of motivating students to learn
- Collaboration with parents to support learning

A series of 4 standard surveys produced by ACER were utilised for the teacher surveys - these surveys covered:

- School Leadership
- School Management
- School Planning
- School Culture

The following is a summary of the most notable results.

**School Leadership**

- Moderate results for areas such as
  - School leaders effectively implement change processes which result in improved student learning outcomes.
  - School leaders demonstrate an interest in, and accountability for student learning outcomes.
  - School leaders encourage teachers to reflect on their practices.

Areas identified for further development centered upon

- Leaders improve the school through an understanding of the school’s strengths and weaknesses.
- School leaders build relationships based on trust, collegiality and mutual respect.
- School leaders ensure that all members of the school community are treated fairly.
- School leaders inspire and motivate learners.
- Leaders encourage staff to constructively challenge educational practice.
School Management

- Moderate results for areas such as
- The school continually makes minor changes to its programs to improve what it does.
- Student welfare needs are reflected in the school's policies, processes and practices.

Areas identified for further development centered upon

- The school makes major changes from time to time to improve what it does.
- Monitoring and evaluation of the school's plans, policies, programs and practices are planned and ongoing.
- Student interests, needs, abilities and systemic requirements determine the curriculum and school organisation.
- The school’s processes and procedures address staff welfare needs.

School Planning

- Moderate results for areas such as
- The main purpose of school targets is to improve student learning outcomes.

Areas identified for further development centered upon

- The school has involved staff, students and parents in decisions about the school purpose.

School Culture

- Strong results for areas such as
- Staff understanding and responding to the community context
- The school encourages students to achieve their best.
- The school recognising and celebrating achievement

Areas identified for further development centered upon

- School leaders having a more positive influence on school culture
- The school community recognising, valuing and supporting the contribution of new members to the culture of the school.

- Promoting a sense of ownership and improving levels of staff support across the school
- A curriculum that caters for the learning needs of all students.
- When necessary, the school makes important changes to what it does.

The next phase of the revised school planning and evaluation process will involve an expansion of the range of surveys used to include areas such as teaching and learning, and surveys of students regarding the quality of school life. Preliminary trials of these surveys have been conducted and will be implemented once further refinement of the survey management process has been concluded during 2014.
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.

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