2009 Annual School Report
Tumbarumba High School

NSW Public Schools – Leading the way
Our school at a glance

Students
The total student enrolment in February 2009 was 173 which was almost identical to the number of students enrolled twelve months earlier.

This total was made up of 129 students in years 7-10 and 44 students in years 11 and 12.

The school enrolments have declined slowly over the past few years. However, a large cohort of students entering the school in year 7 in 2010 may assist in reversing this trend.

Staff
In 2009 the school had a total staff of 20.4 and a support staff of 5.4. The teaching staff included a deputy principal, four head teachers and 15 classroom teachers.

In addition, specialist non-teaching staff included the principal, a librarian, a careers adviser and a school counsellor.

In 2009 the support staff included one school administration manager (SAM), several school administrative officers (SAOs) who assist in a range of areas across the school, including: the library; science; home economics; the farm and around the school.

The students also benefit from a school learning support officer who works both in specialist and classroom areas.

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

Significant programs and initiatives

Tall Poppies Videoconference Series
20 high achieving students from Years 7-12 participated in a videoconference series delivered by DET Curriculum Directorate. Students listened to ten “live” lectures by prominent Australian scientists including Ben McNeil and Tim Flannery and engaged in a Q&A session with the scientists at the end of the lecture.

Project Booroolong Awards
The students who made the Booroolong Frog Project a success in 2008 received a number of awards for their efforts in 2009. Tumbarumba High and Public Schools received 1st Place in the Education Category of the Murray Catchment Natural Resource Management Awards. Both schools also achieved 2nd Place in the Education category of the NSW State Land Care Awards and were semi-finalists in the 2009 NSW/ACT Regional Achievement and Community Awards.

The Kokoda Project, a joint initiative between the Rotary Club of Tumbarumba and the school, was the recipient of a prestigious Schools First Award for an outstanding community partnership.

Information and Communication Technology

The school has continued to embrace changes in technological development.

During the year an additional two classrooms (bringing it up to 5 classrooms) were fitted with interactive whiteboards.

Eight teachers undertook Smart Notebook 10 training to allow them to integrate interactive whiteboards into their classrooms.

Year 9 students each received a portable learning device (laptop) and the school was provided with a wireless access network to use with the student learning devices.

Craig Edwards was appointed to the school as Technology Support Officer (TSO), to oversee the implementation of the issue of the portable learning devices to students and to support staff in the implementation.

All staff undertook two half-day Pedacomp training courses in some of the software available on the portable learning devices.

Teaching staff used the video conferencing network to participate in regional conferences and professional development sessions.

Student achievement in 2009

Students in years 7 and 9, once again sat for the NAPLAN tests in May. This is the second group of students who have undertaken this examination. In the school certificate, we had a relatively small group of 30 students sit the exams, whilst 17 students sat for their Higher School Certificate.
Messages

Principal's message

Tumbarumba High School is a co-educational comprehensive school which services students throughout the Tumbarumba Shire, including the townships of Rosewood and Humula. We pride ourselves in providing our students with a range of academic, sporting and cultural programs to meet the individual needs and interests of our students. Our Vision, developed in consultation with the whole school community, is Excellence and Opportunity for All. We believe that this vision will be realised:

By our students through:
- Striving for their personal best in all aspects of school life.
- Taking pride in presenting quality work.
- Valuing learning;
- Respecting the rights of others in a compassionate and charitable community.
- Protecting the school and wider environment.
- Nurturing individual qualities, talents and creativity.

By our staff through:
- Striving for their personal best in all aspects of school life.
- Demonstrating a commitment to their own learning.
- Undertaking appropriate professional development.
- Striving for a safe, comfortable and well-maintained school.
- Adopting a student-centred approach to learning.
- Developing well-written and well resourced programs.
- Accessing current technologies.
- Respecting individual differences, and

By our parents and the community through:
- Supporting all aspects of school life.
- Ensuring students come to school fully prepared to do their best.
- Reinforcing the value of learning and education.
- Participating in school based structures and programs.
- Providing opportunities for students to extend their learning beyond the school.

- Assisting with the development of school facilities and resources.

Throughout 2009, as in other years, we have regularly communicated with parents regarding our programs. This report provides an overview of the many initiatives and quality improvement strategies undertaken to further our journey towards achieving our vision and providing our students with every opportunity to fulfil their potential.

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.

Sheila Ayliffe

P&C message

The Tumbarumba High School P&C is a voluntary group that supports the High School. This group comprises of parents and interested citizens and operates as a constituted body and is affiliated with the NSW Federation of Parents and Citizens.

The objectives of the P&C are to promote the interests and assist in the development and improvement of the School. It endeavours to bring about closer co-operation between parents and the school and to raise funds for the general benefit of the school.

During 2009, the P&C supported the school by way of purchasing aprons for the home economics classes and supported students who represented the school at State sporting events as well as the 3 student representatives who attended the State High Schools choir in Sydney.

The P&C has also made a commitment to purchase good quality portable shade shelters for weather protection for students during activities and events. Fundraising continued throughout 2009 for this purchase and it is hoped that the P&C will be successful with its funding application to the Hyne Community Foundation to complete the amount that is required. If successful, it is anticipated that sun shelters will be purchased in the first half of 2010.

The P&C look forward to a successful and productive 2010.

Mrs Anne Wilson
Student representative’s message

In 2009 the Student Representative Council was renamed the Student Leadership Team (SLT). This was to reflect a change of focus in the purpose of the group. The desire of the school is not only to give students the opportunity to show leadership, but to develop leadership as a concept and an ability to be fostered and promoted in the student body. It is hoped to be develop and expand this concept over coming years.

Leadership workshops were held at the beginning of the year as part of the group’s planning day. Various activities were undertaken during the year, including a successful fundraising effort for the Victorian Bushfire Appeal and several discos.

Tumbarumba High School hosted the District SRC conference in August.

The Principal also consulted with the SLT on issues such as uniform, mobile phones and bullying.

The SLT consisted of 16 members from Years 8-12.

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School context

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>96</td>
<td>89</td>
<td>89</td>
<td>84</td>
<td>96</td>
</tr>
<tr>
<td>Female</td>
<td>87</td>
<td>93</td>
<td>94</td>
<td>82</td>
<td>79</td>
</tr>
</tbody>
</table>

Student attendance profile

Management of non-attendance

At Tumbarumba High School student attendance is regularly monitored in line with departmental policy. In addition, letters are sent out each term to parents of students whose attendance is of concern. Only occasional cases of non-attendance have been identified. These are managed by the school, firstly in consultation with parents to identify if special circumstances apply; however, any persistent cases are referred to the Home School Liaison Officer for follow up.

Retention to Year 12

Post-school destinations

Year 12 students undertaking vocational or trade training

In 2009, students completed their HSC studies whilst undertaking Vocational Education courses in: Metals and Engineering, Business Services, Hospitality, Retail Services and Information Technology. 56% of our HSC students accessed one or more vocational or trade training courses in 2009.

Year 12 students attaining HSC or equivalent vocational educational qualification

100% of our Year 12 students attained a HSC or equivalent vocational educational qualification in 2009.

Staff information

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

Tumbarumba High School has had a relatively stable, core group of staff, together with a small
number of staff in their first or second year of teaching.

In 2009, there were a number of people who worked in relieving positions. It is anticipated that this trend will continue into 2010.

Due to the school's relative isolation from major centres, we can have difficulty in attracting staff to undertake casual relief when our permanent members of staff are on leave or undertaking professional development activities.

### Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>N/A</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12.6</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>N/A</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>N/A</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>N/A</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>N/A</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1*</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>6.4</td>
</tr>
</tbody>
</table>

**Total**: 26.9

* The School Counsellor is based at our school, however, services other schools in the area, attending Tumbarumba High for approximately one day per week.

No staff at Tumbarumba High School identify as Aboriginal or Torres Strait Islander.

### Teacher qualifications

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

Tumbarumba High School has a mix of experienced and beginning teachers. A significant number of teachers have undertaken postgraduate qualifications to further their skills and curriculum or administrative experience.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>74</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>26</td>
</tr>
</tbody>
</table>

### Financial summary

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>183,378.83</td>
</tr>
<tr>
<td>Global funds</td>
<td>174,782.20</td>
</tr>
<tr>
<td>Tied funds</td>
<td>101,979.41</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>61,359.94</td>
</tr>
<tr>
<td>Interest</td>
<td>6,724.02</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>8,621.95</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Total income**: 536,846.35

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>35,437.17</td>
</tr>
<tr>
<td>Excursions</td>
<td>20,859.76</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>23,994.60</td>
</tr>
<tr>
<td>Library</td>
<td>6,883.91</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>9,137.30</td>
</tr>
<tr>
<td>Tied funds</td>
<td>158,943.93</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>44,462.81</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>47,685.45</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>48,025.68</td>
</tr>
<tr>
<td>Maintenance</td>
<td>11,811.25</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>8,152.45</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Total expenditure**: 415,394.31

**Balance carried forward**: 121,452.04

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

### School performance 2009

#### Achievements

**Sport**

Our students again participated in a wide range of sporting activities and competitions.

- Jack Vogan broke several records at the local swimming carnival then he and Brigid Rhynehart represented the school at the Zone and Regional Carnivals. Jack went on to contest four events at the State Carnival.
- Kieran Arnold, Keith Horseman and Cayden Wilesmith broke many records at the local athletics carnival. Cayden Wilesmith performed well at the Zone and Regional Carnivals and progressed to the State Carnival where he contested a number of events.

- Brigid Rhynehart represented Riverina CHS in Girl's Cricket, Jordan Denis represented Riverina CHS in Lawn Bowls and Jack Vogan represented South West NSW CHS as a member of their State Champion AFL team.

Our students continue to be involved in and achieve to a high standard in many sports at representative levels outside of 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 the assessments.

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

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

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

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

and/or

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

**Literacy – NAPLAN Year 7**

Whilst reading is generally strong across this cohort of students, spelling and punctuation are areas of development for us, particularly in ensuring we are able to project students into the upper achievement levels.

Year 7 students have demonstrated significant growth in both reading and writing from their year 5 results. This is a positive indicator and demonstrates the good work being undertaken in early year 7 and in our partner primary schools.
Numeracy – NAPLAN Year 7

Our numeracy results indicate a need to work with students in the middle to lower bands. Whilst we have a small proportion of students achieving in the upper bands, as a school community, there is a need to examine our performance and implement strategies to support students who are underachieving.

The growth demonstrated by our boys in year 7 is significant. The average growth across the state from year 5 to year 7 for boys is 55 points, whilst our boys improved their numeracy level by 70.2.

Literacy – NAPLAN Year 9

Year 9 students have achieved at a very good level in the upper bands in reading. Much of this can be attributed to a successful DEAR program. This program is very well administered and supported by our HT English – Mr Blenkins. The program is also very well supported by our teachers who model reading whilst supervising these classes every morning.

Conversely, this cohort has a significant proportion of students in the lowest band. Whilst many of these students have made progress since year 7, they continue to be supported by their classroom teachers and our Support Teacher Learning Assistance in and out of the classroom.
Writing and spelling are two areas where there is an obvious need to develop students in the lower achievement bands. This will be a major focus for our staff from all KLA's in 2010.

The year 9 students performed quite well in the areas of grammar and punctuation relative to other areas of literacy.
Numeracy – NAPLAN Year 9

Our results in numeracy illustrate a trend towards the lower achievement levels. This is an area of focus for the school in 2010. In 2010, THS will be a focus school for numeracy and receive from regional support personnel. This will involve working with teachers to improve their pedagogy, aimed at improving student understanding and achievement. Once again, this focus will be owned by teachers from all KLA’s and not be solely owned by the Mathematics staff.

Progress in literacy

The average growth of our students in year 9 was above that of the state for the same period. Boys achieved greater growth than the state average in both reading and writing. The girls achieved greater growth than the state average in reading, however grew at a slightly lower rate than their peers from across the state in writing.

Progress in numeracy

The growth of our year 9 students in numeracy was below that of the state for both males and females. Males grew at a slightly steadier rate than females in this cohort.
School Certificate relative performance comparison to Year 5 (value-adding)

Higher School Certificate

Mathematics

In 2009 students presented for the Mathematics, Mathematics General and Mathematics Life Skills courses, however the numbers of students in these courses was small and attempt to generalise comments would identify individuals.

Personal Development Health and Physical Education

A small cohort of students presented in PDHPE

Information Technology (VET)

A small cohort of students presented in Information Technology.

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

The data indicates a need to progress students who have achieved across all levels in their school certificate. However, the students who perform well in the school certificate are the students who we need to do the most work with in 2010.

Minimum standards

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

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

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Writing</td>
<td>87%</td>
</tr>
<tr>
<td>Reading</td>
<td>93.3%</td>
</tr>
<tr>
<td>Spelling</td>
<td>83.3%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
</tr>
</tbody>
</table>
Percentage of Year 9 students in our school achieving at or above the minimum standard in 2009

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>80%</td>
</tr>
<tr>
<td>Reading</td>
<td>85.7%</td>
</tr>
<tr>
<td>Spelling</td>
<td>85.7%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97.1%</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education
Very few students identify as Aboriginal or Torres Strait Islander. They are fully integrated into the whole school community.

All students develop an understanding and tolerance of Aboriginal culture through curriculum based activities. This has included film viewing, arts and craft and a study of history.

Multicultural education
The Tumbarumba community has traditionally been a white Anglo-Saxon community, with very few people from different nationalities. This is reflected in the student population.

The Rotary Club have been very active in offering to host exchange students. This year there was a German student and a Dutch student attending our school. Also a senior student completed year 12 after doing a 12 month exchange.

Students also learn about other cultures through curriculum based activities.

Respect and responsibility

One of the core rules in all government schools is to show respect at all times for teachers, other school staff and helpers, including following class rules, speaking courteously and co-operating with instructions and learning activities. Our welfare and discipline procedures strongly encourage respect and responsibility and this is reinforced daily in the school environment.

Many aspects of school life encourage respect and responsibility. The School Leadership Team embodies this.

Students are involved in the ANZAC Day service with local schools and participating in a wide range of community events such as preparation for the annual Tumbarumba Show, serving at a dinner for senior citizens and performance at a range of local and regional events.

Students at risk have been included in a newly established “High Herbs” project. They have also been involved in additional work experience. All of these activities are designed to develop confidence, respect and responsibility.

Many of our senior students trained for and participated in the Kokoda Track walk. Outcomes from this have included increased respect for our forces involved in World War II and sharing responsibility to ensure the safe completion of the walk by all participants.

Other programs

Student Welfare
During 2009, the student welfare review that was commenced in 2008 was finalised. This review involved collating the various welfare and discipline systems operating in the school, into a readable and manageable package. Staff, parents and students were all consulted.

The final document tightened up procedures. This resulted in students and staff having a clever understanding of discipline procedures.

A particular initiative during 2009 was the establishment of the “High Herbs” project. This project was a practical industry based and supported program for students either with an interest in horticulture as a career, or, those students at risk of leaving school early and who would like to learn about growing plants. The project utilised industry based mentors and involved growing herbs that could be sold.

This project was run under the auspices of the Murray Industry and Community Education Employment Partnership (MICEEP).

Particular students at risk of leaving school early were placed on work experience programs.

Progress on 2009 targets

Target 1

To increase students’ writing skills to bring them in line with at least the State average

Our achievements include:

The 2009 year 9 students improved their writing results in NAPLAN by two points compared to the previous cohort. Whilst this is a slight improvement, the cohort performed below region and state for the same period of time.

The 2009 year 7 students improved their writing results in NAPLAN by 24 points compared to the previous cohort. This cohort's results were also above the regional average in writing.
Target 2

To increase students’ Numeracy skills to bring them in line with at least the State average

Our achievements include:

- The 2009 year 9 students improved their numeracy results in NAPLAN by seven points compared to the previous cohort. Whilst this is a slight improvement, the cohort performed below region and state for the same period of time.
- The 2009 year 7 students improved their numeracy results in NAPLAN by 26 points compared to the previous cohort. This cohort’s results were just below regional average in numeracy.

Target 3

To improve the relative growth of students’ performance between the School Certificate and the HSC for both our lower and middle performing students

Our achievements include:

- Selected students have improved on their relative performance between the completion of their school certificate and their HSC.

Target 4

To improve communication with parents so that there is an increase in their involvement and participation in school’s decision making processes

Following attendance at the two day Regional Communicating with your School Community training, the school’s communication plan was developed and the strategies identified implemented.

Our achievements include:

- the introduction of additional information sharing sessions to address specific issues relevant to parents of specific year groups e.g. learning devices for Year 9;
- a significant increase in the number of parents attending targeted information sessions; and
- increased parent feedback through the various surveys conducted throughout the year.

As yet, however, we have been unable to attract parent representation on school committees. Feedback on major decisions is therefore gained through consultation with the parent body at P & C meetings.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of the Social Sciences faculty the school’s communication strategies.

Educational and management practice

Communicating with the school community

Background

Our school has a number of different communication strategies to keep our parent body informed about student learning, cultural and sporting programs. Conversations with parents, however, suggested that there were times when our communication was not as effective as it could be. It was decided, therefore, to conduct an evaluation into our various communication strategies to determine areas for improvement

Findings and conclusions

- All parents who responded to the survey indicated that they valued our various communication strategies from the school newsletter to phone calls, letters, assemblies and information sessions. They particularly appreciated individual meetings with the Principal, Executive and class teachers.
- Some parents commented that information sessions were useful following the enrolment of the first or second child, but not necessary when subsequent children enrolled.
- Comments were made regarding the short notice provided on certain upcoming events e.g. school discos and special assemblies.
- A number of parents expressed concern over the apparent lack of organisation of sporting excursions, in particular where it was necessary to organise alternative transport for students (See School Development Target 1).

Future directions

The school will continue to provide a variety of communication strategies for parents, ensuring that in 2010 up-coming events such as sporting and special assemblies are given as much notice as possible. Parents will also be encouraged to contact the school if they have any concerns so that these can be addressed as quickly as possible (See School Development Target 1).
Curriculum - HSIE

Background
The school has a cycle of evaluation which systematically focuses on each key learning area (KLA). This year the focus was HSIE. Through this evaluation, information regarding learning, teaching, professional support, assessment and resources was gathered and analysed. Evaluation tools included a survey for staff, parents and students.

Findings and conclusions

- Students were predominately aware of assessment requirements in HSIE.
- 60% of students believed they were able to learn in their HSIE class.
- 59% of students believed that teachers used a variety of lessons in HSIE.
- 100% of teaching staff believe that students are provided with a relevant curriculum in HSIE.
- 100% of staff believe they are usually or always supported by school and faculty leadership.
- 75% of parents believe teachers are approachable and make themselves available to students in the HSIE faculty.
- 25% of parents believed they were not quickly informed of issues impacting on student performance in HSIE.
- 75% of student indicated that computers were used only rarely or sometimes in HSIE lessons.
- 25% of students believed they were given real life examples to support what they were learning in HSIE.

Future directions
The qualitative and quantitative data indicates the school will need to ensure that a focus remains on students understanding the relevance of learning HSIE for their future careers.

It is important that HSIE staff continue to ensure that effective communication between students, staff and parents grows and develops.

Other evaluations

Information and Communication Technology

The school has continued to embrace changes in technological development.

During the year an additional two classrooms (bringing it up to 5 classrooms) were fitted with interactive whiteboards.

Eight teachers undertook Smart Notebook 10 training to allow them to integrate interactive whiteboards into their classrooms.

Year 9 students each received a portable learning device (laptop) and the school was provided with a wireless access network to use with the student learning devices.

Craig Edwards was appointed to the school as Technology Support Officer (TSO), to oversee the implementation of the issue of the portable learning devices to students and to support staff in the implementation.

All staff undertook two half-day Pedacomp training courses in some of the software available on the portable learning devices.

Teaching staff used the video conferencing network to participate in regional conferences and professional development sessions.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents

It is widely known that schools where parents and the community work in partnership are more likely to have a strong culture that supports on-going improvements in student learning. In 2009 we continued our employment of a Community Liaison Officer (CLO), to further support and build effective communication with our parent body. Due to unforeseen circumstances, however, the CLO was unable to continue in this position; however, other strategies were implemented to continue the development of effective partnerships (see the evaluation of Educational and management practice above).

There was a significant increase in the number of parents who responded to the parent satisfaction survey answering such questions as:

- My child feels like a real part of Tumbarumba High School
- Teachers expect that students treat each other with respect
- Teachers at this school are not interested in my child
- Teachers usually take time to listen my child has a problems
- Teachers talk to my child in a friendly manner
I wish my children were in a different school

On average, 70% of parents responded positively to the questions posed.

**Students**

Surveys conducted with students in 2009 asked a number of questions relating to school life. The following questions were identified as those relating to student satisfaction:

- I feel like a real part of Tumbarumba High School
- Teachers expect that students treat each other with respect
- My teachers usually help when I am practicing my class work
- Teachers at this school are not interested in people like me
- Teachers usually take time to listen to me when I have a problem
- My teachers usually connect what I am learning to what I already know
- My teachers usually treat students fairly
- Teachers usually talk to me in a friendly manner
- I wish I were in a different school

Student responses to the above statements were generally more positive than in previous years, in particularly in the senior years (Years 10, 11 and 12) as show in the following average responses:

- 65% of Year 7 indicated they agreed or somewhat agreed;
- 67% of Year 8 indicated they agreed or somewhat agreed;
- 65% of Year 9 indicated they agreed or somewhat agreed;
- 77% of Year 10, indicated they agreed or somewhat agreed; and
- 77% of senior students indicated they agreed or somewhat agreed.

Informal assessments of student satisfaction also indicated a more settled and happier student body.

**Staff**

No formal survey of staff satisfaction levels was conducted in 2009, however, informal assessments revealed a happy and cohesive staff willing to undertake a number of extra duties for the benefit of our students.

**Professional learning**

A strong emphasis has been placed on professional learning for teachers to improve technology use in the classroom. During 2009, all students in year 9 were issued with a learning device. There are now 3 classrooms with interactive whiteboards. As a consequence teaching and learning programs have to incorporate technology. This will further expand in 2010 with more whiteboards to be installed and the next year 9 cohort to receive learning devices.

All staff have been given training opportunities to develop their skills and to incorporate technology use into their programs. In addition all teachers are encouraged to attend relevant professional learning courses in their subject area to maintain currency.

The average expenditure per teacher on professional learning activities in 2009 was $1115.00

Support staff are also encouraged to maintain their skills and knowledge. The average training and development expenditure in support staff was $648.00 with the average number of days each support staff spent in training being 3.

**School development 2009 – 2011**

The main focus of school development over the 2009 – 2011 will be the Quality of our teaching and learning, with an emphasis on executive leadership to support and develop staff.

**Targets for 2010**

**Target 1**

To ensure that in 2010 up-coming events such as sporting and special assemblies are given as much notice as possible.

Evaluation of school communication strategies identified inadequate notice of up-coming events as a matter for concern amongst parents.

Strategies to achieve this target include:

- Publication and regular updating of a calendar of events through the school newsletter.
- Decisions regarding school discos to be made with a minimum of two weeks notice.
- Regional sporting fixtures downloaded from InPrincipal as published and transferred to the calendar of events.

Our success will be measured by:

- Advice on upcoming events receiving a minimum of two weeks notice.
- Positive feedback from parents regarding organisation of extracurricular activities.
Minimal disruption to the school as a result of late organisation of extracurricular activities.

**Target 2**

*To increase the number of students achieving in the top two bands in NAPLAN numeracy by 5% in year 9. To reduce the number of students achieving in the bottom two bands in NAPLAN numeracy by 5% in year 9.*

Rigorous evaluations of numeracy results across the school indicate a need to improve student’s basic numeracy skills across the school.

Strategies to achieve this target include:

- Working closely with our partner primary schools to share ideas, resources and strategies to improve student’s numeracy.
- Examining how numeracy is taught across the school and providing professional development for staff to ensure all staff take ownership of numeracy.
- Provision of professional learning for Mathematics staff with the assistance of the Regional Numeracy Consultant.

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