Our school at a glance

Students

Students attending Tumbarumba High School are drawn from a number of small communities within the Tumbarumba Shire. In addition we have students who travel from the neighbouring Tumut Shire and Walwa in Victoria to attend our school. Despite our school’s small student population we offer a comprehensive program of academic, cultural and sporting opportunities to best cater for our students’ needs and interests. Through the Country Area Program (CAP) we are also able to focus on specific initiatives aimed at enhancing student learning outcomes.

Staff

Our school continues to attract a balance of experienced and early career teachers all of whom meet the professional requirements for teaching in NSW public schools. In addition we also employ a number of temporary teachers to meet our part-time specialist staffing needs as well as to cover periods of extended leave. Due to our size, and to maximise our curriculum offerings to students, some permanent staff are allocated classes across a variety of subjects.

Significant programs and initiatives

In 2008 we were again eligible for CAP funding to implement specific initiatives aimed at promoting student learning outcomes. Funding provided under the Commonwealth Government’s Investing in Our Schools program, facilitated the upgrading of our technology infrastructure and hardware within the school. This funding also enabled us to improve the physical learning environment for students by installing air conditioning to some of our worst heat-affected classrooms.

A multifaceted program initiated by Taronga Zoo to raise the profile of the endangered Boorolong Frog, saw a strengthening of our partnership with Tumbarumba Public School. Our year 8 students mentored the younger students while working together on various research and community education activities.

2008 marked the fourth consecutive year of Tumbarumba High School’s end-of-year Interest Electives Program. This successful program provided opportunities for students to access a range of extra-curricular experiences within a mixed age group structure. Students were able to select from the following Interest Electives: Arts and Crafts; Golf Tour; Recreational Development; Music Tuition & Classic Movie Marathon; Drama Workshops; TAFE-accredited ATV Training; Fishing, Fossicking and Frogs; Bushwalking and Camping excursions.

Our Year 8 students organised and hosted a Numeracy Day at the town’s Pioneer Hall which was attended by students from our partner schools. The fun and often challenging activities through which the participants rotated were designed to develop students’ numeracy skills.

Students from Years 9 and 10 with teacher Jill Kuchel developed a fun, yet extremely informative, video with the support of local employers and industries. This video, which was viewed by all students at a special assembly, emphasised the important links between numeracy skills and employment in a range of workplaces and occupations.

Student achievement in 2008

Literacy – NAPLAN Year 7

Thirty three students presented for the Year 7 Literacy section of NAPLAN. Their overall literacy was below that of the State and also lower than that of the Like Schools Group. The best student performance was observed in the Spelling component while the weakest student performance was noted in the Writing component.

Bush walking and camping Interest Elective
Numeracy – NAPLAN Year 7
Thirty two students presented for the Year 7 Numeracy section of NAPLAN. Their overall Numeracy was below that of the State and also lower than that of the Like Schools Group.

Literacy – NAPLAN Year 9
Thirty seven students presented for the Year 9 Literacy section of NAPLAN. Their overall literacy was below that of the State, but only slightly lower than that of the Like Schools Group. The best student performance was observed in the Reading component while the weakest student performance was noted in the Writing component.

Numeracy – NAPLAN Year 9
Thirty seven students presented for the Year 9 Numeracy section of NAPLAN. Their overall numeracy was below that of the State and also lower than that of the Like Schools Group.

School Certificate
Thirty two students presented for the 2008 School Certificate tests. Our average marks in:

- English were above that of the State as well as above those of the Like Schools Group;
- Mathematics were below those of the State but on a par with our Like Schools Group;
- Science were slightly below those of the State but above those of our Like Schools Group;
- Australian History, Civics and Citizenship were slightly below those of the State but well above those of our Like Schools Group;
- Australian Geography, Civics and Citizenship were below those of the State but above those of our Like Schools Group; and
- Computer Skills were above those of both the State and our Like Schools Group.

Higher School Certificate
A small candidature of ten students presented for the 2008 Higher School Certificate. Despite the small candidature, the school's vertical structure enabled students to present for the Higher School Certificate across a broad range of subject areas. These included:

- English (Extension 2, Extension 1, Advanced and Standard);
- Mathematics (Extension 1, 2 Unit, 2 Unit General);
- Chemistry and Biology;
- Business Studies, Geography and Legal Studies and Modern History;
- Personal Development Health and Physical Education;
- Industrial Technology: Timber products;
- Visual Arts; and
- Business Services, Hospitality, Information Technology and Metals and Engineering.

The average results for this cohort are not available for reporting purposes due to the small cohort and reporting protocols associated with student privacy.

Messages

Principal's message
2008 was a particularly busy and challenging, yet productive year, dominated by feedback and discussion relating to the introduction of our Learning Centre for Years 7 and 8 (see Progress on 2008 targets for further information). Throughout the year all students have been offered the opportunity to participate in a range of sporting, cultural and other extra-curricular activities. This report provides our community with information relating to all aspects of our operation based on external data as well as locally-collected information.

The highlight of the year for our Year 8 students was their invitation to Taronga Zoo to be trained as peer mentors of Stage 3 students at the public school. Our students worked co-operatively to research the habitat of the Booroolong Frog and to develop strategies to protect this endangered species. The results of their hard work were celebrated at a public forum held at the town library. Judges, including a representative from a local Catchment Management Authority, and staff from the zoo were highly impressed at the quality of the work produced by the students.

Our school has a strong focus on vocational education and has established strong links with local industry and employers. For the first time in 2008 - in conjunction with Hyne industries and the Elms Restaurant - we were able to offer four senior students school-based apprenticeships. This program enables students to attain their
Higher School Certificate and concurrently complete the first year of their apprenticeship whilst also securing permanent employment. An additional two senior students also embarked on school-based traineeships: one in Information Technology, the other in Retail.

As part of our on-going evaluations and efforts to improve the quality of the programs we offer our students, members of the school community are asked to provide feedback via surveys which is used to determine future directions. It is unfortunate, however, that the response rate for feedback is very low. We have endeavoured to improve communications within our school community through the employment of our Community Liaison Officer and this role is discussed in more detail in this report. Significantly, our students learn best when there is a co-operative partnership between the school and home. Therefore I urge parents to become better informed about the school; attend our many information sessions and provide constructive feedback about the programs and opportunities we provide for your young adults.

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
Principal

Student representative's message

The Tumbarumba High School Student Representative Council (SRC) comprises students from years 8 to 12. All candidates must complete a written application, addressing the selection criteria, prior to nominating for a position. Approved candidates present an election speech to their year group and are elected to the SRC by their peers using preferential voting.

During 2008 the SRC was involved in a number of activities at the district level. Robert Lauder and Megan Currey were elected to represent Tumbarumba High School at the district SRC level, implementing the various district initiatives and projects. In 2008 the SRC continued to organise school discos and events as well as provide assistance at sporting carnivals.

Charities supported by the SRC in 2008 were:

- Jeans for Genes; and
- Stewart House

Sean Byatt
SRC President

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

There has been a gradual decline in student enrolments over the last five years. Student mobility, however, has increased significantly over this time with regular enrolments from interstate as well as other regions within New South Wales.

Student attendance profile

Our student attendance profile continues to be significantly better than both the Region and the State in Years 7 to 10. The attendance profile of our students in Years 11 and 12 has improved steadily over the years, and in 2008 was on a par with the Region and better than the State.

Years 7 to 10 Attendance

<table>
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<th></th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
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<td>90.9</td>
<td>90.5</td>
<td>91.6</td>
<td>90.5</td>
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<tr>
<td>Region</td>
<td>89.5</td>
<td>89.7</td>
<td>90.2</td>
<td>89.7</td>
</tr>
<tr>
<td>State</td>
<td>90.1</td>
<td>89.9</td>
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Years 11 and 12 Attendance

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<th></th>
<th>2005</th>
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<th>2008</th>
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</thead>
<tbody>
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<td>School</td>
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<td>88.9</td>
<td>89.9</td>
<td>90.5</td>
</tr>
<tr>
<td>Region</td>
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<td>90.4</td>
<td>90.4</td>
<td>90.6</td>
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<tr>
<td>State</td>
<td>89.5</td>
<td>89.7</td>
<td>89.6</td>
<td>89.8</td>
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</table>

Retention to Year 12

The 2008 Year 12 cohort was the smallest for a number of years, but was premised on what was originally a very small Year 7 intake. Significant numbers of this group left school at the end of Year 11 to commence apprenticeships or other employment.
Tumbarumba High School has a very strong vocational education program operating in the school. As a result our students have a clear understanding of the world of work and the opportunities available to those who continue their education, whether in school or through other institutions. Rarely do our students leave school before securing employment or without a plan to achieve their employment goals. Our strong offering of vocational courses in the senior school provides students with a variety of pathways to joining the workforce. These include the opportunity to pursue school-based apprenticeships or traineeships which can assist students to gain a degree of financial independence while continuing their studies.

Staff information

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

Staff establishment

Our school is staffed according to a state-wide formula based on the number of students enrolled in the school. We have a good mix of experienced as well as early career teachers. Our school is fortunate to have additional teachers, above our entitlement, based at the school. This enables us to implement special initiatives for the benefit of our students, including, for example, additional face-to-face classes for our senior students within the vertical class structure.

In addition to the teaching staff, our school has an entitlement of 6.1 support staff responsible for office and library administration, science and technology support as well as grounds and general maintenance.

Staff retention

Staff retention at Tumbarumba High School has been fairly stable in recent years with no changes to our permanent staff in 2008.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 95.6%

Note: The staff attendance is determined by subtracting the number of short-term, unplanned days absent from the total available teaching days.

Teacher qualifications

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

Our school places a high priority on professional learning to maintain currency. Staff regularly attend training courses offered by the Department of Education or other providers. In addition there is an in school program of learning and sharing of expertise to help staff master new skills.

Financial summary

The following summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Date of financial summary: 30/11/2008

**Income**

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<th>Description</th>
<th>Amount</th>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>School &amp; community sources</td>
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<td>Interest</td>
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<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>$504,290.33</strong></td>
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**Expenditure**

<table>
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<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
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<tr>
<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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</tr>
<tr>
<td>Maintenance</td>
<td>$13,999.23</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>$9,359.50</td>
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<tr>
<td>Capital programs</td>
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</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>$320,911.50</strong></td>
</tr>
</tbody>
</table>

**Balance carried forward**

<table>
<thead>
<tr>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>$183,378.83</strong></td>
</tr>
</tbody>
</table>

The balance of funds carried forward in 2008 was approximately $40,000 greater than that of 2007.

Total income for 2008 ($504,290.33), however, was significantly less than that of 2007 ($561,016.95) due to lower allocations of global and tied funds.

Total expenditure in 2008 was therefore lower than that of 2007.

A full copy of the school’s 2008 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.

**Achievements**

**Arts**

Tumbarumba High School has sought to foster an environment in which students can access and participate in a variety of cultural activities. CAP funding has enabled students to gain greater exposure to, and appreciation of, cultural experiences to which they would not have ready access. Student participation in extra-curricular activities and performances has resulted in positive student, parent, staff and wider-community feedback. Areas of achievement in 2008 include:

- Year 12 student Taylor Crozier delivering readings of excerpts from her English Extension 2 major work at a viva voce.
- Year 9-10 Drama students attending a performance of The Arabian Nights presented by third year Charles Sturt University drama students.
- Three students reaching the final round of the 2008 National Trust competition titled “Our Place” in which History and Visual Arts students were invited to submit either an essay or an art work. Brin Hussell’s essay “Heritage Week” and Clare Brunsdon’s essay “The Union Jack Memorial” were selected as was Kerryn Wake’s art work “My Place”. The three students and their families, as well as two teachers, travelled to The Rocks in Sydney for the presentation ceremony at which Clare was awarded a Highly Commended Certificate and Brin and Kerryn received Certificates of Commendation.

**Sport**

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

Jack Vogan and Ryan Blencowe broke many records at the local swimming carnival. Both boys then went on to the Zone and Regional Carnivals where they both took out Age Championships. Jack continued on his record-breaking streak taking an additional two records at the Zone Swimming carnival. Jack and Ryan both qualified to compete in the 50m freestyle, 100m freestyle, 100m backstroke, 100m butterfly and 100m breaststroke at the State Championships.

Brigid Rhynehart won the 15 years girl’s event at the Zone Cross Country and represented Riverina at the State Carnival. Caitlin Kelso came third in the 14 year girl’s event and Karl Lewis came third in the 16 year boy’s event at the Zone Carnival.

Three students were selected to compete in the Combined High Schools’ (CHS) representative teams; Sam Davey for the Under 15s CHS Rugby...
League team and both Ainsley Jones and Brigid Rhynehart for the CHS girl’s cricket team.

Our students continue to be involved in and achieve in many sports at representative levels outside of the school.

Other
In the Australian Mathematics Competition Laurence Opperman (Year 9) was awarded a Distinction Certificate and both Robert Lauder and Alex Lilly (Year 11) were awarded Credit Certificates.

Year 7 and 8 students participated, via the World Wide Web, in the World Maths Day Challenge. One hundred and sixty different countries, with over a million students were involved in the competition during which our students answered well over nine thousand questions correctly.

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

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

Reports for Year 7 are allocated Band 4 (lowest) to Band 9 (highest for Year 7).

Reports for Year 9 are allocated Band 5 (lowest) to Band 10 (highest for Year 9).

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

Literacy – NAPLAN Year 7

Progress in literacy
All Year 7 and 9 students participated in the Commonwealth Government’s inaugural National Assessment Program – Literacy and Numeracy (NAPLAN) testing. The test’s Literacy components assess students’ skills in four areas: Reading, Writing, Grammar and Punctuation, and Spelling. Performance data from this assessment test are used to guide and develop strategies to improve and consolidate students’ literacy skills.

Based on student performance in the four literacy categories, it was noted that the average achievements in Reading, Writing, Spelling, and Grammar and Punctuation were all below those of our Like School Group (LSG) and the State averages. Nevertheless, it was noted that the representation of our students in the lowest band was less than the LSGs in all four literacy categories.

Reading
- In terms of reading, 6.1% of students achieved in Band 9 which exceeded our school average and the LSG average at this highest band.
- No student achieved in Band 8; however, 15.2% of students achieved in Band 7, 51.2% in Band 6, and 21.2% in Band 5.
- Significantly, 6.1% of students performed in the lowest band which is Band 4. This figure exceeded the State average of 4.2%, but was below the LSG average of 7.4%.
- The school’s average mark for Reading, as determined by the NAPLAN data, was 504.6 which is below the State average mark of 543.2 and the LSG average mark of 520.5.

![Percentage of students in bands: Year 7 reading](image)

Writing
- In terms of writing, no student achieved in Bands 8 or 9 despite a history of student achievement in these higher performance bands in the period 2005-2007.
- 24.2% of students achieved in Band 7, 45.5% in Band 6, and 18.2% in Band 5.
- Significantly, 12.1% of students performed in the lowest band which is Band 4. This figure exceeded the state average of 6.8%, but was marginally below the LSG average of 12.7%.
- The school’s average mark for writing, as determined by the NAPLAN data, was 487.2 which is below the State average of 535.5 and the LSG average of 503.9.
Spelling

- In terms of spelling, no student achieved in Band 9, although 6.1% of students achieved in Band 8.
- 36.4% of students achieved in Band 7, 39.4% in Band 6, and 9.1% in Band 5.
- Significantly, 9.1% of students performed in the lowest band which is Band 4. This figure exceeded the state average of 5.7%, but was below the LSG average of 10.7%.
- The school's average mark for spelling, as determined by the NAPLAN data, was 509.8 which is below the State’s average of 537.3 and the LSG average of 510.5.

Grammar and Punctuation

- In terms of grammar and punctuation, no student achievement was noted in Band 9, although 9.1% of students achieved in Band 8.
- 30.3% of students achieved in Band 7, 36.4% in Band 6, and 15.2% in Band 5.
- 9.1% of students performed in the lowest band which is Band 4. This figure was below the LSG average of 11.9%.
- The school's average mark for grammar and punctuation, as determined by the NAPLAN data, was 502 which is below the State’s average of 537.3 and the LSG average of 510.5.

Literacy – NAPLAN Year 9

All year 9 students participated in the 2008 National Assessment Program – Literacy and Numeracy. Based on student performance in the four literacy categories, the following general observations were noted:

- Average school achievements in writing, spelling, and grammar and punctuation were all below our Like School Group (LSG) and State averages, although average school achievement in reading exceeded the LSG average.
- It was also noted that, of the literacy categories, our student’s representation in Band 5 - the lowest band – with the exception of reading was greater than LSGs.
- Arguably, the most concerning area of student achievement was in writing which was
significantly below both the State and the LSG (see School Development Target 1).

**Reading**

- In terms of reading, 2.7% of students achieved in Band 10 and 8.1% in Band 9.
- 29.7% of students achieved in Band 8, 35.1% in Band 7, and 21.6% in Band 6.
- Only 2.7% of students performed in the lowest band which is Band 5. Significantly, this figure was below respective State and LSG averages.
- Overall, the school average mark exceeded the LSG average mark.
- The school’s average mark for reading, as determined by the NAPLAN data, was 568.4 which is below the State’s average of 584 but slightly above the LSG average of 565.8.

**Writing**

- In terms of writing, no student achievement was noted in Band 10; however, 5.4% of students achieved in Band 9 and 27.0% in Band 8 which was consistent with the LSG.
- 18.9% of students achieved in Band 7 and 27.0% in Band 6.

**Spelling**

- In terms of spelling, 5.4% of students achieved in Band 10 and this was significantly above the LSG average, but marginally below the State average.
- Student achievement was also noted in Band 9, but as a percentage was well below State and LSG averages.
- 24.3% of students achieved in Band 8, 37.8% in Band 7, and 13.5% in Band 6.
- Significantly, 16.2% of students performed in the lowest band which is Band 5. This figure exceeded the state average of 8.6%, but was consistent with the LSG average of 14.1%.
- Overall, the school average mark was consistent with the LSG average.
- The school’s average mark for spelling, as determined by the NAPLAN data, was 557.3 which is below the State’s average of 586.4 and the LSG average of 561.6.
In terms of grammar and punctuation, student achievement was noted in both Bands 10 and 9.

16.2% of students achieved in Band 8, 24.3% in Band 7, and 32.4% in Band 6.

Significantly, 18.9% of students performed in the lowest band which is Band 5. This figure was consistent with the LSG average of 17.1%, but far exceeded the State average of 11.2% in this band.

The school’s average mark for grammar and punctuation, as determined by the NAPLAN data, was 534.4 which is below the State’s average numeracy mark of 578.8 and the LSG average of 552.5.

Numeracy – NAPLAN Year 7

Progress in numeracy

All Year 7 students participated in the 2008 NAPLAN Test. Based on their performance in numeracy the following observations were made:

3.1% of students performed in each of Bands 8 and 9.
81.3% of students performed in Band 5, 6 and 7 compared to the State average of 63.5%.
12.5% of students performed in the lowest band which is Band 4 compared with the State average of 3% in this band.

Our data shows that the percentage of students performing at each Band varied considerably from the school’s average performance for the period 2005 – 2007.

The school’s average numeracy mark, as determined by the NAPLAN data, was 488.6 which is below the State’s average numeracy mark of 552.9 and the LSG average of 522.
Numeracy – NAPLAN Year 9

All year 9 students participated in the NAPLAN Test. Based on student performance in numeracy the following observations were made:

- 40.5% of students performed at each of the Bands 6 and 7.
- 2.7% of students performed at Band 10, considerably less than the State average of 13.1% but similar to the LSG at 4.7%.
- The school’s average numeracy mark, as determined by the NAPLAN data, was 543.4 which was below the State’s average mark of 593.7 (see School Development Target 2).

<table>
<thead>
<tr>
<th>Percentage of students in bands:</th>
<th>Year 9 numeracy</th>
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</thead>
<tbody>
<tr>
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<td>Percentage of students</td>
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<td>10</td>
</tr>
<tr>
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<tr>
<td>14</td>
<td>55</td>
</tr>
<tr>
<td>15</td>
<td>60</td>
</tr>
</tbody>
</table>

School Certificate

English – literacy

Analysis of the School Certificate English-literacy test data shows:

- high levels of student achievement in the 2008 English-literacy test: 31.3% of students attained Band 5 which exceeds the both the school average (2004 - 2008) and LSG average in this performance band;
- that current English programs and associated teaching and assessment strategies are enabling large numbers of students to achieve results in Bands 5 and 4. More than 30% of students achieved Band 5 results and 56% of students achieved Band 4 results;
- the greatest proportion of students is represented in Band 4 which is consistent with students from LSGs;
- only 12.5% of students achieved Band 3 results, which is significantly below the state average of 25.5% for this band;
- no student achieved at Band 1 or Band 2; and
- the school’s average mark was 76.2% which exceeded both the LSG average of 74% and the State average of 75%.

Mathematics

Analysis of the School Certificate Mathematics test data shows that:

- students achieved neither Band 6 nor Band 1 results;
- 90.6% of students’ results were concentrated in Bands 2 to 4 and 46.9% in Band 3;
- The school’s average mark in the 2008 Mathematics test was 65.3%, which was just below the State average mark of 68.9%.
students attained Band 5 results (21.9%) which compares very favourably with the combined Bands 5 and 6 performance (19.6%) of our LSG;
- other results were concentrated in Bands 3 & 4 (65.7% of students) which is slightly higher than both the LSG and the State;
- there were again no Band 1 scores; and
- the school’s average mark of 71.1% in the Science test was very slightly below the State’s average mark of 71.7% but also slightly higher than the LSG mark of 70.1%.

**Australian History, Civics and Citizenship**

Analysis of the School Certificate Australian History, Civics and Citizenship test data shows that:

- the school's average mark of 67.9% marginally exceeded the LSG average of 66.1% and was slightly below the State average of 68.5%;
- no student attained a Band 6;
- 3.1% of students achieved Band 5 results which was below the LSG average and school average for 2004-2008;
- 43.8% of students achieved Band 4 results which exceeded the respective State and LSG averages;
- 40.6% of students achieved Band 3 results; and
- no student performed within Band 1.
Australian Geography, Civics and Citizenship

Analysis of the School Certificate Australian Geography, Civics and Citizenship test data shows that:

- although there were no Band 6 results, there was significant improvement in the number of students achieving Band 4 and 5 results;
- 6% of students achieved Band 5;
- 53% of students achieved Band 4;
- 41% of students achieved Band 3;
- no student was awarded Band 1 or Band 2 in Australian Geography, Civics and Citizenship; and
- the school’s average mark of 70% was slightly above the LSG average mark of 69.6% but marginally below the state average of 71.4%.

Computer Skills

Analysis of the School Certificate Computer Skills test data shows that:

- in 2008 students performed very well in the Computer Skills test with no student deemed not to have demonstrated competence;
- 59.6% of students were deemed to be highly competent and 40.6% were deemed to be competent in this test;
- the school’s average mark of 80.4% was well above the LSG average mark of 77.2% and also above the state average of 79%; and
- the overall performance in the Computer Skills test showed an improvement on the school’s average performance over the previous three years.
Higher School Certificate
No graphs are provided for the 2008 Higher School Certificate as no class met the requirement of 10 or more students

English
Despite Tumbarumba High School’s relatively small senior student population, students presented in four HSC English courses: Extension 2, Extension 1, Advanced and Standard English. Student performance in the Extension 2 and Extension 1 courses was concentrated in Band E3 (second highest of four);

Mathematics
In 2008 students presented for the 2 Unit Mathematics, General Mathematics and Extension 1 Mathematics courses. No data was available for comment due to the small candidature.

Science
Students presented in Chemistry and Biology in 2008; however, the numbers of students in these courses were so small that any attempt to generalise comments would identify individuals.

Human Society and Its Environment
In 2008 small numbers of students presented for the HSC in Business Studies, Geography and Legal Studies and Modern History.

Personal Development Health and Physical Education
A small cohort of students presented in PDHPE.

Technology and Applied Science
A small cohort of students presented in Industrial Technology – Timber Products.

Creative Arts
A small cohort of students presented in Visual Arts.

Higher School Certificate relative performance comparison to School Certificate (value-adding)
The small numbers of students presenting in each of the HSC courses tends to distort statistical averaging, however, the following graph suggest negative growth from the School Certificate to the HSC for both our lower and middle performing students (see School Development Target 3).

Note:
1. The low performance band includes students in Bands 1, 2 and 3, on average, in the School Certificate. The middle band includes students in Band 4, the high band includes students in Bands 5 and 6.
2. By definition, state average value-added is zero.
3. The School and School Average columns are not shown if less than ten course results are available.
4. Residual data is based on HSC marks converted to the UAC common scale.

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.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2008
Students entering Tumbarumba High School in Year 7 2008 demonstrated higher overall literacy than numeracy with over 90% of students achieving minimum standards in reading, spelling and punctuation and grammar. Nevertheless, in writing, approximately 88% achieved the minimum
standard which was on a par with the percentage of students who met the minimum standard in numeracy.

<table>
<thead>
<tr>
<th>Percentage of Year 7 students achieving at and above minimum standard</th>
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<tr>
<td>Reading</td>
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<td>Writing</td>
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<td>Spelling</td>
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<tr>
<td>Numeracy</td>
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<table>
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<th>Percentage of Year 9 students achieving at or above the minimum standard in 2008</th>
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<tbody>
<tr>
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<td>Punctuation and grammar</td>
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<tr>
<td>Numeracy</td>
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Students in Year 9 2008 demonstrated higher overall Numeracy than Literacy with over 94% of students achieving the minimum standard. Reading was the best performed Literacy component while Writing was the least well performed Literacy component.

### Significant programs and initiatives

#### Aboriginal Education

A very small number of students within the school community are identified as of Aboriginal or Torres Strait Islander background. Nevertheless, the school has on occasions sought the guidance and assistance of the Aboriginal Community Liaison Officer (ACLO) to support identified students in their learning and with other welfare matters. Meetings between students, parents and staff have been periodically convened in an effort to support students and thereby maximise student academic achievement.

Significantly, in 2008 some teaching staff attended professional learning titled “Dare to Lead” which equipped the school with tangible goals and objectives for subsequent implementation.

In 2008 we were fortunate to host a performance by “Mirri Yulugi” a two-person indigenous dance group. Our students were exposed to a multi-faceted performance which included tribal languages, dance, hunting weaponry, costumes, and musical instruments. The performance was accessed by students in Years 7-10 and was subsidised through CAP funding.

The school’s curriculum across the various KLA exposes students to teaching programs which cultivate an Aboriginal perspective and awareness of complex contemporary Aboriginal issues.

#### Multicultural education

Our school is part of a community with limited exposure to citizens from other cultures. The development of understanding and tolerance is therefore based on relevant curriculum activities. We have also been fortunate to enrol students into our school through different student exchange programs which bring non-English speaking peers into our community to share their cultural and language differences.

#### Respect and responsibility

The values of respect and responsibility underpin the operation of our school. Our Welfare and Discipline procedures strongly assert the need for respect and responsibility and this is explicitly reinforced through the daily interactions between students, staff and the wider community.

Over the years our school has built a lasting relationship with the local branch of the Returned Soldiers League (RSL) undertaking an important role in the ANZAC Day service and sharing the responsibility for the conduct of the Remembrance Day service with our local schools.

#### Other programs

##### Country Area Program

Our school is fortunate to receive on-going funding under the Country Area Program (CAP). Funding is used to implement many initiatives aimed at bringing about change in the school in order to improve student learning outcomes. This would not be possible without the support of CAP.

In 2008 our program emphasised were:

- **Exploring innovative curriculum structures** (see Progress on 2008 targets; Target 1)
- **Celebrating success:** an initiative which saw the continued employment of a Community Liaison Officer to promote the work of CAP and co-ordinate functions to celebrate student achievements.
- **10% on Top:** which enabled senior students to access opportunities offered in larger centres so that they were better informed and therefore better prepared for the Higher School Certificate; and
• **Maintaining currency through on-going professional learning and sharing:** a critical initiative which enabled teachers to attend cutting-edge professional learning workshops and share the knowledge gained with their colleagues.

**Vocational Education and Training (VET)**

In 2008 Year 11 and Year 12 students had the opportunity to study the following VET frameworks courses: Business Services, Hospitality, Information Technology and Metals and Engineering.

The demand for VET courses at our school is increasing particularly in the areas of identified skill shortage. We were fortunate, therefore, to have the support of local employers for the school based apprenticeship program which this year saw three students - two in Metals and Engineering and one in Electrical Technology - begin their training with HYNE as well as one student commencing her Hospitality apprenticeship with The Elms.

All VET students are required to complete at least 70 hours of work placement to be eligible for HSC accreditation; Year 11 VET students therefore attended an Orientation to Industry Day in Albury to help prepare them for this aspect of their program.

It is a requirement that all VET teachers are fully accredited to deliver their course and industry currency must be maintained through on-going professional development. This involves participating in network meetings and attending assessment validation workshops. In addition, our VET teachers also participated in workshops to assist with the development of materials to be used throughout the Riverina Region, in preparation for an external audit to be conducted in 2009.

**Progress on 2008 targets**

**Target 1**

*To determine the effectiveness of the changes made to the junior curriculum on improving student learning outcomes.*

As planned, in 2008 the school library was reorganised to facilitate the Learning Centre structure and the majority of Year 7 and 8 classes were conducted in this space. Units of work were provided to students in the form of Pirozzo Grids from which students negotiated their learning pathways.

Throughout the year feedback was sought from students, parents and teachers and performance data was analysed. The curriculum focus of the data collection was English, Mathematics and Science as these subjects are studied for the full year.

Our achievements include:

- 81% of English students in the 2008 Year 7 compared with 64% of the 2007 Year 7 equalled or improved their performance in semester two compared to semester one.
- 69% of Science students in the 2008 Year 7 compared with 73% of the 2007 Year 7 equalled or improved their performance in semester two compared to semester one.
- 28% of Mathematics students in the 2008 Year 7 compared with 6% of the 2007 Year 7 equalled or improved their performance in semester two compared to semester one.
- 39% of English students in Year 8 equalled or improved their performance in semester two compared to semester one.
- 73% of Science students in Year 8 equalled or improved their performance in semester two compared to semester one.
- 67% of Mathematics students in Year 8 equalled or improved their performance in semester two compared to semester one.
- In addition, the number of higher achieving students increased from semester one to semester two in all categories, except Year 7 Mathematics.

**Target 2**

*To develop strategies which encourage greater motivation in Year 9 and 10 students.*

Based on discussions with parents and students, a number of changes were introduced in 2008 in an attempt to encourage greater motivation in Year 9 and 10 students. These included:

- The re-organisation of our elective course structure to:
− Include the Personal Best program - based on the Duke of Edinburg Award Scheme – to provide a structure for Year 9 students to learn new skills; volunteer in the community and undertake new challenges.
− Allocate additional time to the core subjects to further prepare Year 10 students for their School Certificate program.

• The changing of our Student Representative Council to a Student Leadership Team to emphasise further development of students’ leadership skills.

Our achievements include:

• Year 9 students participating as volunteers in the community.
• The Student Leadership Team rewriting their constitution and members participating in school decision making.
• More positive than negative responses to student satisfaction surveys. However, further improvement is still necessary in this area.

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 2008 our school carried out evaluations of Student Learning and programs offered in the Creative Arts Key Learning Area.

Educational and management practice

Student Learning

Background

For some time there have been concerns that, while we were able to significantly improve the performance of students at the lower end of the achievement scale, our higher achieving students were not being sufficiently extended. Following extensive analysis of our external test data and research into alternative learning structures, a decision was made at the end of 2007, in consultation with our school community, to introduce a more flexible, student centred approach to learning and teaching.

Findings and conclusions

Data collected throughout the year indicated that the introduction of the Learning Centre in 2008 had a positive impact on student learning outcomes (see Progress on 2008 targets - Target 1). In particular there was:

• a significant increase in average achievement in most subjects from semester one to semester two;
• acceleration by a number of the higher achieving students; and
• additional targeted support for the lower achieving students.

Many Year 7 students, however, appear to have special literacy needs - as confirmed by NAPLAN – and encountered difficulties with Stage 4 learning outcomes or associated Stage 4 learning materials. On the advice of the Itinerant Support Teacher - Behaviour, some modifications were made to the Pirozzo style learning grids; these were essentially to include Stage 2 or 3 activities.

Future directions

Feedback from students and staff indicated that noise levels in the Learning Centre were a problem when large numbers of students used this space. As we have been unable to secure funding to extend this learning space we will revert to individual classrooms for each class in 2009. Students will continue to use learning grids as the basis for their individualised learning plans. We will also continue to monitor performance data as the long-term expectation is that students will be better motivated and more independent in their learning by the time they sit the School Certificate tests in 2010. Anecdotal evidence suggests that the current Year 9 students have developed many of the learning skills necessary for success.

Curriculum

Creative Arts

Background

The Creative Arts at Tumbarumba High School are taught and supervised under the umbrella of the school’s English-History-Creative Arts faculty. It has been necessary for teachers of the Creative Arts to also teach core subjects, including English, History and Languages. As a rural high school, we have found it increasingly difficult to attract and maintain teaching staff with both formal qualifications in the Creative Arts and core subject areas. Nevertheless, genuine teacher commitment to the inclusion of the Creative Arts in the Stages 4 and 5 curricula has ensured that quality elective subjects have been made available to our students. Significantly, some subjects have been taught by staff voluntarily above their regular teaching loads. The courses delivered through Tumbarumba High School’s curriculum in 2008 included:

• mandatory School Certificate Visual Arts and Music courses which were delivered to
students in Years 7 and 8 in alternating semester blocks;
• elective Visual Arts, Drama and Music courses which were offered to students in Years 9 and 10 via vertical classes;
• Stages 5 and 6 Visual Arts in Life Skills formats which accommodated the special needs and personal interests of the students undertaking these courses;
• Visual Arts offered to students in Years 11 and 12 via a vertical class structure; and
• Year 11 Music offered through the Distance Education mode.

Findings and conclusions

• All students at Tumbarumba High School complete the mandatory School Certificate Creative Arts subjects (Music and Visual Arts) in Years 7 and 8.
• The demand for Creative Arts courses in the Year 9-10 elective program is high; however, Visual Arts is the only subject offered to students in Years 11 and 12.
• In 2008 20% of Year 12 students studied a Creative Arts course for the HSC.
• Students studying Visual Arts – since the introduction of the new HSC - have achieved in performance bands 3 to 6 and have on occasions had their Bodies of Work selected for exhibition by DET.
• Our students have excelled in international, national and local art competitions which is testimony to the high standard of art teaching within the school.
• Music performances have become a valued feature of our fortnightly school assemblies, special assemblies and the end-of year presentation night. Performances by Stage 4 and 5 Music classes and the school choir have been warmly received by parents, students and teachers.
• The school's choir has grown steadily since its inception in 2007 – and includes boys and girls from Stages 4 to 6. It has performed in a variety of civic forums in the Tumbarumba community.
• Students studying the preliminary and HSC Music courses by Distance Education have found this a challenging mode of study, and we are reluctant to recommend this option to students contemplating performance or composition electives.
• The school's inability to maintain Drama within the Year 9-10 elective structure in 2009, in conjunction with limited Creative Arts subjects in Years 11 and 12, has been identified as a factor that has prompted some students to consider study options elsewhere in larger schools.

Future directions

Our research and professional dialogue has flagged the following issues for consideration within the school community:

• A concerted effort will be made to maintain elective Music for Year 9 and 10 students and provisions will be made to staff this from within the school's staffing allocation.
• Strategies will be effected to ensure greater continuity between the Stage 4 and 5 Music programmes – and a transition plan will need to be organised for the effective teaching of the Stage 5 Music class in the future.
• An effort will be made to foster networks with teachers in other schools by participating in network days and maintaining memberships of teacher professional associations.
• Art theory – despite evidence of student resistance to this requirement - will remain a priority in the Stage 5 Visual Arts programme as it will continue to enhance student performance in the preliminary and HSC courses.
• We will endeavour to accommodate student interest in Drama via a Theatre Sports sport option and the inclusion of a drama-oriented activity as part of our interest elective program.
• Our Creative Arts teachers will access professional learning opportunities to develop their IT skills to complement their existing expertise and skills.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Parents

There is a need to recognise that where the school, parents and the community work in partnership there is a greater likelihood of a strong culture that supports on-going improvements in student learning outcomes. We have developed a number of strategies, including the employment of a Community Liaison Officer, in an attempt to increase parent involvement and participation in school decision making and processes but membership of committees, attendance at Parent and Citizens meetings or school information sessions remains very low. Only two parents returned their satisfaction surveys in 2008 (See School Development Target 4).

Our school has been fortunate to enjoy a high level of practical parent support with excursions and sporting events, however, and fundraising efforts have been assumed by a faithful handful of
parents. Their efforts are acknowledged and very much appreciated.

Students

The focus of student satisfaction surveys in 2008 was Learning and Teaching. Student responses to the following statements about learning are shown in the graph below:

1. My classroom is an interesting place to learn
2. Our school has good equipment that helps me to learn
3. The school expects me to do my best
4. I try to do my best and take pride in my learning
5. I try to do my best and take pride in my learning

In general, students were reasonably positive about their learning, in particular their responses to questions one and three.

The second graph shows student responses to the following statements about teaching:

1. What I am asked to learn is important
2. My teachers plan class activities that are interesting and help me learn
3. My teachers tell me what I am learning and why
4. My teachers know what I can do and what I need to learn

Student responses to the statements relating to teaching indicated a higher level of satisfaction than their responses to those about learning.

Staff

 Approximately 50% of staff responded to the satisfaction survey.

70% of those who responded indicated very often or often to the following statements:

1. Teachers feel a sense of achievement in their work
2. Conflict is resolved constructively
3. Teachers feel a part of a team
4. Essential learning materials are available.

However, only 30% indicated that the school often receives positive feedback about its reputation in the community. This has not, to date, been countered by the CLO’s persistent efforts to include publicity and articles in the local paper.

Professional learning

Our school continues to place a high importance on teachers maintaining their currency so that they can continue to offer a stimulating learning environment for students. Teachers are therefore encouraged to attend relevant professional learning courses offered through a variety of providers. The average expenditure per teacher on professional learning activities in 2008 was $770.

Support staff are also encouraged to maintain their skills and knowledge. The average training and development expenditure on support staff was $504 with the average number of days support staff spent in training being 26.

All professional learning conducted at the school is open to parents and the community.

School development 2009 – 2011

Targets for 2009

As a result of the on-going evaluation of the schools performance in external tests and the level of parent participation in the school, the following targets have been identified for 2009.
Target 1

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

Our data shows that Writing is the area of literacy where students perform least well.

Strategies to achieve this target include:

- explicit teaching of writing across the curriculum;
- a specialised DEAR group to focus on writing skills;
- professional learning provided to staff to assist the teaching of writing in their subject area;
- on-going analysis of external test data to monitor improvements in students’ writing; and
- a new emphasis on learning tools – including X and Y diagrams – to help students to plan and write in different text forms.

Our success will be measured by:

- a ten point increase in the school’s average mark for writing;
- appropriate writing activities planned across all curriculum areas; and
- a 10% increase in the number of students achieving the higher bands in the writing component of external tests.

Target 2

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

Strategies to achieve this target include:

- revision of current numeracy delivery;
- explicit & systematic teaching of numeracy across the curriculum;
- consultancy support;
- team teaching, modelling, observation and feedback to provide professional support for staff; and
- including a quality teaching focus, when appropriate, at staff meetings & faculty meetings.

Our success will be measured by:

- 90% of Year 7 students in Band 5 or above in numeracy;
- 20% of Year 7 students in top 2 bands in numeracy; and
- 70% of Year 9 students in or above Band 6 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

We have found that many of our older students are overcommitted in terms of part-time work and sport and as a result low priority is given to the consolidation of learning at home.

Strategies to achieve this target include:

- supervised study sessions at school;
- time management, goal setting and motivational presentations for students in Years 10 – 12;
- study skills workshops; and
- information sessions for parents on how best to support post-compulsory students.

Our success will be measured by:

- monitoring the number of senior students who access supervised study sessions;
- feedback from students on the value of study skill, time management etc workshops provided; and
- a 10% increase in student performance growth between the School Certificate and 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

Strategies to achieve this target include:

- developing a communication plan to promote the school;
- conducting regular parent communication meetings aimed at specific year groups; and
- actively inviting parents to participate in school decision making forums.

Our success will be measured by:

- increased parent attendance at communication meetings;
- significant increases in the number of parent satisfaction surveys returned;
- positive feedback from the community; and
- at least one parent representative on school committees.

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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