2012

Thomas Reddall High
Annual School Report
Principal’s message

Twenty twelve was a very busy and challenging year for me personally as I took up the reins of Thomas Reddall High School. We are in a time of very significant changes in education in this school, state and country. In the context of the introduction of the Australian Curriculum and state based changes to the organisation of schools I have been working to establish myself in the school and local community.

During the year several themes have emerged that will remain the guiding principles of my leadership of this school.

The first principle is that Ambarvale is a vibrant and diverse community with children who have amazing potential. In order to assist students to see possible futures we have continued to engage with the Australian Business Cooperation Network (ABCN) in their Goals and Aspirations mentoring programs. Our business partners Investec and CSR have provided volunteers to give students an opportunity to look at the wider world of work and consider careers of which they might not previously been aware. We have also worked with University of Western Sydney (UWS) with the ‘Fast Forward’ program to allow students to get a taste of university life. Transition to Work programs involving TAFE and welfare agencies are another way in which we are assisting our children to move beyond the classroom.

The second principle I have applied is that, for our students, ‘School is Work.’ To this end issues of attendance, punctuality and appearance (uniform) are important because it is only through practice and routine that anyone can develop and demonstrate good habits. I take this opportunity to congratulate everyone on a significant improvement in the appearance of the students as they move through the community. Many people I meet have commented that the school is getting better because the uniform is looking better.

The third, and most important principle is that every school is a reflection of its community and as such has members with a range of interests and abilities. That having been said, the majority of people in any community are doing the right thing and working hard. Anyone who has attended a public meeting at the school will have heard me speak about the 94 percent. The vast majority of the students want to do the right thing and it is that majority who will continue to be our principal focus.

Our students are the centre of everything we do at Thomas Reddall High School and I am very proud to have gained the position of Principal in a school where teachers actively engage in regular professional learning to improve their classroom practice.

Teachers and support staff work to ensure that every student is given opportunities to make and achieve personal goals.

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

Mr M Hurley
P & C message

The Thomas Reddall High School Parents and Citizens Association (P&C) provides parents and members of the local community with a forum to raise concerns or ideas about students’ well-being and education. The P&C is an organisation to assist information flow from staff to parents and vice versa. It consists of parents and community members who are committed to providing students with the best environment in which to learn.

The aim of the P&C is to work with staff and students to assist their educational growth. In 2012, the members of the P&C have been involved in staff selection panels, community consultation groups and finance committees where they were part of the decision making process.

Membership has been very low in the past few years which has made the impact of the P&C not as strong as it could be. New members are always welcome to meetings, even if it is just to find out what is going on at the school.

Stephen Dryden
P&C Vice-President

Student representative’s message

2012 saw achievements through the concentrated efforts of an enthusiastic Student Representative Council Team with support from the local community.

Membership has increased as a result of many students becoming enthusiastic towards playing an important, positive role in the school community. Junior membership in particular has increased and the new senior leadership team was welcomed. This year saw the introduction of two special prefects, a role created by the Principal. Members are full of enthusiasm and look forward to next year and the challenges it will provide; suggestions have already been made.

Multicultural Day was a success, and the diversity of cultures at Thomas Reddall High School was celebrated. Our special guest from the Indigenous community addressed the audience, speaking of his life and culture. Performers visited from Airds High School as well as some church groups. Students from Ambarvale and Thomas Acres Primary Schools were welcomed.

Bandanna Day was hosted this year in which money was raised for Canteen, a worthy cause. School pride was shown through the donations received on the day.

The next big drive was for Christmas to help Anglicare assist those in need. Donations of money, food, toys and clothing were collected. Next year promises to be a busy year of supporting various charities through fundraising.

Preparations for the coming year with a planning day for the new team to really start to work together are being made.

Karen Boswell
Student Representative Council Coordinator

School context

Thomas Reddall High School is a comprehensive 7-12 school located at Ambarvale in the Campbelltown district. The school population is diverse, including 30 percent of students from a Language Background Other Than English (LBOTE) and five percent Aboriginal students. The school has a Support Unit that includes a class for students with mild intellectual disabilities (IM) and Autism Support Classes. The Thomas Reddall High School motto is ‘Focusing On Our Future’. The school provides teacher professional learning that promotes staff leadership in developing whole-school teaching and learning programs. The Thomas Reddall High School core responsibilities of students and staff were developed through the PBL (Positive Behaviour and Learning) Program. These are: Show Respect, Learn Well, Speak Well, Be Prepared and Right Place, Right Time. The school community works together to improve student outcomes and create a safe and happy school environment.
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>Gender</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>313</td>
<td>317</td>
<td>332</td>
<td>330</td>
<td>299</td>
</tr>
<tr>
<td>Female</td>
<td>286</td>
<td>291</td>
<td>315</td>
<td>318</td>
<td>295</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>88.4</td>
<td>90.3</td>
<td>89.4</td>
<td>88.2</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>84.6</td>
<td>86.8</td>
<td>84.3</td>
<td>86.9</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>80.7</td>
<td>82.5</td>
<td>82.3</td>
<td>86.0</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>81.2</td>
<td>75.7</td>
<td>73.1</td>
<td>74.5</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>84.3</td>
<td>79.4</td>
<td>70.7</td>
<td>73.9</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>81.3</td>
<td>82.9</td>
<td>79.7</td>
<td>77.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>85.2</td>
<td>83.7</td>
<td>83.2</td>
<td>80.1</td>
<td>81.1</td>
</tr>
</tbody>
</table>

Management of non-attendance

The attendance rate is below region and state levels. In 2012 TRHS continued a phone intervention program known as PIP. PIP involves contacting parents of students who are absent and it targets particular groups of students or particular days e.g. Years 7 and 8 on Tuesdays and Wednesdays. The purpose of PIP is to inform parents that their children are not at school and to seek a brief explanation as to their absence.

Explanations provided by parents by telephone may be accepted as reasons for absences and entered on attendance registers. Parents can give an explanation for their child’s absence over the phone and therefore do not need to provide a written note. Early and direct contact with the parents or carers of students who are absent from school is a proven way of improving attendance and to build a positive relationship with parents in relation to school attendance.

Working with the Home School Liaison Officer and the continuance of the assessment resource centre and student lateness intervention program has led to some improvement in 2012.

<table>
<thead>
<tr>
<th></th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10</th>
<th>SC09-HSC11</th>
<th>SC10-HSC12</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>48.9</td>
<td>58.0</td>
<td>54.7</td>
<td>56.6</td>
<td>45.5</td>
</tr>
<tr>
<td>SEG</td>
<td>52.9</td>
<td>52.7</td>
<td>58.1</td>
<td>55.9</td>
<td>53.2</td>
</tr>
<tr>
<td>State</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
<td>64.7</td>
<td>63.4</td>
</tr>
</tbody>
</table>

School Sc06-Hsc08 Sc07-Hsc09 Sc08-Hsc10 Sc09-Hsc11 Sc10-Hsc12
State

Retention to Year 12 (SC to HSC)
Post-school destinations

The following table indicates the post-school destinations of the members in the 2012 cohort of 49 students.

<table>
<thead>
<tr>
<th>Destination</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>29</td>
</tr>
<tr>
<td>TAFE/College</td>
<td>30</td>
</tr>
<tr>
<td>Apprenticeship/Traineeship</td>
<td>15</td>
</tr>
<tr>
<td>Employment</td>
<td>20</td>
</tr>
<tr>
<td>Overseas/Gap</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Year 12 students attaining HSC or equivalent vocational educational qualification

From 2011 to 2012 there was an increase in the percentage of students entering TAFE and a decrease in the number of students entering employment.

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>9.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>37.9</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>13.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>70.5</strong></td>
</tr>
</tbody>
</table>

There are currently no Indigenous employees.

Staff retention

One head teacher and one classroom teacher have moved to other schools. One head teacher has resigned from teaching. The Highly Accomplished Teacher (HAT) has taken a position as Deputy Principal at another school.

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>30</td>
</tr>
</tbody>
</table>

Financial summary

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>167104.36</td>
</tr>
<tr>
<td>Global funds</td>
<td>386775.45</td>
</tr>
<tr>
<td>Tied funds</td>
<td>482418.52</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>77204.37</td>
</tr>
<tr>
<td>Interest</td>
<td>13736.12</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>24959.12</td>
</tr>
<tr>
<td>Canteen</td>
<td>134680.55</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1286878.49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>61746.12</td>
</tr>
<tr>
<td>Excursions</td>
<td>16217.44</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>19335.76</td>
</tr>
<tr>
<td>Library</td>
<td>4808.81</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5694.92</td>
</tr>
<tr>
<td>Tied funds</td>
<td>377600.66</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>52952.87</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>129334.42</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>112278.89</td>
</tr>
<tr>
<td>Utilities</td>
<td>97709.21</td>
</tr>
<tr>
<td>Maintenance</td>
<td>23858.36</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>28954.5</td>
</tr>
<tr>
<td>Capital programs</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>930491.96</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>356386.53</td>
</tr>
</tbody>
</table>

This year is the school’s final year as part of the National Partnership Reform Extension initiative (NPRIE12) the acquittal of expenditure from this funding source will be completed by the end of term 1 2013.

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2012

The majority of students are achieving at or above the national minimum standard in NAPLAN in Years 7 and 9. When comparing the 2012 NAPLAN results to the previous year, there has been an improvement in the literacy areas of writing and reading. There is an ongoing need to focus on the areas of spelling and grammar and punctuation to improve student achievement in these areas. The school showed improvement in some aspects of numeracy. The school’s performance in ESSA in 2012 showed significant increases in the number of students achieving in the middle bands. There was a significant decrease in the percentage of students who achieved in the lower bands. For the HSC, the school’s results in Legal Studies and Mathematics were above state average, while the results for a number of other HSC subjects were above the results for similar school groups and the school average.

Bring It On

Twenty seven of our students, ranging from Year 7 to Year 11 entered the Sydney ‘Bring It On’ Hip Hop competition and successfully progressed through the heats to the grand final at Hillsong Convention Centre, Baulkham Hills. The commitment and dedication from the performing students was outstanding and as a result they were asked to perform in the High School ‘Battlegrounds’ crew competition.

Book Launch

The Year 9 Creative Writing Elective class, their families and members of the community were involved in the English Faculty’s second annual Book Launch in Term 4 2012. Students read out excerpts and introduced visual representations of their work to small groups of peers, parents and friends.

The students’ quality creative writing and other forms of composition were received warmly by all in attendance. High quality learning relating to the composition process and increased engagement in learning was demonstrated.

Sport

The school held all three carnivals at sporting venues outside of the schools grounds. The swimming carnival was held at Bradbury pools, the cross country was held at UWS and the athletics carnival at Campbelltown Stadium.

The carnivals are held away from the school to try to increase participation levels while creating an advantage for successful students who progress further in their chosen sporting event. With all carnivals now being held at venues off premises attendance rates have increased, participation levels have increased and participants who progress have gained better results at Zone, Regional and State carnivals.

In knockout sports the Open Girls’ Volleyball team was again successful as Zone champions and finished in the top 4 in the region. The 15 years West Cup Rugby League team made the division two grand final, being narrowly defeated by Camden High School. The 13 years West Cup team made the division three grand final but were unable to play.

In 2012, students made some outstanding achievements. These achievements are listed below:

- Denese Mataipule and Moli Leilua were selected for the Sydney South West Volleyball team, with Denese also being selected for the NSW Combined High School team.
- Jayden Hawes was selected for the Sydney South West AFL team and Sydney team.
- Lenny Sauni was selected in the under 15 Macarthur Zone, Sydney South West and NSW Combined High Schools Rugby League teams. Lenny also competed at the zone, regional and state level for athletics.
- Ryan Hore was selected into the Sydney South West Open Baseball team.
- Natasha Matts was selected in the Macarthur zone soccer team.
- Jacob Taprell was selected in the Macarthur zone Basketball team.
- Jordan Muller was selected in the Sydney South West Softball team.
- Kayla Robinson competed at the zone and regional level for swimming

Mr B Lugg
Sports Organiser
Academic

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

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

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

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

Minimum Standards Data

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 7 students achievement at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>77.8</td>
</tr>
<tr>
<td>Writing</td>
<td>85.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>79.8</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>87.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>76.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 9 students achievement at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>85.2</td>
</tr>
<tr>
<td>Writing</td>
<td>64.2</td>
</tr>
<tr>
<td>Spelling</td>
<td>84.9</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>82.4</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90.8</td>
</tr>
</tbody>
</table>

Literacy – NAPLAN Year 7

The Majority (80 percent) of students achieved Bands 5, 6 and 7 in reading, writing, spelling, grammar and punctuation, which is at or above the national minimum standard. Approximately fifteen percent of students achieved at the proficient level, gaining results in Bands 8 and 9 in spelling, which continues to be the area of strength within the NAPLAN, where approximately 48 percent of students achieved results in Bands 7, 8 and 9.
Numeracy – NAPLAN Year 7

The majority (77 percent) of the students achieved at or above the national minimum standard, gaining results in Bands 5 or higher in numeracy.

Literacy – NAPLAN Year 9

The majority (68 percent) of the students achieved at or above the national minimum standard, gaining results in Bands 6, 7 and 8 in reading, writing, spelling, grammar and punctuation. Spelling continued to be an area of strength, where approximately 16 percent of students achieved in the proficient bands, achieving results in Bands 9 and 10. Writing has been identified as an area of future focus, with continued emphasis on persuasive writing across all KLAs in 2013.
Numeracy – NAPLAN Year 9

The majority (73 percent) of the students achieved results in Bands 6 and 7 in numeracy. Approximately fifteen percent of students achieved results in Bands 8, 9 and 10.

Progress in reading

The majority (80 percent) of the students achieved results in Bands 6, 7 and 8 in reading. Approximately 7 percent of students achieved in Bands 9 and 10.
Progress in numeracy

Numeracy continues to be a focus in all KLAs. The professional learning program and the school’s literacy and numeracy leaders committee continued to train staff in the explicit teaching of the data strand of numeracy, with a whole school focus on improving students’ knowledge and skills in constructing and interpreting graphs and tables.

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

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

RoSA

The first implementation of the RoSA this year required a significant education campaign with both the students and parents of the Year 10 cohort. The removal of the School Certificate as an external examination was seen by a section of the group as an indication that they did not need to work.

This has resulted in a distribution of grades that was shifted down in all subjects compared to recent trends.

The focus on ongoing assessment as the basis of the grades continues to be emphasized and the trend will be monitored going forward.

Higher School Certificate

Significant programs and initiatives

School to work program

In 2012 there were 44 Thomas Reddall High School students undertaking vocational studies in a range of 19 courses across eight delivery sites.

The student total of 44 included one recipient of the award of Highly Commended in a TVET Course, one Distance Education student, one School Based Apprentice (Automotive Mechanical) and three School Based Trainees (Retail, Business Services and Automotive Mechanical).
2012 Vocational Courses

TRHS students studied the following Industry Curriculum Framework Courses and undertook Work placement in these industry areas:

- Automotive (Mechanical)
- Automotive (Paint / Panel / Detail)
- Business Services
- Construction
- Financial Services
- Hospitality (Cookery Strand)
- Hospitality (Food and Beverage Strand)
- Human Services (Health Services Assistance)
- Tourism

TRHS students studied in the following Non Framework Courses:

- Animal Studies (Extension)
- Animal Studies (Introduction)
- Beauty (Retail Makeup and Skin Care)
- Community Services Child Studies
- Design Fundamentals
- Floristry
- Hairdressing
- Marketing
- Media Journalism
- Plumbing

Course not delivered at school were undertaken on the following campuses

- South Western Sydney Institute of TAFE:
  - Campbelltown College
  - Liverpool College
  - Macquarie Fields College
  - Miller College
  - Wetherill Park College
  - Granville College

- Western Sydney Institute of TAFE:

- OTEN (Open Training and Education Network)
  Distance Education

- NSW Health:
  - Campbelltown Hospital

Aboriginal education

The Aboriginal and Torres Strait Islander students worked toward developing their awareness of their heritage and developing a spirit of community.

The Norta Norta Program provided the opportunity for increased academic success for Aboriginal students. Indigenous students have taken advantage of the tutors and have been moving forward with their skills and self-confidence.

The very exciting Koori Flow program continues to flourish. It has now entered the next phase of the program and has involved the students in painting a visual representation of a local Aboriginal tribal story.

This program encouraged by the Indigenous community and Burnside has provided a number of local schools with contact with Indigenous students across the region as well as the Elders, the Community and their Culture.

At the annual Multicultural Day Uncle Ivan was able to give the Welcome to Country in both English and Dharawal to begin the festivities.

Ms Kennedy, the careers advisor, provided a list of employment resources, information and assistance for Indigenous students. Arrangements were made for students to attend Indigenous days for TAFE or University when possible. A mentor was organised for Year 11 students to assist them in developing career pathways and prospects.

Peer Support

The peer support program continued in 2012 with Year 11 peer leaders and Year 7 students participating in resilience building and orientation activities at the beginning of the year. This program aimed to ease the transition of students from primary to high school. Peer support leaders mentored Year 7 students throughout the year and guided them through the first weeks of term one. A day camp was enjoyed by all members of the program in February.

Anti-Bullying

Anti-bullying programs were implemented to inform students about the nature of bullying and provide them with strategies and skills to deal with these issues. Each faculty developed a specific program so that all year groups were exposed to strategies to limit bullying. Ways of combating cyber bullying and the misuse of new technology have been particular focus areas. The
school remains committed to providing a safe environment for all students. The school has close links with the School Liaison Police Officer, Senior Police Constable, Derryk Rivers.

**Multicultural Education**

Multiculturalism is embedded in all Key Learning Area programs.

The fifth annual intercultural exchange was held between Thomas Reddall High School and Lurnea High School Intensive English Centre.

The SRC Multicultural Day was very successful.

**Respect and responsibility**

Thomas Reddall High School successfully gained funding to participate in the Student Volunteering Program. The Student Volunteering Coordinator is Mrs Raj Singh who has worked closely with Heather White, the Student Volunteering Coordinator for South Western Sydney Region. The program focused on students from Years 9 and 10.

**Environmental Education**

Thomas Reddall High School’s Environmental Committee is a student-centred group whose mission is to protect, conserve, and improve the school environment by taking action towards local environmental issues. The Committee raised awareness about local environmental issues by providing students with the opportunity to learn more about their surroundings, participate in projects at school and in the community.

Highlights of the year were our participation in Earth Day 2012, Arbor Day 2012, Cleanup Australia Day, planting trees, stream cleanups and poster contests Year 10 students also attended an Environmental Workshop at the of University Western Sydney.

In the future, the committee plans on introducing a school-wide recycling program by having plastic recycling, printer and cell phone recycling programs, in order to promote sustainability.

**Progress on 2012 targets**

Many of the current targets are based on improvements that require comparisons year-on-year. Variance between calendar years can be attributed to cohort specific factors particularly in light of smaller cohorts and a changing demographic in the community.

With these issues in mind future targets will be expressed in terms of student growth.

**Target 1**

*Increase the number of students in Years 7 and 9 achieving at or above the national minimum standard for reading and writing in NAPLAN by five percent.*

In 2011 87 percent of Year 7 students were at or above the minimum standard in reading. In 2012 there were 78 percent at or above the standard.

In 2011 86 percent of Year 9 students were at or above the minimum standard in writing. In 2012 there were 83 percent at or above the standard.

In writing the percentage of Year 7 students at or above the minimum standard went from 80 percent to 83 percent and in Year 9 there was a marked improvement from 54 percent of students at or above the minimum standard to 64 percent.

**Target 2**

*Increase of five percent of students in Years 7 and 9 achieving expected growth in reading, grammar and punctuation and Numeracy in NAPLAN.*

NAPLAN growth charts for 2012 indicate a marked increase in growth in reading such that this school’s results were the best in the local school group on this measure for the Year 9 cohort. The percentage of students achieving greater than expected growth rose from 46.8 percent in 2011 to 61 percent in 2012.

In grammar and punctuation data indicates a trend of improvement from an average growth of 39.2 for year 9 students in 2010 to an average of 51.2 in 2012. This represents 59.2 percent of students achieving above the expected growth. An improvement of 15.6 percent over the 44.8 percent in 2010

The percentage of Year 7 students achieving greater than or equal to expected growth in Numeracy has improved from 44.1 percent in
2011 to 49.3 percent in 2012 and in Year 9 students achieving at or above the expected growth has improved from 36.6 percent in 2011 to 52 percent in 2012.

**Target 3**

*Increase of 25 percent of Aboriginal students achieving expected growth from Year 7 to Year 9 for reading in NAPLAN.*

The average growth score of Aboriginal students in reading has improved from 5 in 2010 to 45.3 in 2012. This represents a score of 15 above the state average and 60 percent of Aboriginal students achieving above expected growth in 2012 compared to no student achieving the expected growth in 2010. Targeted tuition funded jointly through the national partnership and the Norta Norta program and the negotiated development of personalised learning plans have ensured that these students have maintained engagement with schooling.

**Target 4**

*Increase of 20 percent of Aboriginal students achieving expected growth from Year 7 to Year 9 in NAPLAN numeracy.*

While the growth for Aboriginal students in 2012 is below expectations this cohort represents only two students and therefore percentage improvements for the cohort are not particularly meaningful.

**Target 5**

*Increase student attendance rates by 1 percent each year from 2012-2014.*

The frequency of absence for students who attend school has decreased significantly. An ongoing issue is the number of students who, while enrolled, do not attend school at all despite the best efforts of the school and the system. The target for this year was achieved with an improvement of overall school attendance from 80.1 percent in 2011 to 81.1 percent in 2012. Attendance continues be a significant impediment to the achievement of student learning outcomes due to disruption of the learning continuum. Absence of students from each class slows the progression through the scope and sequence for the whole cohort.

**Target 6**

*Reduce student late arrival daily average by a further ten percent from 2011 to 2013, and a further five percent reduction from 2013-2014.*

A change in the roll marking procedure that now allows teachers to mark students late during the morning roll call period has resulted in an increase in apparent lateness. The number of students reporting late after the completion of roll call has decreased.

The phone home strategy has impacted on individual instances with a positive outcome where the absence was not condoned by the parent.

An ongoing issue is that in many instances parents not only condone the absence but encourage or require it.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of the implementation of the National Partnership

**Low Socio-economic Status School Communities National Partnership Reform Extension Initiative**

**Background**

This year was the final year of the National Partnership. The full final report on the impacts of the initiatives has been published elsewhere. In summary the focus on teacher professional learning has had significant impact on classroom practice that has in turn impacted on student outcomes. The most significant measure of the improvement in student performance is the measure of growth show by students in Year 9.

**Findings and conclusions**

In general terms the performance of students as a consequence of participation in the National Partnership has improved particularly in the areas of NAPLAN growth in aspects of literacy from Year 7 to Year 9. Flow on effects to RoSA and HSC results are likely to become evident in coming years as a consequence of the impact of changes to teaching and learning practices, data analysis and differentiated curriculum that have derived from the professional learning of staff.
Professional learning in the utilisation of data, driven by teacher participation in DASA, has resulted in differentiated lessons that better target each student's individual learning needs.

Cross-curricular staff groups funded under the partnership have resulted in collaboration and the sharing of strategies that broaden the variety of lessons each teacher may present. This has resulted in increased student engagement.

Modelling of novel teaching strategies and the use of ICTs by the HAT and others have had a significant impact on the quality and variety of classroom experiences to which students are exposed with an improvement in engagement and subsequently improved outcomes.

These improvements have been demonstrated in the general and significant improvement in growth in both literacy and numeracy measures between Year 7 and Year 9.

Other less tangible outcomes have been reflected in a greater degree of school pride evidenced by an improvement in compliance with uniform and a reduction in the number of negative incidents reported on the school's student management system.

The Highly Accomplished Teacher (HAT) was responsible for the development of individual professional learning plans by every teacher that focus on skills in data analysis and the utilisation of that analysis in changes in classroom practice has resulted in an increased capacity of teachers to differentiate the curriculum.

The implementation of professional learning on strategies to use information and communication technologies (ICT) into classroom practice to address the engagement of 21st century learners has resulted in an increased willingness and capacity of staff to utilise technology in the preparation, presentation and assessment.

Teachers have undertaken online courses to address the theoretical and philosophical issues surrounding the changing expectations of 21st century learners as well as training to develop skills in the use of specific software, hardware and online initiatives.

Communication with students and parents has also improved the capacity of teachers to engage with electronic media such as email and blogs.

Many teachers are now encouraging students to publish their work online.

The collection and analysis of data that has underpinned the situational analysis has created a benchmark against which the effectiveness of any improvement strategy can be measured.

There is also a greater capacity in staff and the community to accept the necessity to collect data to inform decision-making and to assess the effectiveness of initiatives through the use of data. Focus groups and surveys are now routinely used to inform decision-making and to test the effectiveness of initiatives.

Staff are, as a consequence of participation in professional learning funded by the partnership, equipped to use action research to drive school improvement. It is now an expectation of parent meetings such as the school's Community Support Group that any proposed initiative is implemented with an action research paradigm and must be supported by the collection of appropriate data.

The funding of additional leadership positions under the auspices of the partnership has had a significant impact on the development of a depth of leadership capacity in the staff such that a number of teachers who have been given leadership experience have subsequently achieved substantive promotion. The HAT and two teachers who held the NP funded deputy principal's position were all promoted to positions as deputy principal.

Many teachers who have been given the opportunity to relieve at the head teacher level have also demonstrated the development of leadership potential through participation in and success at the merit selection process.

Every teacher, through the development of a personalised learning plan and workshops on the role of teachers as leaders of learning, have developed an increased capacity to participate in leadership activities in class and as part of the promotion of whole school initiatives. A model of distributed leadership and ownership of the individual responsibility of every teacher to lead is now embedded in the staff culture.
Future directions

Many funded initiatives are now embedded in practice and will be sustained after the conclusion of the partnership.

These include the new professional learning culture centred on the development and ongoing revision of individual professional learning plans by each teacher.

This commitment to ongoing professional learning has increased staff willingness to engage in cross-curricular initiatives and collegial cooperation between faculties that will be sustained through the maintenance of these groups in future professional learning activities.

The engagement of the school and its staff in the partnership has crystallised a sense of common purpose for the school that now underpins all discussions about change and improvement.

Increased skills in data analysis and its implementation in modification of classroom practice are now expected as part of the annual teacher evaluations and faculty review procedures.

Aspects of the role of the HAT have been transitioned to other members of staff who were mentored by the HAT while working on initiatives funded under the partnership. There has been a significant increase in both leadership capacity and the willingness of staff to take on leadership roles as a consequence of the school’s participation in the partnership.

The funding of initiatives under the partnership that have resulted in richer and more targeted classroom practice has had a significant impact on the development of an improved tone in classrooms and a reduction in behavioural issues. Staff are now prepared to carry the strategies forward as part of their routine practice.

Several initiatives will continue to be funded from school sources in order to sustain the momentum of change initiated under the partnership. These strategies will include the funding of additional leadership, teaching and support staff positions.

Links with the partner schools will continue to develop due to the community expectation that the schools share information and expertise to ensure that every student is supported to achieve effective passage along the literacy and numeracy continua as they transition from Primary to high school.

School planning 2012—2014

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

School priority 1

Outcome for 2012–2014

Increased levels of literacy and numeracy achievement for all students

2013 Targets to achieve this outcome include:

- Improve the percentage of students achieving greater than expected growth in Year 7 NAPLAN Reading from 83 percent in 2012 to 85 percent in 2013.
- Improve the percentage of students achieving greater than expected growth in Year 9 NAPLAN Reading from 64 percent in 2012 to 68 percent in 2013.
- Ensure that the Aboriginal students in Year 7 in 2013 achieve growth that is improved by 5 percent when compared with the growth performance of those same students between Years 5 and 7 in Reading on NAPLAN.
- Ensure that the Aboriginal students in Year 9 in 2013 achieve growth that is improved by 5 percent when compared with the growth performance of those same students between Years 5 and 7 in Numeracy on NAPLAN.
- Increase the percentage of Year 7 students achieving expected growth for grammar and punctuation in NAPLAN from 38.9 to 45 percent.
- Increase the percentage of Year 9 students achieving at or above expected growth in the grammar and punctuation aspect of NAPLAN from 59.2 to 62 percent.
- Improve the number of students achieving greater than or equal to expected growth in
Year 7 Numeracy from 49.3 percent to 52 percent in 2013

- Improve the number of students achieving greater than or equal to expected growth in Year 9 Numeracy from 49.3 percent to 52 percent in 2013

**Strategies to achieve these targets include:**

- The cross-curricular focus on the explicit teaching of literacy and the implementation of a Peer Tutor reading program.

- The cross-curricular focus on the explicit teaching of aspects of numeracy and the program of targeted tuition addressing individuals identified as performing below the benchmark on NAPLAN.

- Continued professional learning of staff in strategies to diversify the curriculum and meet the needs of 21st century learners.

**School priority 2**

**Outcome for 2012–2014**

Increased proportion of students completing Year 12 or vocational training

2013 Targets to achieve this outcome include:

- Improve student attendance rates in line with the regional attendance rates

- Improve growth of students at the HSC when compared to their Year 10 performance

- Increase the opportunities to build partnerships between the school, families and community

**Strategies to achieve these targets include:**

- Strengthen the current structure for attendance, partial attendance and lateness and ensure appropriate follow up procedures, including communication to parents are improved

- Continue and expand phone home program to target students with poor attendance and who are at risk of leaving to provide them with access to a vocational mentoring program

- Review and strengthen the current structure for curriculum choice and pathway options in stage 6, including access to VET curriculum

- Develop enrichment projects for years 7-10 with a focus on extending students ability and expectations

- Continue workshops and resources to educate parents in supporting their child’s learning

- Continue to increase parent participation in Parents and Citizen’s Meetings (P & C) through the introduction of information sessions.

**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 and have the opportunity to provide feedback about these reports at: