School Context Statement

Thomas Reddall High School is a comprehensive 7-12 school located at Ambarvale in the Campbelltown district. The population is diverse, including 30 percent of students from a Language Background Other Than English (LBOTE) and eight percent Aboriginal students. The school has a support unit with 60 students, 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 that encourage student engagement. The Thomas Reddall High school core responsibilities of students and staff were developed through the Positive Behaviour and Learning (PBL) 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 be consistent with privacy and personal information policies.

Student enrolment profile

Student enrolments continue to remain steady in 2014.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>330</td>
<td>299</td>
<td>313</td>
<td>281</td>
</tr>
<tr>
<td>Female</td>
<td>318</td>
<td>295</td>
<td>288</td>
<td>311</td>
</tr>
</tbody>
</table>

Thomas Reddall High School continues to show significant improvement in student attendance reaching a seven year high of 85.4% in 2014.

This can be attributed to our schools Phone Intervention Program (PIP), which involves the school contacting parents if a students has been absent for a number of days. The purpose of PIP is to let parents know that their child is not at school, and seek an explanation for their absence.

Explanations provided by parents via telephone may be accepted as reasons for absences and entered on attendance registers. Early and direct contact with 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 has seen continued improvement in attendance throughout 2014.
Post-school destinations

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>employment</td>
<td>4</td>
<td>15</td>
<td>32</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>0</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>university entry</td>
<td>0</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>other</td>
<td>0</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>unknown</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>

Year 12 students undertaking vocational or trade training

In 2014 35 percent of the Year 12 cohort undertook off campus delivery of Vocational Education and Training in a range of 23 courses across six delivery sites including:

- TAFE NSW Registered Training Organisation (RTO), South Western Sydney Institute, at the following colleges:
  - Campbelltown
  - Liverpool
  - Macquarie Fields
- ‘My Gateway’ Registered RTO
- School Based Trainees’ workplaces

In 2014 students studied the following Industry Curriculum Framework Courses undertaking mandatory work placement in these industry areas:

- Automotive (Mechanical and Autobody Refinishing)
- Business Services
- Financial Services
- Hospitality (Commercial Cookery, Kitchen Operations and Food and Beverage)
- Information Technology
- Metals and Engineering
- Retail
- Tourism

Students in 2014 studied in the following Non Framework Vocational Education and Training Courses:

- Animal Studies
- Beauty – Retail Make-up and Skin Care
- Community Services (Youth Work and Child Studies)
- Hairdressing
- Sport, Fitness and Recreation
- Transport and Logistics

Workforce composition

<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>2.0</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>40.0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1.0</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>14.9</td>
</tr>
<tr>
<td>Total</td>
<td>71.7</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

At Thomas Reddall High School we have one staff member who identifies as Aboriginal or Torres Strait Islander.

Teacher qualifications

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

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

Professional learning and teacher accreditation

Thomas Reddall High Schools commitment to building the capacity of our teachers to provide improved learning opportunities to our students continued in 2014. Staff are actively involved in Teacher professional Learning at Thomas Reddall High School. All staff continue to partake in external training to improve their pedagogical practices in the classroom in line with school priorities. There were many opportunities for staff to engage in professional learning activities and participate in leadership opportunities.

Our focus at TRHS has been to develop the capacity of our school leaders by providing them with opportunities to lead staff development activities. The Improving Literacy and Numeracy National Partnership (ILLNP) has provided an opportunity to facilitate professional growth of our staff.
Whole school professional learning in 2014 focused on improving Literacy results of students in Stage 4. A literacy program facilitated by Mrs Tina Meyer, entitled Reading 2 Learn concentrated on deconstructing text and amending text to make it more accessible to Stage 4 students. The program enabled all staff from all Key Learning Areas to undertake specific training in aiding students access the work provided to them in all of the subject areas. All staff were enthusiastic and engaged in the process and are hopeful that future results will reflect the efforts being made by our staff.

The establishment of the ‘A Learning and Response Matrix’ (ALARM) that will focus on improved student outcomes in the Higher School Certificate was introduced as a whole school professional learning initiative during Term 4.

Staff have been involved in professional development in differentiation of the curriculum. A team of teachers has participated in an action research project to lead the whole staff through a variety of strategies that engage reluctant learners while simultaneously offering opportunity for the extension of those students identified as demonstrating gifted and talented characteristics.

The establishment of a Professional Learning group among staff was created to provide support to classroom teachers and provide leadership opportunities to experienced and capable staff. The Professional Learning group meets fortnightly to discuss current and relevant educational issues. Beginning teachers attend these meetings as a means of engaging themselves in meaningful professional discourse.

Construction teachers Mr Mackie and Mr Sharma were both involved in a Teacher Training Skills Upgrade through TAFE. Mr Mackie delivered the Construction White Card to Year 11 students who were then accredited with their Work Health and Safety (WHS) induction certificate.

Beginning Teachers

Beginning teachers are supported by senior executive and head teachers. All new teachers participate in a school induction course which enables the teacher to be aware of the unique running of the school. Beginning teachers are taken through whole school processes involving the workings of our behavior programs, through Sentral and the schools PBL program.

Head Teachers support their beginning teachers by providing them with support and guidance in each faculty. Each faculty provides a mentor within the faculty to further support the beginning teacher along with the Head Teacher. This has been extremely successful as it paves the way for increased responsibility for the experienced teacher within each faculty and also provides them with leadership opportunities.

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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>777,362.21</td>
</tr>
<tr>
<td>Global funds</td>
<td>486,633.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>810,608.11</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>85,487.45</td>
</tr>
<tr>
<td>Interest</td>
<td>25,465.99</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>21,488.35</td>
</tr>
<tr>
<td>Canteen</td>
<td>116,328.30</td>
</tr>
<tr>
<td>Total income</td>
<td>2323373.41</td>
</tr>
</tbody>
</table>

**Expenditure**

- Teaching & learning
  - Key learning areas 139,250.14
  - Excursions 24,776.61
  - Extracurricular dissections 22,728.11
- Library 6,067.19
- Training & development 3,731.22
- Tied funds 759,190.83
- Casual relief teachers 75,679.20
- Administration & office 149,261.72
- School-operated canteen 119,825.29
- Utilities 91,374.20
- Maintenance 46,247.53
- Trust accounts 21,566.63
- Capital programs 12,607.50
- Total expenditure 1472306.17
- Balance carried forward 851067.24

A full copy of the school’s 2014 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 2014

Dance
In 2014, many students ranging from Years 7-12 participated in extra-curricular dance performances, displaying their talents to both the school and local communities.

We had another fantastic result in the Fisher’s Ghost parade. Students performed down Queen Street, embracing the Japanese theme and successfully gaining first place in the school group category.

The Dance partnership with one of our local primary schools saw Miss Cunningham visit Ambarvale Public School once a week where she choreographed a Hip Hop routine for a group of Year 5 and 6 students.

Sport
Again the school held all three carnivals at sporting venues outside of the school. Swimming at Bradbury pools, Cross Country at Mount Annan Botanical Gardens and Athletics at Campbelltown Stadium.

This year we made some slight changes to the running of weekly sport on Tuesdays trying to give our students the opportunity to play in a competition against other students, while ensuring skill development could be achieved.

In knockout sports our Open Girls Volleyball team was again successful as Zone champions and finished third in the region. They were invited to attend the State carnival to compete. The 15 years West Cup Rugby League team won the division three grand final. This is the second consecutive year that this team has won their division in this competition.

In 2014 our students made some outstanding achievements on the sporting fields. These achievements include:

- Faumu Taiti-Taanoa’s selection for the Sydney South West Girls Volleyball team.
- Jordan Muller participation in the Sydney South West Softball team.
- Fiona Clark representing the school and zone in cross country.
- Malama Tuato representing the school, zone, regional and state in athletics.

Creative and Performing Arts (CAPA)
The Creative and Performing Arts faculty ran two CAPA Showcases at the beginning of Term 3 and during Week 9 in Term 4.

Music, Drama and Dance items were performed by students from Years 8 to 12 in the Performance Space. An Art Exhibition was staged in the bottom of C Block for guests to see the art work of students from Years 7 to 12, as well as participate in creating their own art work based on the palette-painting techniques of Ben Quilty.

Both CAPA Showcases were very successful and incorporated participation from school staff and community members.

A school concert band was formed during Semester Two, 2014. Students from Years 7 to 9 were invited to participate. This was made possible through subsidised tuition from an external tutor. Tutorials were held on Monday afternoons in small groups; the groups came together for Concert Band on Thursday afternoons. While the numbers in Concert Band remained small there is considerable enthusiasm amongst the participants. The Music staff have re-evaluated the format of the Band Program for 2015 with the intention of moving to a stage band format.

This year also saw the implementation of the first band scholarships awarded to graduating students form our partner primary schools to encourage those children to continue their participation in band through the transition to high school.

Gifted and Talented Student Program
In 2014 students from local Primary schools attended for afternoons of extension and enrichment in a lively and competitive session of questions in a trivia format. These Enrichment Afternoons are set to become a regular event each term.

The inaugural extra-curricular program for Gifted and Talented students which runs on Tuesday afternoons and Wednesday morning has been called ‘REACH’ by the small but enthusiastic group of participants. These students have been working on developing outstanding personal interest projects.
Academic achievements

NAPLAN

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

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

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

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

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

- Click on the link http://www.myschool.edu.au
- Enter the school name in the Find a school
- Select GO to access the school data.

NAPLAN Year 7 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

The following graphs indicate that the students’ results continue to improve. The number of students attaining a mark below the national minimum benchmark is lower in all areas of Literacy. Writing remains are most significant challenge.
NAPLAN Year 7 – Numeracy

Numeracy results in Year 7 indicate that we have remained steady with 90% of students able to fulfill the national minimum standard. There was a greater concentration of student results in bands 5 and 6.

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

The Year 9 Literacy results reflect that significant work is required in Literacy at Thomas Reddall High School. In 2014 staff undertook significant Professional Training in a strategy aimed at improving the Literacy of all our students. The Reading 2 Learn program is an intensive literacy program that focuses on the fundamentals of literacy deconstructing passages from all Key Learning Areas to ensure students have a greater understanding and comprehension of what they are reading.
NAPLAN Year 9 – Numeracy

Numeracy results for Year 9 showed a significant improvement in students attaining the national minimum standard. This figure halved in 2014 to 13% from 26% in 2013.

To further capitalize on this success 2015 will see the introduction of a school wide Numeracy improvement program aimed at improving student performance across the entire range of bands.

Higher School Certificate (HSC)

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

Year 12 students in 2014 studied a range of TAS subjects including Hospitality, Construction, Food Technology, Industrial Technology, and Community & Family Studies. Several Band 5s were achieved in Hospitality.

Year 11 Hospitality students catered for 100 people attending a breakfast forum during Child Protection Week. This was held at the Uniting Church in Campbelltown. The students did an amazing job and received many compliments on their professionalism and effort. Menu items included ham and cheese croissants, berry scrolls, savoury muffins, and quiches to name a few. Hospitality also catered for the Year 12 Graduation ceremony later in the year.

Yr11 Hospitality student Mirracle Welsh received a glowing letter of recommendation and was nominated for the Work Placement Honour Roll (organised by Macarthur Work Place Learning Program MWLP) by her host employer at Campbelltown Golf Club. Other students in Hospitality were offered part time and casual employment by their host employers after completing their work placement with them.

Food Technology students in Year 10 planned and carried out “Social BBQ” events and made Celebration Cakes throughout the year. This coincided with the units of work “Food Service and Catering” and “Food for Special Occasions”.

Year 10 Exploring Early Childhood students completed a unit on Children’s Arts and Crafts. As part of this unit they organised and ran a children’s playgroup where visiting children participated in various activities on the day.

Significant programs and initiatives

Peer Support

The Peer Support Program continued in 2014, with Year 11 leaders providing support in building the resilience of Year 7 students. The program aims to ease the transition of students coming into high school from primary school. Peer support leaders mentor the younger counterparts, and provide them with another level of support in the early transitional period. The program continues to be a success in providing support to the Year 7 students, and continues to unearth natural leaders within our senior school.

Aboriginal education

Fifty four Indigenous Students constitute 8% of the school population and come from Countries Australia wide. These include the Noongar People in Western Australia; Wiradjuri and Gamilaroi in Western NSW; Yorta Yorta of the Murray; Torres Straights people and Gadigal, Gurringai, Dharug, Gandangaras and Dharawal from the Sydney Basin.

Koori Flow was started to raise awareness of not only their own area but also of where their families have come from. Koori Flow operates on Fridays to give students contact with and appreciation of their culture. They have been doing some history of treatment of Aboriginal people, education and stolen generations. We have also discussed why this means they are given the opportunities they are, such as camps, tutoring and special support meetings with other groups in order to get them to participate more and strive to achieve their best. We have also been doing activities like painting, making clap sticks from tree boughs from the school grounds which we sanded and painted and have played Traditional Indigenous Games (TIG.)

In 2014 we had a guest performer, Fred Reid who informed and entertained Years 9, 10 and the Indigenous students of all years, with stories and song and dance.

In 2014 we had many students access the Maths tutor and Reading Tutors to raise their results. Two senior students have been doing School-based Apprenticeships (SBAT). Both have enjoyed the experience provided, with the course work contributing to their HSC and the apprenticeship work offering them a head start to employment.
after school. Three Indigenous students completed their HSC in 2014.

Planting of native plants in our Indigenous garden was undertaken in several stages throughout the year. The plants represent a wide range of plant groups and demonstrate useful properties and foods used by the local people in the past. It will be a great learning resource.

Across the year three community barbeques were held to bring in the families of our Indigenous students and some of the Elders. They were keen to hear about what we are doing at our school. It is pleasing to see more and more of our students become proud to identify with their Aboriginal heritage.

**Multicultural education and anti-racism**

Multiculturalism is embedded in all Key Learning Area programs.

Multicultural Day was a resounding success in 2014. A fusion of song, dance and food created a fun filled day of celebration for all nationalities and cultures that are represented in the school’s population. There was significant community participation in the festivities which was highlighted by a willingness of staff and students working together to acknowledge our nation’s cultural diversity.

**Significant programs and initiatives – equity funding**

During 2012 the parent community of our school was surveyed to ascertain our eligibility for Priority Schools Program (PSP) funding. The results of this survey did indicate that we were entitled to this additional funding support. It would have commenced in the 2013 funding cycle and continued for five years before a new survey was required. Coincidently the funding model was under review by DEC and the government. The intention is now to implement a model of Equity funding that takes into account the complex needs of every school. This new model, known as the Resource Allocation Model (RAM), is now being phased in but in the interim schools newly entitled to PSP funding were allocated transition equity funding for a single year.

During 2014 this funding was used to support a number of significant initiatives in the school including the establishment of an additional deputy principal’s position and the employment of additional teaching and support staff.

More teachers enable the establishment of smaller classes and special classes. The employment of extra support staff such as School Learning Support Officers (SLSO) enabled greater support of students with identified learning needs in the regular classroom.

Several existing programs were continued and expanded including the Wednesday afternoon Assessment Centre and the Positive Behaviours for Learning (PBL) initiative.

Continuing development of initiatives that will be supported under the banner of Equity include the reinvigoration of the School Band, the interschool Dance program and the school’s technology resources.

**National partnerships and significant Commonwealth initiatives**

**Improving Literacy and Numeracy National Partnership (ILLNP)**

During 2013 Thomas Reddall High School received National Partnerships funding to improve the reading and comprehension skills of our students in Year 7. Baseline data was collected and the teachers of Year 7 were introduced to a variety of strategies through professional learning sessions that could be used to improve their students’ skills in each area before specific reading and comprehension skills were explicitly taught to the students. After explicit teaching of a variety of reading and comprehension strategies, the Year 7 teachers collaborated in cross Key Learning Area (KLA) groups and assessed each student’s placement in a cluster on the Literacy Continuum for Reading and Comprehension. Significant improvement in both reading and writing was recorded for most students, some improving by two clusters.

Throughout 2014 staff were trained in the Reading to Learn (R2L) strategies. Nine staff were sent for external training. These nine teachers became members of the Literacy Committee. During school development days and a series of staff meetings, the Literacy committee trained the remaining staff in the detailed reading, joint rewrite and joint construction aspects of Reading to Learn. Evaluations emphasised increasing comfort in utilising R2L strategies as well as increased engagement from students.

The Head Teacher Teaching and Learning and learning and support teachers (LaST) presented the strategies to the Community of Schools Group on two separate occasions throughout the year. Dr
David Rose (Reading to Learn program designer) attended the school to train the literacy committee and delegates from the Support Unit in the finer aspects of assessing writing and intensive strategies for reading.

Year 8 teachers received consistent and thorough school-based training in understanding and applying the Literacy Continuum. Staff embedded the appropriate cluster indicators under Reading and Comprehension into their teaching and assessment programs throughout 2014. Every Year 8 student’s progress in Reading and Comprehension was assessed by all of their teachers at several points throughout the year; collegial discussion with work samples as evidence was used to determine each student’s final cluster position.

Classes in Year 8 that were exposed consistently to the Reading to Learn strategies improved significantly in their reading and comprehension ability. Students who have been identified as not meeting expectation were earmarked for inclusion in a supporting program utilising the principles of Catch Up Literacy for 2015.

During December, six staff members were trained in Catch Up Literacy. Staffing and finances was provided to set up an intensive program for Term 1 2015 to target poor performing students in Years 7 to 9 (2015).

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

In 2014 Thomas Reddall High School undertook a commitment to improving Literacy of students in Year 8. Using the data compiled by the Improving Literacy and Numeracy National Partnership (IILNP), we identified specific areas of improvement for our students.

There has been significant teacher professional learning time given to analyzing and interpreting data. All staff completed the online Data Analysis Skills Assessment (DASA), providing them with the capacity to effectively analyse data from the SMART package and integrate a variety of strategies aimed at improving the results of our students. The Reading 2 Learn program was central in the development strategies to improve student literacy in Year 8.

School planning 2012-2014:

School priority 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.

Outcomes from 2012–2014

Data from the 2014 NAPLAN testing indicated that 91 percent of Year 7 students were achieving at or above national minimum standards for reading. This was a 10 percent growth over the past two years. Year 9 reading represented similar growth of 10 percent over the same two year period to where 92 percent of students were achieving at or above national minimum standards.

The evidence provided by the data for writing provide a mixed result with 85 percent of students in Year 7 in 2014 achieved at or above the national minimum standard, an increase of 6 percent from 2013 and an increase of 10 percent from 2012. In Year 9 however only 41 percent of students were deemed above national minimum benchmarks, a considerable drop from the steady improvements made over the previous three years.

Strategies to achieve these outcomes in 2015

- Learning Support Reading program which specifically targets students with reading difficulties.
- Establishment of Literacy and Numeracy committees.
- Continued commitment to writing program across all KLA’s.
- Continued focus on cross-curricular teaching of literacy.
- Sustained professional learning for staff in strategies to diversify the curriculum and meet the needs of 21st century learners, headed by Reading 2 Learn.
School priority 2

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

**Outcomes from 2012–2014**

Targets for 2014 were achieved with an improvement in overall school attendance up from 82.8 per cent to 85.4 per cent. A significant improvement of 2.6 per cent, which built on the steady improvements made over the last few years. The improvements can be attributed to an improved electronic roll marking system, proactive measures in telephoning parents of absent children and improved cooperation from parents in motivating their children to attend school. Data collected for the Positive Behaviour for Learning (PBL) program, that encourages and rewards students for improved and perfect attendance patterns is also indicating a positive impact of this program. Attendance continues to be a significant impediment to the achievement of student learning outcomes due to disruption of the learning continuum.

**Strategies to achieve these outcomes in 2014:**

- Continued school intervention for students who display abnormal attendance patterns.
- Sustained effort working with the Home School Liaison Officer and the Aboriginal Liaison Officer.
- Increased usage of electronic class marking of rolls.
- Continued positive rewards for students with excellent attendance patterns.

School priority 3

*Increased proportion of students completing Year 12 or Vocational Education Training.*

**Outcomes from 2012–2014**

There was a significant increase in 2013 of Year 12 students completing their Higher School Certificate Studies. The retention rate for Year 12 was 62.5 percent, which was up from the previous year’s 44.5 percent. In fact they were the best figures for 5 years and above the regional average of 60.7 percent. 2014’s results have significantly changed as a result of the alteration to the retention parameters, that indicated that 37.1 students remained at the school between their last NAPLAN test in Year 9. The fact is that our retention rate remained consistent with 2013’s figures with 67 students completing their Higher School Certificate studies.

**Strategies to achieve these outcomes in 2014:**

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

- Develop whole school HSC improvement matrix – ALARM - to support students develop their ability to achieve at traditional academic subjects thus giving them more success at school and hence encouraging them to remain at school.
- Continue work with parents and caregivers in following up student lateness and partial attendance.
- Further develop enrichment projects for Years 7-10 with a focus on extending students ability and expectations.

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

In 2014, the school sought the opinions of parents, students and teachers about the school.

In 2014 the increase in parental and community input into the running of school programs continued to grow. A mentor reading program was strongly supported by a group of volunteer parents. The restructuring of the P&C to the Community Support Group (CSG) has continued to improve the parent voice through regular consultation with the Principal and other school staff.

The school has attained parental consultation when developing Individual Education Plans (IEP’s) and Personal Learning Support Programs (PLSP’s). This negotiated process has enabled parents to feel that they are a part of the student’s education. There has been a significant increase in parental contact by teachers, and this has resulted in more parents being willing to come to the school to discuss the behavior of their child, or their academic progress. Both parents and teachers are expressing that they feel more comfortable in discussing student issues as a result of this collaboration.

During Term 4 all teachers were given the opportunity to participate in an online survey called ‘Focus on Learning’ that asked the staff questions related to their motivations and actions in the classroom that were directed toward improving student learning outcomes.
The following graph indicates that a vast majority of staff participate in professional learning activities to improve their teaching practice.

![Graph showing improvement in teaching practice](image)

In respect of the eight drivers of student learning the key strengths of the school were considered by the staff to be the inclusive culture of the school and the range of teaching strategies employed to engage students.

While the most significant area identified for improvement was the involvement of parents in decision making in relation to their children's learning.

In 2015 the equivalent surveys to triangulate these findings with those for the parents and students will be conducted.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

**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.

Mr Malcolm Hurley, Principal
Mr Paul Abboud, Deputy Principal
Mrs Sylvia Shorter, P&C Secretary

**School contact information**

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Web: www.thomasredd-h.school.nsw.edu.au
School Code: 8589

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