School context

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 five 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.

Principal’s message

Last year, at the end of my first year as Principal of Thomas Reddall High School, I reflected on some of the challenges and triumphs while outlining several guiding principles of my leadership.

I am happy to report that there continues to be significant improvement in the areas of community perception, uniform and commitment to learning.

Community involvement has been reflected through the increased participation at Community Support Group (P&C) meetings and the establishment of an Aboriginal consultative group working on the development of a native garden and yarning circle.

The improved parent participation in Multicultural Day, Parent Teacher meetings and the Formal Assemblies is also a reflection of a greater willingness of the community to engage with the school in the education of our children.

Parents and community members not necessarily related to the school now routinely compliment me on the improved presentation of our students in the community. The physical appearance of students in uniform gives an immediate good impression that then allows the personable and polite nature of the majority of our children to come to the fore. It is not uncommon at public events such as the launch of the University of Western Sydney “Fast Forward” or the Australian Business Community Network “Goals” programs for our students to be complimented as the best presented group even when the other schools include the local religious or private schools.

A continued focus on communication with parents in relation to the attendance of our children, particularly in relation to lateness, is
having a measurable impact both on the incidence of inappropriate attendance patterns but also on the commitment of students to their studies. The concerted effort of all staff, led and supported by the Deputy Principals, is further reducing the frequency of fractional truancy amongst the small percentage of students who struggle to engage with learning.

The reorganisation of the Learning Support and Welfare teams in accordance with the new funding and organisational model imposed by the ‘Every Student Every School’ restructuring has included the revised role of the Learning and Support Teachers. This is impacting to re-engage students who have struggled with aspects of learning and have developed strategies to avoid failure by truanting.

Any sustainable change is gradual and often missed when you engage with it on a daily basis. Just as you don’t see how much your children have grown until you look at photos from last year so this report is a good opportunity to take a snapshot of our achievements and be proud of what we have accomplished.

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 and/or School Council message

The Parents and Citizens (P&C) committee has had a facelift. We are now a Community Support Group (CSG). Many parents were not engaging with the P&C, or taking the opportunity to come to meetings and express their views. The school recognised that it was time for a change, and pleasingly our community has embraced the new concept and there has been further engagement with the community body. Together with existing members, and the addition of some new interested parties, a core group has formed, consisting of parents, staff and community members.

Despite its small membership, the Community Support has met regularly and discussed a wide range of topics relating to issues in the school and wider community. Some examples of subjects covered are: school uniform, power usage, fencing, student behaviour, excursions, energy drinks, student literacy and community literacy. In the case of energy drinks, a staff member’s concerns were raised at a CSG meeting and as a result, the Physical Education faculty have incorporated a task (which focuses on the negative effects of the drinks) into year seven and year nine curricula. Parents have also been consulted on proposed changes to the school uniform and had the chance to have their views expressed.

The CSG is gradually building, and numbers steadily increasing. The meetings are deliberately being kept low-key, friendly and in an open forum style. Staff members are regularly invited to talk to the CSG and all members are encouraged to speak freely about issues affecting the school and the wider community. New members always welcome.

Bee Perusco
Community Support Group President

Multicultural Day Performers
Student representative’s message

2013 was a busy, yet rewarding year for the SRC. Valentine’s Day saw the love being spread! Roses, with or without messages were sold and the students were really involved. Harmony Day saw the SRC celebrate with a BBQ and the creation of artwork to acknowledge our diversity.

Term 2 saw the introduction of Year 7 students who were to become a valuable part of the team. They showed amazing enthusiasm and worked tirelessly for our promotions throughout the year.

Once again, Multicultural Day was a success, raising money for the school as well as allowing us to celebrate the vast degree of cultural heritage present in our school. 2014 will see a revamped version which we hope will be even more of a success.

Bandanna Day was also a success, raising money for the fantastic cause Canteen. This group raise money to assist teenagers deal with the heartbreaking disease cancer. Students and staff alike were very generous.

The senior leadership group have been instrumental in the running of the SRC. They are a dedicated, committed group of young adults whose leadership qualities are outstanding.

We are all looking forward to 2014, with ideas running thick and fast for the SRC to involve all the students in various activities and to be their voice in regards to all aspects of Thomas Reddall High School. It has been my privilege to work alongside these young leaders and witness their growing abilities and I look forward to 2014 with great anticipation.

SRC - Thomas Reddall High School

Student information

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

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2009</th>
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<th>2012</th>
<th>2013</th>
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Student attendance profile

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<tr>
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<th>2011</th>
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</tr>
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<td>88.3</td>
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<td></td>
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<tr>
<td>12</td>
<td>89.4</td>
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<td>89.2</td>
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<td>90.1</td>
<td></td>
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</tr>
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<td>89.2</td>
<td>89.1</td>
<td>89.9</td>
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</table>
Management of non-attendance

The attendance rate is below region and state levels, however there has been a significant improvement sustained over the past two years. This can be attributed to our schools Phone Intervention Program (PIP), which involves the school contacting parents if a student 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. Parents can provide an explanation for their child’s absences over the phone and therefore are not required to provide a written explanation. 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 2013.

Post-school destinations

The following table indicates the post-school destinations of Year 12 students in 2013.

<table>
<thead>
<tr>
<th>Destination</th>
<th>Student Numbers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment (including Pre-Employment and Community Support Programs which lead directly to employment)</td>
<td>22</td>
<td>31</td>
</tr>
<tr>
<td>TAFE</td>
<td>13</td>
<td>19</td>
</tr>
<tr>
<td>University</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>Pre-Apprenticeship, Apprenticeship, Traineeship</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Private College</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Interstate / Overseas</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Australian Defence Force Entry</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Unknown</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Year 12 students attaining HSC or equivalent Vocational educational qualification

2013 Vocational Education and Training (VET)

In 2013 there were 21 Year 12 Thomas Reddall High School students undertaking off school campus delivery of Vocational Education and Training in a range of 23 courses across 6 delivery sites. This represented 30% of the Year 12 cohort.

Significant achievements of these students included:

- one recipient of the award of Top Performing Student in a TVET course
- three students receiving the award of Highly Commended in their respective courses
- one student nominated for the award of Workplacement Student of the Year
- three Thomas Reddall High School students undertaking School Based Traineeships in the vocational areas of Business Services and Retail

In 2013 students studied the following Industry Curriculum Framework Courses undertaking mandatory Workplacement in these industry areas:
• Automotive (including the Mechanical and Autobody Refinishing Streams)
• Business Services
• Financial Services
• Hospitality (including the Commercial Cookery, Kitchen Operations and Food and Beverage Streams)
• Information Technology
• Metals and Engineering
• Retail
• Tourism

Thomas Reddall High School students 2013 studied in the following Non Framework Vocational Education and Training Courses:

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

2013 Vocational Education and Training Registered Training Organisations (RTOs) Off School Campus Delivery Sites:

South Western Sydney Institute of TAFE:
• Campbelltown College
• Liverpool College
• Macquarie Fields College

My Gateway (RTO)
• Delivery on site at School Based Trainees’ workplaces

Workforce information

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>
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</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>
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</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>14.9</td>
</tr>
<tr>
<td>Total</td>
<td>71.7</td>
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</tbody>
</table>

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 staff</th>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>35</td>
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</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>30/11/2013</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>744,333.68</td>
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<tr>
<td>School &amp; community sources</td>
<td>87,186.13</td>
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<tr>
<td>Interest</td>
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<td>Trust receipts</td>
<td>25,211.22</td>
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<tr>
<td>Canteen</td>
<td>118,506.90</td>
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<tr>
<td>Total income</td>
<td>1,755,878.95</td>
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</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
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<tbody>
<tr>
<td>Key learning areas</td>
<td>$80,675.19</td>
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<tr>
<td>Excursions</td>
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<tr>
<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
<td>6,175.73</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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<tr>
<td>Administration &amp; office</td>
<td>124,283.69</td>
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<td>School-operated canteen</td>
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<td>Utilities</td>
<td>103,160.14</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
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<tr>
<td>Balance carried forward</td>
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</table>

A full copy of the school's 2013 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 2013

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.

The sport dance group performed their Bollywood item for the Thomas Acres Primary school Harmony day and also the annual parent conference at John Warby primary school. These students were able to display their talents while learning about a new culture.

Thomas Reddall High School also had another fantastic result in the annual Fisher’s Ghost parade. Students performed down Queen St, embracing the Spring Time theme and successfully gaining second place in the school entry group.

2014 also saw the implementation of a Dance partnership with one of our local primary schools. Miss Cunningham visited Ambarvale Public School once a week where she choreographed a Hip Hop routine for a selected group of Year 5 and 6 students.

Sport

For five consecutive years the school has held all three carnivals at sporting venues outside of the schools grounds. Swimming at Bradbury pools, Cross Country at UWS and Athletics at Campbelltown Stadium.

The idea behind this is to try to increase participation levels while creating an advantage for successful students who progress further in their chosen sporting event by competing at facilities that zone and regional carnivals are held. With all carnivals now being held off premises we are seeing higher attendance rates, participation levels are increasing each year and participants who progress are gaining better results at Zone, Regional and State carnivals.

In knockout sports our Open Girls’ Volleyball team was again successful as Zone champions and finished second in the region. The majority of these girls also went onto represent the Macarthur Zone team at the Regional Championships. The 15 years West Cup Rugby League team went one better than last year’s team winning the division two grand final.

In 2013 our students made some outstanding achievements on the sporting fields. These achievements include:

- Faamu Taiti-Taanoa was selected for the Sydney South West Girls Volleyball team. Faamu was also award a Macarthur Zone Blue for Volleyball.
- Ryan Hore was selected into the Sydney South West Open Baseball team. Ryan also received a Macarthur Zone Blue for Baseball.
- Jacob Taprell and Yuji Nishizono-Lee where 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.
- Rachael Robinson competed at zone, regional and state swimming.
- Emma Kitchen and Justin Moule represented the school and zone in cross country.
- Malama Tuato represented the school zone and regional in athletics.

Mr B Lugg
Sports Organiser

Academic achievements

NAPLAN

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

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

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

NAPLAN Year 7 - Literacy

There was significant improvement in Literacy in 2013. Reading and Writing were especially pleasing. There was a noticeable shift of results moving from bands 4 to 7 into bands 8 and 9.
NAPLAN Year 7 - Numeracy

Numeracy in Year 7 showed that there was a marked improvement from 2012 results. However, the results indicated that our school average was below the schools 5 year mean. 90 percent of students were above the national minimum, which was a significant improvement from 2012’s 77 percent.
NAPLAN Year 9 – Literacy

The majority (85 percent) of students proved to be above the national minimum requirements in Reading and Spelling in 2013. (Spelling continued to be an area of strength, where 18 percent of students achieved in the top bands, bands 8 and 9.) This figure lowered to 68 percent for Writing and Grammar and punctuation. Writing has been identified as a continued area of focus, with sustained emphasis on persuasive writing across all KLA’s.
NAPLAN Year 9 – Numeracy

74 percent of students achieved a result that satisfactorily met the national minimum standards, with most students achieving bands 6 and 7.

Higher School Certificate (HSC)

Legal Studies students performed well with 20 percent of students earning a Band 4 or higher. Society and Culture students results were also good with 14.3 percent of students at Band 4 or higher level.

In Ancient History one-third of students demonstrates valued added results from their School Certificate in 2011. Business Studies results also reflected student capabilities.

Campbelltown region. Advanced English obtained 100 percent of students who achieved a result in Band 3. Aboriginal students in Advanced and Standard attained marks in Bands 1 – 3.

Standard English results indicate a slight increase in the number of students achieving a Band 5 compared to the school result in 2012. This result is consistent with those of schools in the
Significant programs and initiatives

Teacher training upgrades for Vocational Education and Training (VET) Courses have been undertaken throughout 2013 by all Hospitality, Information & Digital Technology, and Construction teachers at TRHS. These have been completed with William Angliss Hospitality Institute and TAFE.

Year 12 students in 2013 studied a range of TAS subjects including Hospitality, Information & Digital Technology, Food Technology, Industrial Technology, Community & Family Studies, Exploring Early Childhood and Work Studies.

Hospitality students were given the opportunity to develop their industry skills and catered for a variety of functions throughout the year. These included the Uniting Church “Our Stories, Our Mission 2013” event where the Head of the Uniting Church was in attendance, the South Western Sydney Region Librarians Conference, where primary and high school librarians from across our region attended, and the year 12 Graduation Ceremony. Approximately 80-100 people were catered for at each of these functions.

Year 11 Hospitality students attended the HTN Student Chef Competition held at Campbelltown TAFE. Kayla Hughes was our school representative in the competition. The Head Chef from Wests Leagues Club judged the event and commented on the exceptional standard of competitors. Other Hospitality students were involved in sugar cookery on the day with TAFE teachers.

Year 12 Exploring Early Childhood students undertook their Senior First Aid course with Surf Life Saving Australia. They also visited pre-schools within the area to apply course content in real life settings.

Aloma Petelo in Year 12 Work Studies applied for a one week Police Work Experience program as part of this course and was a successful candidate.

Food Technology students in Year 10 planned and carried out “Long Table Dinner” 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 7 and 8 Technology Mandatory students were involved in a number of programs throughout the year. The “Design an Ad” Competition was entered by some Year 7 students with Chelsea Edwards receiving recognition with her advertisement appearing in the local newspaper.

Year 7 and 8 Technology Mandatory Students also participated in the Climate Clever Energy Savers program in 2013. This initiative involved students developing an e-folio and submitting proposals that would reduce energy consumption at school. As a result of this they were successful in obtaining a new refrigerator and clothes line for school use.

Peer Support

The Peer Support Program continued in 2013, 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

The number of identifying Koori students increased in 2013 to 49, with 8 students in Year 12. 3 senior students applied for and received scholarship assistance through Kari to aid with school costs.

2 senior students, one Yr. 11 and one continuing in Yr. 12, were employed 1 day per week through the School Based Traineeship programs doing Business Services. Both have shown great interest and enjoyment in that work experience.

TAFE NSW provides Hands on Courses for Aboriginal students over 15, to give them experience in the type of courses that TAFE provides and allows them to see if this is the avenue of training they wish to continue with.

In 2013 we had 3 students do Metal Fabrication, Hospitality- Barista Training, and Automotive at Miller and Campbelltown TAFE.

Koori Flow is a program run on Fridays for the junior Koori kids where achievements of aboriginal people, some past history and health issues are discussed. We also made a large map
of Australia on which to place the students’ names and the regions their families come from to show their connectedness to the land. TIG Games (Traditional Indigenous Games) are also an activity they enjoy. At the end of the year students painted model boomerangs and cut, debarked and sanded clapping sticks which they also painted.

A youth career advisor from Mission Australia worked with a number of Year 10 students developing resumes and discussing career prospects and the option of SBATs to keep them on track to Year 12.

Personal Learning Plans were made for a number of students from Year 12 down. One problem is getting parents to attend the discussion to get the family/community perspective needed for the Aboriginal PLP.

At the end of the year efforts were made to make better connections with the community and 2 afternoon ‘get togethers’ with sausage sizzles were held and a number of parents, younger siblings, and elders attended as well as Kevin McGuiness, the Aboriginal Community Liaison Officer.

Aunty Fran Bodkin talked about some of the stories connected with the area and we all inspected the site for the Indigenous Plant garden planned for 2014. The NSW Teachers Federation approved a grant for $400 to assist.

**Multicultural education**

Multiculturalism is embedded in all Key Learning Area programs.

Multicultural Day was a resounding success in 2013. A fusion of song, dance and food created fun filled day of celebration for all nationalities and cultures within Thomas Reddall High School. 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.

**Transitional 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 2013 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 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 (participating schools only)**

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 groups
and assessed each student’s placement in a cluster group on the Literacy Continuum for Reading and Comprehension. Significant improvement in both reading and writing was recorded for most students, some improving by two cluster groups.

As a result of the additional funding, nine teachers from Thomas Reddall High School will be trained in the Reading to Learn program during 2014. These teachers will be responsible for the training of other teachers in the program that should improve our students’ reading and comprehension skills. A Literacy and Numeracy Committee will also be formed in 2014 to oversee and coordinate this process.

**School planning and evaluation 2012—2014**

**School evaluation processes**

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

In 2013 Thomas Reddall High School undertook a commitment to improving Literacy and Numeracy of students in Year 7. Using the data compiled by the Improving Literacy and Numeracy National Partnership (ILLNP), we identified specific areas of improvement for our students. Year 7 students were tested on their basic literacy and numeracy abilities, and staff collaborated interpreting the data to accurately assign each student their appropriate place on the continuum.

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.

**School planning 2012—2014: progress in 2013**

**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 2013 NAPLAN testing indicated that 87 percent of Year 7 students were achieving at or above national minimum standards for reading. This was a 7 percent growth from 2012, ensuring that Year 7 met the target of a minimum of 5 percent increase. Year 9 reading represented a more modest growth of only 2 percent from 83 percent to 85 percent of students achieving at or above national minimum standards.

The evidence provided by the data for writing provide a mixed result. 79 percent of students in 2013 achieved at or above the national minimum standard, a decrease of 4 percent from 2012. Year 9 though sustained their rate of improvement as 69 percent of students achieved results at or above the national minimum standard up from 64 percent in 2012, and 54 percent in 2011.

**Strategies to achieve these outcomes in 2014**

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

**School priority 2**

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

Attendance continues to be a significant impediment to the achievement of student learning outcomes due to disruption of the learning continuum. The frequency of absence for students has decreased significantly. The target for this year was achieved with an improvement in overall school attendance up from 80.1 percent in 2011, 81.1 percent in 2012 to 82.8 percent in 2013.

It is significant to note that region and state growth shows improvement of 0.8 percent over the period from 2012 to 2013. Thomas Reddall High figures are double the rate of improvement of the region and the state.
The improvements can be attributed to an improved electronic roll marking system, proactive measures in telephoning parents of absent children by the school, and improved cooperation from parents in motivating their children to attend school, as well as the Positive Behaviour in Learning (PBL) program, that encourages and rewards students for improved and perfect attendance patterns.

**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 five years. They were also above the regional average of 60.7.

Of the 71 students in Year 12 2013, 30 percent of students were engaged in vocational education courses or off sight training. Year 12 attendance rates were the highest they have been for five years at 83.9 percent. This was mirrored by year 11 whose attendance rate was at 78 percent, again a significant improvement from the previous two years.

**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.
- 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.
- Continue to 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.

**Professional learning**
Thomas Reddall High School’s commitment to building the capacity of our teachers to provide improved learning opportunities to our students continued in 2013. 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. Aspiring leaders have led staff through a program of cross curricula extended writing. Staff were trained on the best ways to engage students in extended writing tasks, the tasks were subject specific which enabled staff to have a degree of comfort working with their own content. Staff engaged and took ownership of the program and took an active role in working with the students in their curriculum area on extended writing.

The Improving Literacy and Numeracy National Partnership (ILPNP) has provided TRHS with another opportunity to facilitate professional growth of our staff. A reading strategy has been devised to aid the development of our students in this area of NAPLAN. Staff leaders, with the assistance of enthusiastic staff members have worked together to create a sustainable program that encourages students to build upon their reading skills.

Staff have also been involved in leading professional development in differentiating the curriculum. Actively working and leading the staff through a variety of strategies that engage both our challenging or reluctant students and extending those with identified gifted and talented characteristics.

Each member of the TRHS staff has also completed professional training in Data Analysis Skills Assessment (DASA), which will aid staff in the interpretation of data from School
Measurement and Reporting Toolkit (SMART) and other sources of data particular to the DEC.

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

In 2013, the school sought the opinions of parents, students and teachers about the school. In 2013 there has been significantly more parental and community input into the running of school programs than previous years. The restructuring of the P&C to the Community Support Group (CSG) has facilitated an increase in parent and community involvement in the school. 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.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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

Catering for the Y12 graduation