

# Rutherford High School Annual Report



2016



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## Introduction

The Annual Report for **2016** is provided to the community of **Rutherford Technology High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Michael Whiting

Principal

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### Message from the Principal

The fantastic upgrade to the school's facilities is finally complete and our school now looks fantastic with our brand new oval opening up in term 4 to complete all the milestones. On top of this A and B block have been re-carpeted and a major refurbishment of the Library occurred at the end of the year. To complement the infrastructure upgrade a considerable outlay has been put into resourcing technology in the school, including interactive projectors in classrooms, interactive TVs in seminar areas, the set-up of a new computer learning space, and the purchase of a number of new mobile devices. Supporting this a number of flexible learning spaces have been established in KLA areas.

This was the second year implementing our three-year strategic plan and we have made significant progress. The school community is focusing on three strategic directions:

- **Quality Learning** – with the main focus being on “Focus on Writing” and “Assessment, Feedback and Reporting” in 2016. Other emphasis has been placed on Aboriginal Education, with our tutors trained in “Multilit”, to help improve the learning outcomes of our Aboriginal students. “Future Focused Learning” and “Focus on Reading” have had continued support, and we have employed an increased number of Learning and Support Teachers to support programs such as the “Seven Steps to Writing”. This year also saw the establishment of a GATS class in Year 7.
- **Quality Relationships** – Positive Behaviour for Learning continues to grow, supporting our values of “Respect, Responsibility and Commitment”. “Mindmatters” has been a major area for professional development of staff
- **Quality Community Connections** – our “Targeted Rugby League” and “Targeted Football” programs continue to grow in strength, with the expansion of our sporting partnerships, and electives moving into Year 9 in 2017. Our “Targeted CAPA” program started this year and the school musical “Popstars” was a great success. RTHS Careers and Transition Programs have continued to strengthen with students involved from Year 4 Through to Year 12. We have expanded on our great relationships with our partner primary schools. Again this year our Rutherford Learning Community education week award evening was a fantastic success, and we continue to expand the number of activities where students from Rutherford Technology High are working with students from our partner schools. I would like to thank our partner primary school Principals for the continuous support they give to our school community.

Our cultural and sporting successes have continued in many areas. As mentioned our school musical “Popstars” highlighted the phenomenally talented students and staff we have in the school. Thank you to all members of the school community (students, staff, parents, partner schools, community members and our business supporters) for all the things we have achieved together this year, whether they be academic, sporting or cultural. The work of the school's P&C has again been outstanding this year, and our student leadership group has, again, played an important role in school governance and fundraising. 2017 promises to be an exciting time as we continue to lift the educational outcomes of our students in our wonderful new facilities .

## School background

### School vision statement

Rutherford Technology High School will promote a culture of high expectations through a supportive and innovative environment that is the showcase for Public Education. An atmosphere of open communication and cooperation between the whole school community, fostering adherence to the principles of democracy, freedom of expression and equality of opportunity and social justice. Ensuring that our students have the necessary social, emotional and work ready skills that enable them to contribute as active members for an ever changing global environment, always striving to achieve their personal best.

### School context

The core values of the school community are Respect, Responsibility and Commitment. The school has a Positive Behaviour for Learning (PBL) program operating. As a comprehensive, co-educational secondary school of approximately 1050 students, the school services diverse and geographically widespread communities. With our partner primary schools we form a very strong and innovative Local Management Group with a strong K-12 focus.

Approximately 11% of our students are Aboriginal, and Aboriginal cultural and educational programs are a strong priority. The school receives significant socio-economic equity funding that is directed towards providing students the opportunity to reach their highest possible outcomes in all aspects of their education – academic, vocational, personal, sporting, cultural and civic. Focus on reading, writing, targeted sport, targeted CAPA and Careers and Transition are significant programs in the school. Professional learning for staff is a major focus based around classroom observations, 21st century learning skills and enhancing literacy and numeracy. An innovative Learning Support Team runs a number of highly regarded student wellbeing programs in the school, such as Plan-It-Youth, Peer support, and Peer mediation. Senior students are catered for with mentoring and a fully staffed senior study area.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

#### **LEARNING: Learning Culture**

##### **Statement of Excellence**

*In schools that excel, school culture demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning.*

##### **The school's on-balance judgement for this element is: Sustaining and Growing**

The descriptors chosen are:

##### **Delivering**

- All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both.
- Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies.
- School programs address the needs of identified student groups (e.g. Aboriginal students, gifted students, students with disability and students for whom English is a second language).
- Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

##### **Sustaining and Growing**

- There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.
- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.
- Well-developed and current policies, programs and processes identify, address and monitor student learning

needs.

## **LEARNING: Wellbeing**

### **Statement of Excellence**

*In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.*

### **The school's on–balance judgement for this element is: Sustaining and Growing**

The descriptors chosen are:

#### **Delivering**

- Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.
- The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning.
- Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code.
- The school encourages students to recognise and respect cultural identity and diversity.
- School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.

#### **Sustaining and Growing**

- The school consistently implements a whole–school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment.
- Students care for self, and contribute to the wellbeing of others and the wider community.

#### **Excelling**

- The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.
- Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision–making and planning.

## **LEARNING: Curriculum and Learning**

### **Learning Statement of Excellence**

*In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.*

### **The school's on–balance judgement for this element is: Sustaining and Growing**

The descriptors chosen are:

#### **Delivering**

- Curriculum provision meets community needs and expectations and provides equitable academic opportunities.
- The school has an effective plan for student transitions in place.
- School plans elaborate on what all students are expected to know, understand and do.
- Curriculum delivery integrates technology, library and information services.
- The school provides a range of extra–curricular offerings for student development. Teachers differentiate curriculum delivery to meet the needs of individual students.

#### **Sustaining and Growing**

- Curriculum provision is enhanced by learning alliances with other schools and organisations.
- The school actively collects and uses information to support students' successful transitions.
- Teachers involve students and parents in planning to support students as they progress through the stages of education.
- There are systematic policies, programs and processes to identify and address student learning needs.

#### **Excelling**

- Extra–curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

## **LEARNING: Assessment and Reporting**

### **Reporting Statement of Excellence**

*In schools that excel, consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.*

**The school's on-balance judgement for this element is: Delivering**

The descriptors chosen are:

#### **Delivering**

- The school analyses internal and external assessment data to monitor, track and report on student and school performance.
- Individual student reports include descriptions of the student's strengths and areas of growth.
- Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation.
- Parents are updated on the progress of their children.

#### **Sustaining and Growing**

- Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.
- Parents have an understanding of what their children are learning and receive regular information to support progression to the next level.

#### **Excelling**

- Assessment data to monitor achievements and gaps in student learning are used extensively to inform planning for particular student groups and individual students.

## **LEARNING: Student Performance Measures**

### **Statement of Excellence**

*In schools that excel, students consistently perform at high levels on external and internal school performance measures.*

**The school's on-balance judgement for this element is: Working towards Delivering**

The descriptors chosen are:

#### **Delivering**

- The school achieves value-added results.

## **TEACHING: Effective Classroom Practice**

### **Statement of Excellence**

*In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.*

**The school's on-balance judgement for this element is: Delivering**

The descriptors chosen are:

#### **Delivering**

- Teachers regularly review and revise teaching and learning programs.
- Teachers routinely review previous content and preview the learning planned for students in class.

#### **Sustaining and Growing**

- Teachers provide explicit, specific and timely formative feedback to students on how to improve.

## **TEACHING: Data Skills and Use**

## **Statement of Excellence**

*In schools that excel, student assessment data are regularly used school-wide to identify student achievements and progress, in order to inform future school directions.*

### **The school's on-balance judgement for this element is: Delivering**

The descriptors chosen are:

#### **Delivering**

- Teachers analyse and use student assessment data to understand the learning needs of students.
- The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data.
- Data analysis informs the school's learning goals and monitors progress towards them.
- School analysis of student performance data is provided to the community on a regular basis.
- The school leadership team regularly uses data to inform key decisions.

#### **Sustaining and Growing**

- Teachers incorporate data analysis in their planning for learning.

#### **Excelling**

- The school leadership team builds the collective capacity of the staff and school community to use data to inform strategic school improvement efforts.

## **TEACHING: Collaborative Practice**

### **Statement of Excellence**

*In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice.*

### **The school's on-balance judgement for this element is: Sustaining and Growing**

The descriptors chosen are:

#### **Delivering**

- Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs.
- Staff regularly evaluate teaching and learning programs including the assessment of student outcomes.

#### **Sustaining and Growing**

- Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups.
- Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.
- Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.
- The school identifies expertise within its staff and draws on this to further develop its professional community.

#### **Excelling**

- Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.
- The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

## **TEACHING: Learning and Development**

### **Statement of Excellence**

*In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.*

## **The school's on–balance judgement for this element is: Sustaining and Growing**

The descriptors chosen are:

### **Delivering**

- Teachers participate in professional learning targeted to school priorities and their professional needs.
- The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development.
- The school has processes in place for teachers' performance and development. Beginning and early–career teachers are provided with targeted support in areas of identified need.
- Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.

### **Sustaining and Growing**

- Teachers actively share learning from targeted professional development with others.
- There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.
- Teachers are actively engaged in planning their own professional development to improve their performance.

## **TEACHING: Professional Standards**

### **Statement of Excellence**

*In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards.*

## **The school's on–balance judgement for this element is: Delivering**

The descriptors chosen are:

### **Delivering**

- Teachers understand and implement professional standards and curriculum requirements.
- Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes.
- Teachers are committed to their ongoing development as members of the teaching profession.
- Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

### **Sustaining and Growing**

- Teachers work beyond their classrooms to contribute to broader school programs.

## **LEADING: Leadership**

### **Statement of Excellence**

*In schools that excel, the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole–school improvement.*

## **The school's on–balance judgement for this element is: Sustaining and Growing**

The descriptors chosen are:

### **Delivering**

- Parents and community members have the opportunity to engage in a wide range of school–related activities.
- The school is committed to the development of leadership skills in staff and students.
- Links exist with communities of schools, other educational providers and other organisations to support the school's programs.
- The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice.

### **Sustaining and Growing**

- The school solicits and addresses feedback on school performance.
- Leadership development is central to school capacity building.

- The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

### **Excelling**

- Staff have purposeful leadership roles based on professional expertise.

## **LEADING: School Planning, Implementation and Reporting**

### **Statement of Excellence**

*In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity.*

### **The school's on–balance judgement for this element is: Sustaining and Growing**

The descriptors chosen are:

#### **Delivering**

- Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school.
- The three–year school plan has annual iterations focused on achieving identified improvements.
- The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs.
- The school plan aligns to local and system priorities and ensures responsiveness to emerging needs.
- An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually.
- Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.
- The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

#### **Sustaining and Growing**

- Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan.
- Monitoring, evaluation and review processes are embedded and undertaken routinely.
- Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

#### **Excelling**

- Shared school–wide responsibility is evident through leadership, teaching, learning, and community evaluations to review learning improvements.
- The school uses collaborative feedback and reflection to promote and generate learning and innovation.

## **LEADING: School Resources**

### **Statement of Excellence**

*In schools that excel, resources are strategically used to achieve improved student outcomes.*

### **The school's on–balance judgement for this element is: Sustaining and Growing**

The descriptors chosen are:

#### **Delivering**

- School staffing ensures that full curriculum implementation and delivery requirements are met.
- Systematic annual staff performance and development reviews are conducted.
- The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning.
- School and other facilities are used creatively to meet a broad range of student learning interests and needs.

#### **Sustaining and Growing**

- Workforce planning supports curriculum provision and the recruitment of high quality staff.
- Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

- Physical learning spaces are used flexibly, and technology is accessible to staff and students.

### **Excelling**

- Longer-term financial planning is integrated with school planning and implementation processes.
- The use of school facilities is optimised within the local community, to best meet the needs of students and the local community.

## **LEADING: Management Practices and Processes**

### **Statement of Excellence**

*In schools that excel, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.*

### **The school's on-balance judgement for this element is: Delivering**

The descriptors chosen are:

#### **Delivering**

- The school leadership team communicates clearly about school priorities and practices.
- Administrative practices effectively support school operations and the teaching and learning activity of the school. Accountability practices are tied to school development and include open reporting to the community.
- The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.
- All school staff are supported to develop skills for the successful operation of administrative systems.

#### **Sustaining and Growing**

- There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Quality Learning

#### Purpose

For all members of the RTHS learning community to be engaged and continuous learners, capable of achieving their individual potential.

#### Overall summary of progress

##### Literacy

Orientation of year 7 classes in respect to Focus on Reading occurred during term 1 PBL lessons. LAST staff undertook an in-depth analysis of the 2015 NAPLAN data, this data was then presented to staff in order for them to develop 2016 class programs as well as to highlight the needs of students with learning adjustments. At a full staff meeting the Head Teacher Support presented data to staff. Focus on Reading room signage was reviewed and new signs ordered. Faculties are at different levels; PDHPE, HSIE and English have embedded into all programs, and other faculties are still working through all year groups.

Focus on Writing team conducted presentations to staff. Conversations about the TEEC writing format incorporated into Focus on Writing programs. Focus on Writing was scheduled on the Professional learning calendar. Focus on Writing team is working with faculties to embed strategies. Priorities for 2017 were developed and communicated to all staff. Posters were developed and used throughout the school.

##### Future Focused Learning

Trialled BYOD with the year 7 GATS classes. Continue to work with community in regards to broader BYOD implementation. A number of programs were purchased and implemented. Pamphlets and learning resources were produced. A survey of staff obtained some data on technology usage. Staff are still using a variety of programs and the team investigated the implementation of a whole school program called CANVAS. School purchased CANVAS for implementation in 2017. The focus areas for 2017 determined and presented to staff.

##### Stage 6

A Stage 6 coordinator was employed 0.4 FTE to monitor the senior study and work with Year 12 students on HSC strategies. The "Opal" system was introduced to monitor HSC progress twice a term. Workshops were conducted for all 2016 Preliminary HSC teachers on what makes a good HSC teacher and modelling exemplary HSC practice. Significant funding was targeted into refurbishing the senior study and library into high-tech flexible learning spaces.

##### Quality Teaching

A staff accreditation coordinator with 0.2 FTE allowance worked with new staff and new scheme staff undergoing accreditation.

The Year 7 GATS class was launched with significant staff training. The class operating with Microsoft Surface devices using Google Classroom as the main learning platform. There is still significant work to occur with GATS in years 8–12. A GATS class will operate in Year 8 as well as Year 7 in 2017.

All staff members worked with a buddy and undertook classroom observations looking at the implementation of Focus on Writing. They were provided with time for planning, observation and feedback. The "walkthrough" process has been pushed back to 2017.

Executive professional learning was a focus of every executive meeting and the PDP process. Leadership coaching was a major focus with all executive undergoing a two day course with Growth Coaching International.

Significant funding was spent on flexible learning spaces with a STEM facility established and the English, PDHPE, VET, TAS, CAPA and Wellbeing faculties all modifying learning spaces.

##### Assessment, Feedback and Reporting

The school development day in term 2 was held jointly with Maitland High School, with Stephen Dinham the focus, looking at quality learning, assessment and feedback. There was an after school professional learning session exploring

where the school is heading on assessment, feedback and reporting. Revision of what we are doing in terms of assessment for, of and as learning. Staff looked at ways to implement James Nottingham ideas on "progress versus achievement" and "Seven Steps to Feedback Heaven."

## Aboriginal Education

An Aboriginal School Liaison Officer was employed. An additional Aboriginal tutor was employed for the junior school students to complement the Norta Norta tutor. We implemented individual sponsorship tutoring for Stage 6 Aboriginal students. Aboriginal tutors were trained in "Multilit" to assist Aboriginal students. Connected to Country training was provided for eight staff in partnership with Maitland AECG. There was celebration of culture through NAIDOC week, Harmony Day and reconciliation activities. The school supported Brospeak, Sistaspeak, and Aboriginal Dance. Year 6 aboriginal transition activities took place with our partner primary schools.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff teach, assess and report on KLA specific reading and writing outcomes using a common metalanguage	Extensive professional learning for staff occurred in "Focus on Writing" and "7 Steps to Writing Success". Learning and Support Teachers worked with KLAs helping them embed reading and writing into programs and assessment tasks. 80% of faculties have these areas embedded.	RAM socio-economic background \$39,000.00 TPL funds \$20,000.00
95% of students in Year 9 are above NAPLAN minimum standard in both reading and writing.	85% of students in Year 9 NAPLAN reading are reported as meeting NMS. This figure included exempt students, and when they are removed we are sitting at around 90%.  Writing is still causing concern, particularly the effort students are putting into the NAPLAN writing test. Approximately 60% of students are reported as meeting NMS, but class data and feedback from the LaSTs on student capability conflicts with this.	RAM socio-economic background \$101,000.00 RAM low level adjustment \$132,000.00

## Next Steps

### Literacy

- Head Teacher Literacy position established.
- 0.2 FTE allowance for Focus on Writing coordinator.
- Upskill Stage 6 teachers in literacy.
- Upskill staff and student literacy skills using the literacy continuum.
- Staff member trained as Focus on Reading trainer.
- In depth analysis of NAPLAN writing and reading data from 2016/17.
- Strategies to decrease the number of non-attempts in NAPLAN writing tasks.
- Continuation of programs: Focus on Reading, Focus on Writing, and 7 Steps to Writing Success.
- Faculty reviews of how Focus on Writing and Focus on Reading are incorporated into teaching and learning.
- Numeracy
- Upskill stage 6 Maths teachers.
- Teaching of numeracy skills using the numeracy continuum.
- Participate in an "Improving Numeracy Initiative" program.
- In-depth analysis of NAPLAN numeracy data from 2016/17

### Quality Teaching

- Continue working with staff on implementing learning adjustments for students.
- Strengthen staff orientation and accreditation program.
- Implement a "Walkthroughs" program of classroom observation.
- Continue and strengthen the buddy lesson observation program.
- Implement an executive development program.
- Further enhance the number of flexible learning spaces.

### GATS/Mentoring

- Expand GATS class to Year 8 in 2017.

- Stage 5 identification, tutorials and mentoring plan developed.
- Stage 6 identification, tutorials and mentoring plan developed.
- Identify ways to work with other schools to enhance GATS programs.

#### STEM

- Development of the STEM rooms and resources.
- Development of STEM team roles under leadership of a STEM coordinator.
- Develop STEM transition activities with our partner primary schools.
- Develop STEM plans for each stage level.
- Building external STEM partnerships.

#### Aboriginal Education

- Replace the Aboriginal School Liaison Officer to enable the continuation of programs.
- Build on Aboriginal student leadership through the further development of the Junior AECG.
- Continue junior literacy and numeracy tutoring.
- Continue Stage 6 student tutoring.
- Continue staff cultural training through Connected to Country.
- Expand lesson use of yarnning circle and bush tucker gardens.

#### Stage 6 Programs

- Develop more HSC improvement strategies and a quality HSC teaching model.
- Expand the Stage 6 coordinator role to 1.0 FTE.
- Analysis of 2016 HSC results.
- Senior Study program utilising the Opal feedback system to monitor student progress.

#### Assessment, Feedback and Reporting

- Continue as a major aspect of staff professional learning in 2016, exploring strategies and best practice.
- Revised model of assessment, feedback and reporting developed.

#### Future focused learning

- Plan and time–line for future focused learning in the school was developed.
- Implementation of more project–based learning (starting with targeting a Year 7 class in 2017)
- Implementation of CANVAS across the school.
- Professional learning for staff on how to best utilise the new flexible learning spaces around the school.
- On–going staff professional learning on different strategies for future focused learning.

## Strategic Direction 2

### Quality Relationships

#### Purpose

To foster a culture of resilience and respect within the whole school community. Promoting an environment that enhances staff and student well-being.

#### Overall summary of progress

##### Positive Behaviour For Learning (PBL)

During 2016, the PBL matrix was finalised. PBL lessons were delivered fortnightly across all KLA's. Quotes were obtained for PBL signage across the whole school, ready for production in 2017. The scope and sequence for Year 7 PBL lessons was revised to better induct the students into high school life. The VIVO reward system was effectively implemented across the whole school, resulting in an increase of positive commendations to students. Reviewing data collection via our Sentral welfare system still requires attention and will be a priority in 2017.

##### Well-being

A new wellbeing and student behaviour management model was implemented this year. This was reviewed at the end of the year, and staff were asked to reflect on current practices, including current behaviour flow charts, Sentral categories and teacher, head teacher and senior executive responsibilities. Student and parent feedback is still to be gathered. A second Head Teacher Wellbeing was funded using socio-economic background funding. This enabled us to run two Learning Support Teams and greatly expanded the wellbeing and learning adjustments offered to students. Wellbeing days focused on both student and staff well-being issues. Student leadership groups are established within the school. Staff involved in coordinating these leadership groups are yet to meet to discuss the combined direction of student voice. Year group reward excursions, Year 7 Peer Support program, Peer Mediation program, Reach, Plan-It-Youth were all successful activities in 2016.

Teen positive parent programs were coordinated by the Student Support Officer, with sessions held in term two and term 3.

##### Mindmatters

The Mindmatters team were extremely impressed by the staff response to Mindmatters. The majority of staff have completed all the on-line professional learning modules. There is still some work to be done in embedding Mindmatters into KLA programs. Using feedback from previous attendees, the school Facebook page and the previous survey, promotion began for an evening session for term 1 2017.

##### Celebration

Students have assisted in organising all PBL assemblies, and student leaders have lead and presented at weekly assemblies. Fortnightly meetings were held with senior student leaders as a forum for feedback and the presentation of ideas. Work is still to be completed on roles between PBL team, celebration team, executive, SASS, CLO and Year Advisers. Musical was a great collaborative success.

##### Attendance

Attendance roles clearly defined with Assistant Year Advisers. Head Teacher Administration has developed a truancy tracking procedure that has worked very effectively. Late to school procedures are still being addressed. Attendance reward activities proved very successful. Attendance levels are improving.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>PBL matrix established for each area of the school</li></ul>	During 2016, the PBL matrix was finalised and quotes were obtained for the PBL signage across the whole school, ready for production in 2017. PBL lessons were delivered fortnightly across all KLA's.	RAM Socio-economic \$24,000.00

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>PBL matrix established for each area of the school</li> </ul>	Reviewing data collection via Sentral still requires attention.	
<ul style="list-style-type: none"> <li>Student and staff absenteeism reduced</li> </ul>	Attendance roles clearly defined and an attendance team operating in the school Roles for Assistant Year Advisers, Head Teacher Administration, Head Teacher Well-being and SASS staff have been defined. The Ht administration has developed a truancy tracking procedure, that has worked very effectively. Late to school procedures are still being addressed. Attendance reward activities proved very successful. Attendance levels are dependent on source, but are maintaining around that 87–88% level. We have made improvements with Aboriginal attendance levels over the last two years.	RAM Socio-economic \$35,600.00  RAM Aboriginal \$60,000.00

## Next Steps

### Positive Behaviour for Learning (PBL)

Increase the visibility of PBL within the school and broader community. PBL report at all staff meetings . Development of playground duty folders. Matrix posters erected in classrooms and targeted areas. Expansion of PBL lesson database. System of regular data analysis, feedback and strategy implementation established. Continue VIVO reward system use, and evaluate its effectiveness across the whole school. Review and development of Year 7 PBL lessons.

### Mindmatters

Facilitate the improvement of staff skills and knowledge in mental health. Staff delivered professional learning module C4 and online “spotlights” Working with KLAs to imbed Mindmatters in teaching programs. Staff wellbeing initiatives implemented through the year.

### Student voice

Develop a separate student leaders presentation assembly. Increase student representation in the school planning team. Implement a Rutherford Learning Community student leadership day in conjunction with our partner schools. Plan developed to establish links between Aspire, SRC and interact student leadership groups. Increase student involvement in all celebration assemblies. Review ways of strengthening the Junior AECG.

### Wellbeing

Review wellbeing processes and practices connecting them to the Wellbeing Framework. Further clarify the Student Support Officer role and programs. Whole staff training opportunities in classroom management and critical conversations.

Continuation of the Reach program for years 8, 9, and 10. Implement of wellbeing days, years 7–12 each semester, Peer Support, Lovebites, Plan-it Youth and Peer Mediation training and programs.

### Celebration

Organisational structures and roles of staff determined for all celebration and formal assemblies, including celebrations team and PBL team. Introduce two Year assemblies a term. resurrect a separate sports assembly. Plan and structures developed for all Year group reward activities. Plan and structures developed for all attendance reward activities.

### Attendance

Attendance roles continuously reviewed, including Assistant Year adviser. Continue end of term reward activities for 97% attendance and an end of year reward activity. Strengthen processes to monitor truancy and late to school.

## Strategic Direction 3

### Quality Community Connections

#### Purpose

To work in collaboration with the Rutherford group of schools to build innovative partnerships, based on respect and high expectations within the wider community.

#### Overall summary of progress

##### Learning Community Promotion

Changes to a number of leadership teams in our partner primary schools has meant this project going back till 2017. A very successful Learning Community event to celebrate the successful students, staff, community members and innovative programs in public education was held during education week.

##### Transition

The transition coordinator role 0.4 FTE again proved extremely valuable in improving communication and increasing the number of transition activities taking place with our partner schools. A timeline of events from K–6 was established and activities such as Aboriginal dance, career education, visual arts, music, literacy and numeracy, GATS, targeted sports, ANZAC, and Year 5/6 sporting gala days all took place. The structured Year 6 to 7 transition activities were extremely successful, with visits to partner schools, in conjunction with an extensive LaST, Support and Wellbeing Team information gathering process.

##### Targeted Programs

Targeted CAPA program successfully established links with Newcastle TAFE and partner primary schools. Skills students developed were successfully directed into MADD night and the school musical "Popstars", giving the students significant performance opportunities as well as training in sound, lighting and stage management. Targeted Rugby League and Targeted Football programs successfully expanded their involvement with Stage 3 students and our external links. Numbers of students in our elective programs are expanding each year. The three programs have certainly expanded links with our partner primary schools and contributed to enhanced enrolments in Year 7.

##### School learning environment

Considerable funds have been spent on enhancing the learning environment of the school. An Agriculture shed was built and water, drainage and electricity supplied to new greenhouses. A bore was also drilled to try and alleviate extravagant water costs to maintain the farm. Salinity problems have stalled this at present.

Our maintenance budget was supplemented by global funds to the tune of \$70,000.00 to enable all of A and B blocks to be carpeted. The Library was transformed into our "Learning Common" by a future focused refurbishment. Landscaping work and additional drainage work to the oval (that were not funded in the school upgrade) were funded out of global funds. The COLA project was deemed too expensive.

##### Careers and Transition

A review of the Year 3 to 12 Careers program format was conducted and some minor changes made to the structure of the program. Careers and transition teachers and Year 10 Aspire leaders attended all partner primary schools and conducted career workshops with Stage 4 students. Formalised career education lessons were moved into Year 9, taught across KLAs, and individualised employability goals and plans were established for Year 10, 11, and 12 students. Staff across KLAs have had training in embedding employability skills into assessment tasks, and this has taken place across several faculties. The subject selection process for Stage 5 to Stage 6 was very successful with individual interviews and parental involvement in the interviews. The Impressions 10 mock interviews were very successful with great business, community and partner primary school support.

The Careers and Transition team have increased our business links and the opportunities for students to be involved in work experience, work placement, and business partnership programs. The school has worked closely with Youth Express on increasing business links and school to work transition for students. A successful business breakfast was held in term 4 showcasing our talented students. It has been decided to review the format of the breakfast for 2017 to cater for competency needs of our hospitality students. Individualised employability goals and plans were established for Year 10, 11, and 12 students. Staff have had training in embedding employability skills into assessment tasks and this

has taken place across several faculties. The subject selection process for Stage 5 to Stage 6 was very successful with individual interviews and parental involvement in the interviews. The Impressions 10 mock interviews were very successful with great business, community and partner primary school support.

### Communication and community promotion

A CLO (Community Liaison Officer) was not hired until late term 4 due to the unavailability of a suitable candidate. A temporary placement took place in term 1. The role of the CLO is in the process of being reviewed. Only \$16,000.00 of the budgeted \$53,000.00 was expended.

Skills surveys, looking for parental support, were conducted, but with limited response by people offering to be involved in school-based activities. Low P&C numbers and some clashes of availability meant promotional activities and visits to partner school P&C meetings did not occur. A team is currently reviewing our communication strategies through our web-page, newsletter, Facebook and school app. A new app "Skoolbag" has been introduced. Rutherford Technology High has become the coordinating school for SharePoint across the Hunter region.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>Increased student enrolment from partner schools</li> </ul>	<p>Year 7 enrolments have increased from 156 in 2015 to 190 in 2016 and 198 in 2017.</p> <p>The transition coordinator role 0.4 FTE again proved extremely valuable in improving communication and increasing the number of transition activities taking place with our partner schools.</p> <p>Targeted CAPA, Targeted Rugby League and Targeted Football programs successfully expanded their involvement with Stage 3 students and our external links.</p> <p>Considerable money has been spent on enhancing the learning environment of the school. As well as enhancing and challenging the learning of students already enrolled in the school, this has provided a far greater incentive for new enrolments to the school in competition with some non-government institutions.</p>	<p>Stage 2/3 careers (School to work – \$4,500.00)</p> <p>Transition coordinator /Transition activities (RAM Socio-economic background \$51,500.00)</p> <p>Targeted Rugby League program , Targeted football program, and Targeted CAPA program(RAM Socio-economic \$125,200.00)</p>
<ul style="list-style-type: none"> <li>Increased business and parental involvement in the school</li> </ul>	<p>The Careers and transition team have increased our business links and business partnership programs.</p> <p>A CLO (Community Liaison Officer) was not hired until late term 4 due to the unavailability of a suitable candidate.</p> <p>Skills surveys were conducted with parents , but with limited response by people offering to be involved in school-based activities. Low P&amp;C numbers and some clashes of availability meant visits to partner primary school P&amp;C meetings did not occur.</p> <p>A very successful Learning Community event to celebrate the successful students, staff, community members and innovative programs in public education was held during education week.</p> <p>Our involvement with Rutherford Telarah Rotary club and the formation of an Interact club have significantly increased our community links.</p>	<p>RAM Socio-economic \$91,500.00</p> <p>School to work – \$7,500.00</p> <p>Community consultation grant – \$12,700.00</p>

## Next Steps

### **Promotion of the school learning community**

Work closely with partner school to have final acceptance of a name, banner statement, key messages and logo for our Learning Community. Development of promotional material: pamphlets, DVDs, signs.

### **Develop processes to increase parental involvement in the school**

Completed visits to all partner primary school P&C meetings. Develop parent and community activities, and an action plan for implementation. Develop project list for parental involvement with a timeline. Define the CLO role

### **Careers and Transition**

Students see the relevance of school through clearly established school, career and exit pathways. Targeted interventions implemented at all transition stages. Increased business activities in school activities, work-ready programs and sponsorship. Employability skills embedded in all assessment tasks All Year 10, 11, 12 students have interviews with Careers and Transition team. Impressions 10 mock interviews and our business breakfast are reviewed. Review CATS program in the school. "Little aspirations" program with partner primary schools.

### **Transition**

Continue Transition coordinator position and role and expand activities RTHS is involved in from K-6. Target STEM and student leadership activities as priority transition areas.

### **Targeted Programs**

Work to enhanced % enrolment of talented students. Continued links and stage 3 programs with partner primary schools. Football – expand links with Weston and Maitland FCs. Expand school elective program. Rugby League– exposure to development pathways with NRL and Knights. Expand school elective program. CAPA format expanded with involvement with partner schools. Industry links expanded. Masterclasses and tuition program developed for talented students. Cross-LMG instrumental group. Cross-LMG choral group. Pamphlets and promotional DVDs produced for Rugby League, Football, and CAPA.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>A School Aboriginal Liaison Officer was employed four days a week. He worked closely with our Aboriginal community, monitored Aboriginal student attendance and ran our aboriginal dance and Brospeak programs.</p> <p>An additional five Aboriginal tutor days were provided to work with students in Years 7–10. The aboriginal tutors were trained in "Multilit." and numeracy strategies.</p> <p>All Aboriginal workers assisted in the development of PLPs for Aboriginal students. Aboriginal student attendance and literacy improvements are starting to be seen. Eight staff attended "Connected to Country" cultural training.</p>	<p>SALO (\$60,000.00)            Extra aboriginal tutors (\$50,000.00)            Connected to Country (\$12,200.00)            8 ways training (\$6,000)            Year 6 transition (\$4500.00)            • Aboriginal background loading (\$132 200.00)</p>
<b>English language proficiency</b>	<p>We found it extremely difficult to find qualified people to provide the ELP support. We utilised our current Learning and Support Teachers in this role.</p>	<p>• English language proficiency (\$24 898.00)</p>
<b>Low level adjustment for disability</b>	<p>Utilising some funding not expended in 2015 and in conjunction with funding support for high needs students we were able to employ five full-time SLSOs and one additional LaST in 2016.</p> <p>A comprehensive adjustment register was developed and staff training in classroom adjustments conducted.</p>	<p>\$132,101.00</p> <p>• Low level adjustment for disability (\$132 101.00)</p>
<b>Socio-economic background</b>	<p>Funding for 2016 was \$631,000.00. Supplemented with money from 2015 to be expended a number of comprehensive programs were run. These are outlined in the three strategic directions.</p>	<p>Writing Programs (\$29,000.00)            Literacy Programs (\$18,000.00)            Quality Teaching Programs (\$31,000)            Printing (\$38,000.00)            Software (\$22,000.00)            Student Assistance (\$13,000.00)            Careers and Transition programs (\$52,000.00)            Executive staff development (\$10,000.00)            Well-being programs (\$1110,740.00)            WHS programs (\$4,000.00)            Future Focused Programs (\$24,700.00)            Community liaison Officer (\$53,500.00)            PBL (\$24, 865)            Upgrade (\$60,000.00)            TSO wages (\$75,125.00)            Technology (\$22,442.00)            Celebration (\$11,200.00)            Stage 6 (\$46,000.00)            Transition (\$74,895.00)            Learning community (\$10,250.00)            Targeted CAPA program (\$68,000.00)            Targeted Football program (\$25,100.00)</p>

<p><b>Socio-economic background</b></p>	<p>Funding for 2016 was \$631,000.00. Supplemented with money from 2015 to be expended a number of comprehensive programs were run. These are outlined in the three strategic directions.</p>	<p>Targeted Rugby League (\$33,188.00)  Program submissions (\$30,000.00)  • Socio-economic background (\$896 000.00)</p>
<p><b>Support for beginning teachers</b></p>	<p>All beginning teachers had the equivalent of two hours release per week in their first year and one hour per week in their second year. Mentors were given one hours release per week in the first year. beginning teachers were also encouraged into significant professional development experiences and underwent a school orientation program. Some funding remained from 2015 as leave was taken by two beginning teachers. This support was caught up in 2016.</p>	<p>\$34,917.00  • Support for beginning teachers (\$34 917.00)</p>
<p><b>Facilities Upgrade</b></p>	<p>Agriculture shed was built and water, drainage and electricity supplies to the greenhouses. A bore was also drilled to try and alleviate extravagant water costs to maintain the farm. Salinity problems have stalled this at present.  Our maintenance budget was supplemented by global funds to the tune of \$70,000.00 to enable all of A and B blocks to be carpeted. The Library was transformed into our "Learning Common" by a future focused refurbishment.  Landscaping work and additional drainage work to the oval (that were not funded in the school upgrade) were funded out of global funds.  The COLA project was deemed too expensive.</p>	<p>RAM Socio-economic background (\$40,000.00)  Global school funding (\$405,000.00)  • Socio-economic background (\$40 000.00)  • School global funds (\$405 000.00)</p>
<p><b>Technology</b></p>	<p>Funding was used to employ a Technical Support Officer for the year. He was invaluable in the knowledge he brings to the role.  A concerted effort was made during 2016 to upgrade the support for technology based learning in the school. Our network and Wi-Fi capability was upgraded. Interactive projectors were installed in all new classrooms, and up-graded in several established classrooms. Interactive and flexible systems were installed in the Library, Open learning Space, STEM area and seminar rooms. Three sets of class devices were purchased for use with project-based learning.  A substantial upgrade was put into audiovisual in the performance areas of the school.</p>	<p>Technical support Officer (RAM \$75,000.00)  Devices (RAM \$13,000.00)  (Computer Coordinator \$23,000.00)  Hardware (Computer Coordinator \$20,000.00)  Interactive projectors (Computer coordinator \$7,500.00)(Establishment grant \$31,600.00)  Audiovisual equipment(computer coordinator – \$18,000.00)  Establishment grant (\$4,000.00)  Interactive TVs (Computer coordinator –\$30,000.00)  Open Learning spaces (establishment grant \$26,000.00)  • Computer Grant (\$98 500.00)  • Establishment grant (\$61 600.00)  • Socio-economic</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	573	559	514	509
Girls	524	512	462	467

Overall student enrolment into Year 7 is increasing each year and this will see overall enrolment start to increase into 2017.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	90.9	89.6	88.7	91.2
8	87.5	87.8	88.2	87.5
9	87.2	85.5	85.2	86.1
10	84.7	86	88.8	84.7
11	86	87.8	86.6	85.8
12	87.4	87.2	87.5	88.3
All Years	87.3	87.3	87.5	87.2
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

As part of the school wellbeing team there is an attendance team that monitors student attendance. It is overseen by the Head Teacher Wellbeing who works closely with the Deputy Principals and Home School Liaison Officer. Assistant Year Advisers and SASS staff have designated roles in attendance monitoring. Roles are marked electronically every period and we have SMS messaging for the parents of absent students. Positive reward activities occur each term for students with 97% attendance or greater. The Head Teacher Administration monitors truancy issues.

## Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0.5	0.6	12.9
Employment	0.5	7.8	44
TAFE entry	7.6	5.8	10.8
University Entry			20.4
Other	1.1	11.1	5.4
Unknown	2.9	20.2	6.5

### Year 12 students undertaking vocational or trade training

During 2016 there were 32% of Year 12 students doing school-based vocational education courses, 13% doing TAFE VET courses, and 7% of students doing School-Based Traineeships (SBATS).

### Year 12 students attaining HSC or equivalent vocational education qualification

Of the students who started Year 12 in 2016 88% attained either a HSC or equivalent vocational education qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	14
Classroom Teacher(s)	49.1
Learning and Support Teacher(s)	3.8
Teacher Librarian	1
School Counsellor	2
School Administration & Support Staff	19.57
Other Positions	7.1

\*Full Time Equivalent

In 2016 there was one Head Teacher, three classroom teacher and four non-teaching staff who identified as being Aboriginal.

## Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	5

### Professional learning and teacher accreditation

All staff were involved in extensive professional learning during 2016. After completing staff PDPs some common focus areas were identified, as well as focusing on the strategic directions of the school plan. The main areas of focus at staff meetings and school development days in 2016, were "Focus on Writing", "Seven Steps to Writing Success", assessment and feedback, "Mindmatters" and future focused learning.

The term one school development day and subsequent meetings looked at staff compliance around child protection, code of conduct, WHS, and anaphylaxis and CPR training. There was, also, a focus on "Mindmatters". Term two was a joint school development day with Maitland High involving Professor Stephen Dinham focused on pedagogy, assessment and feedback. The term three school development day focused on quality assessment and feedback. Four after school sessions were run in lieu of the term four school development days and they focused on "Focus on Writing", future focused learning, "Mindmatters", the school excellence framework and strategic planning.

The whole school executive and some aspiring executive undertook two days training in "Leadership Coaching". The feedback on this was inspiring.

Our Learning and Support Teachers trained a large number of staff in after school modules on behaviour management and autism.

The expenditure on staff professional learning comprised \$97,000.00 of Teacher Professional Learning funds, \$12,000.00 of RAM Aboriginal funds, \$15,000.00 of school to work and VET funds and \$56,000.00 of RAM socio-economic background funds.

In 2016 twenty-two permanent and temporary staff were in the process of gaining accreditation at the Proficient level of the Australian Professional Standards for teachers. Thirty-four teachers were maintaining accreditation at the Proficient level.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to 30 November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>1 669 083.90</b>
Global funds	899 359.82
Tied funds	1 548 801.60
School & community sources	260 384.54
Interest	42 444.27
Trust receipts	730 018.09
Canteen	0.00
<b>Total income</b>	<b>5 150 092.22</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	152 449.92
Excursions	87 634.99
Extracurricular dissections	63 838.99
Library	8 519.94
Training & development	2 724.39
Tied funds	1 568 653.05
Short term relief	257 025.07
Administration & office	206 958.44
School-operated canteen	0.00
Utilities	171 016.97
Maintenance	81 339.26
Trust accounts	686 302.12
Capital programs	130 412.56
<b>Total expenditure</b>	<b>3 416 875.70</b>
<b>Balance carried forward</b>	<b>1 733 216.52</b>

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

# School performance

## 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.

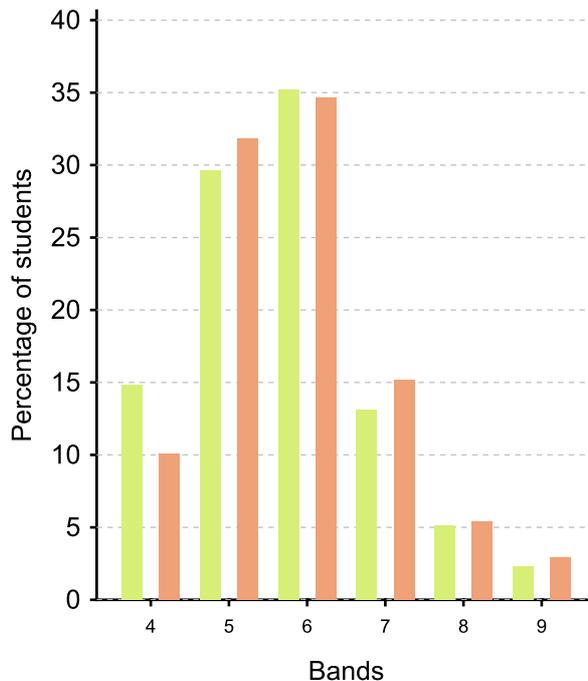
There were several positives with NAPLAN literacy results.

In the area of Grammar and Punctuation growth was significantly above D of E averages for both non-Aboriginal and Aboriginal students. There was, also, an increase in growth from 2015 to 2016. There was a decrease in the number of students in both Years 7 and 9 below national minimum standards.

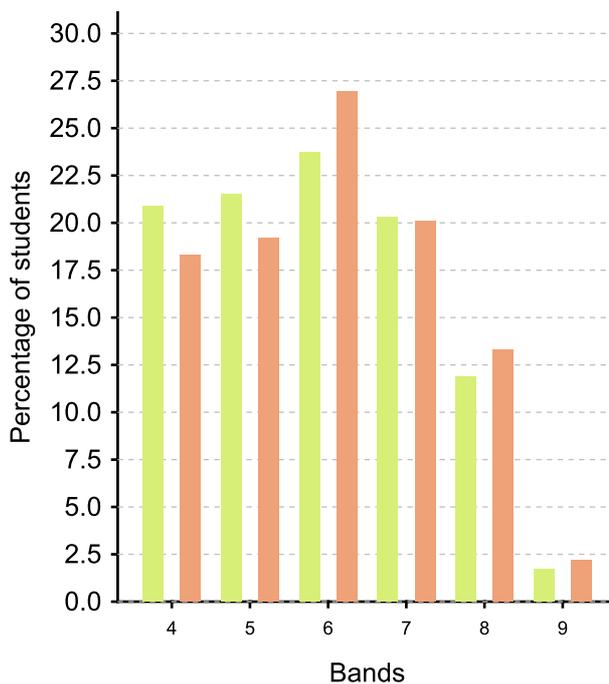
In the area of Reading Year 7 growth was above D of E averages, and a decrease in the percentage of Year 7 and 9 students below national minimum standards.

In the area of writing there was a decrease in the number of the number of Year 9 students below national minimum standards.

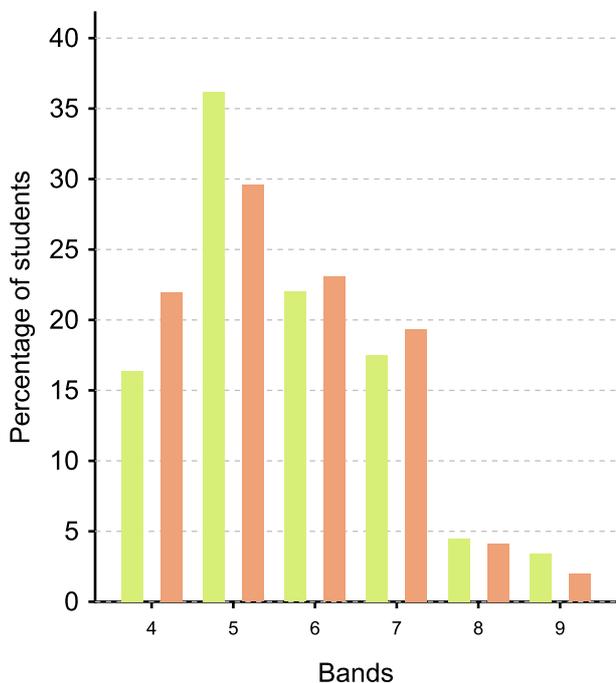
**Percentage in bands:**  
Year 7 Reading



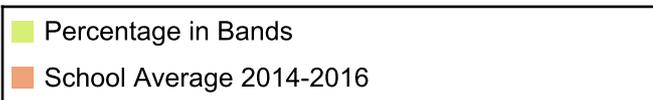
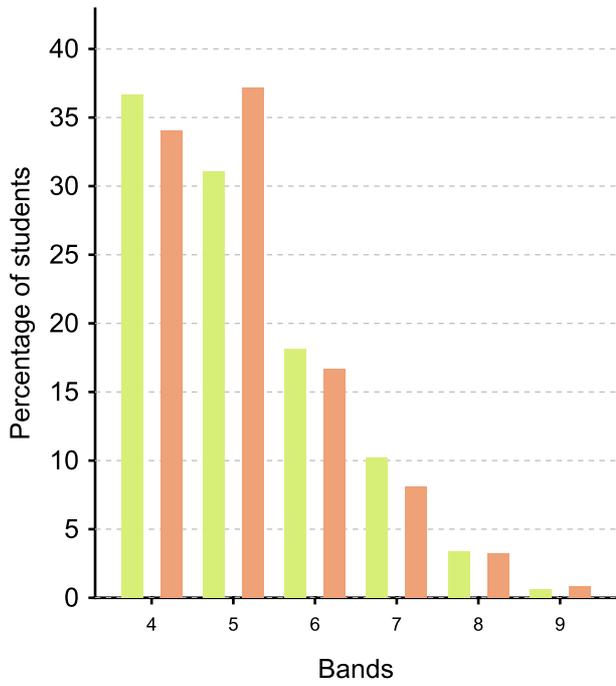
**Percentage in bands:**  
Year 7 Spelling



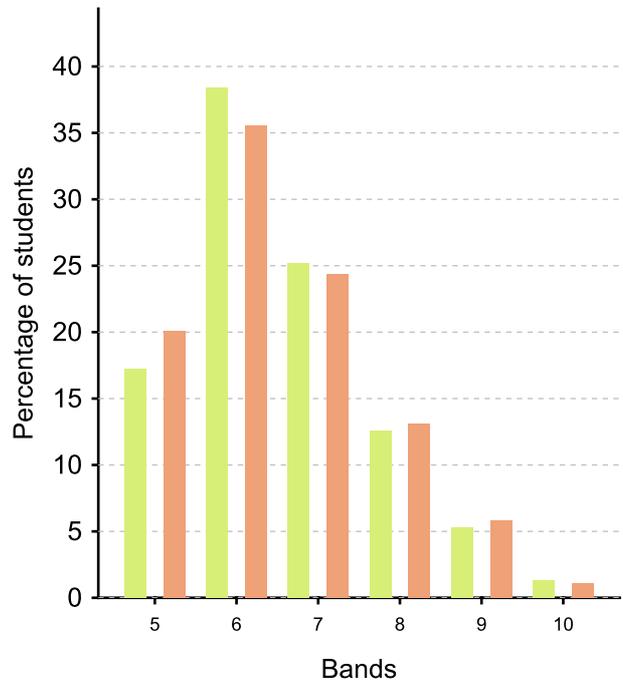
**Percentage in bands:**  
Year 7 Grammar & Punctuation



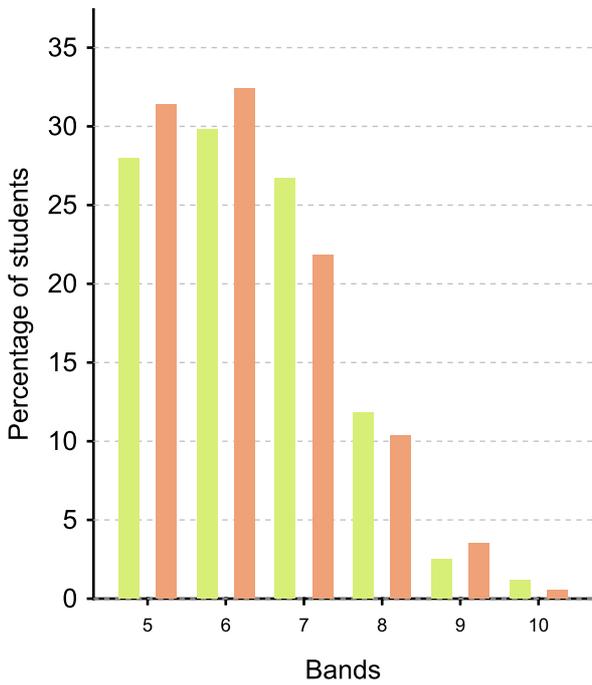
**Percentage in bands:**  
Year 7 Writing



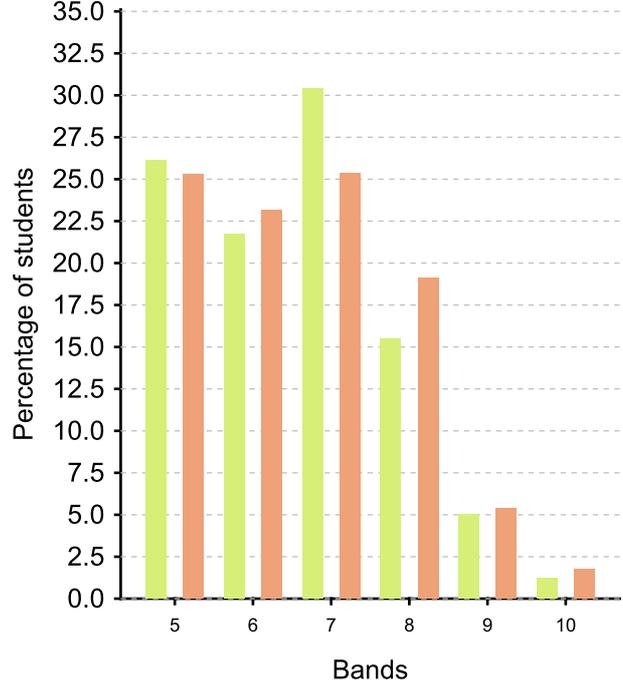
**Percentage in bands:**  
Year 9 Reading



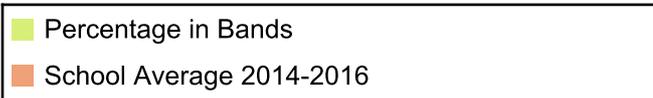
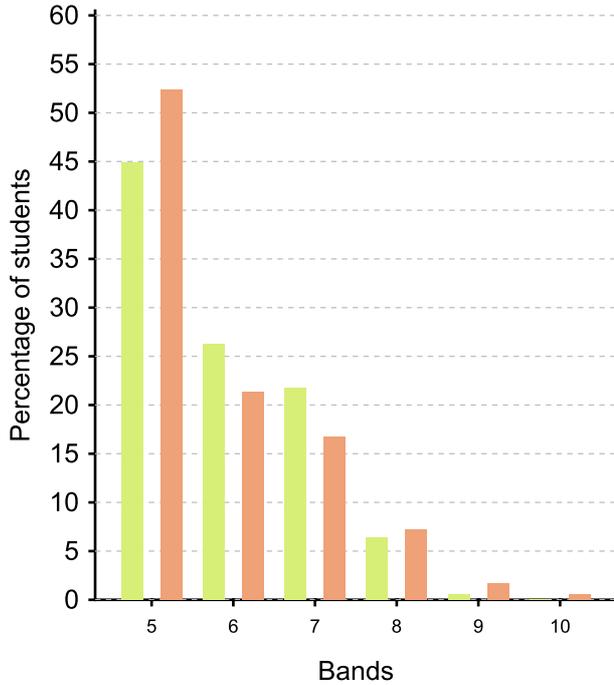
**Percentage in bands:**  
Year 9 Grammar & Punctuation



**Percentage in bands:**  
Year 9 Spelling

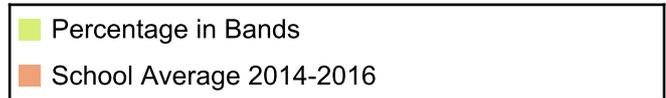
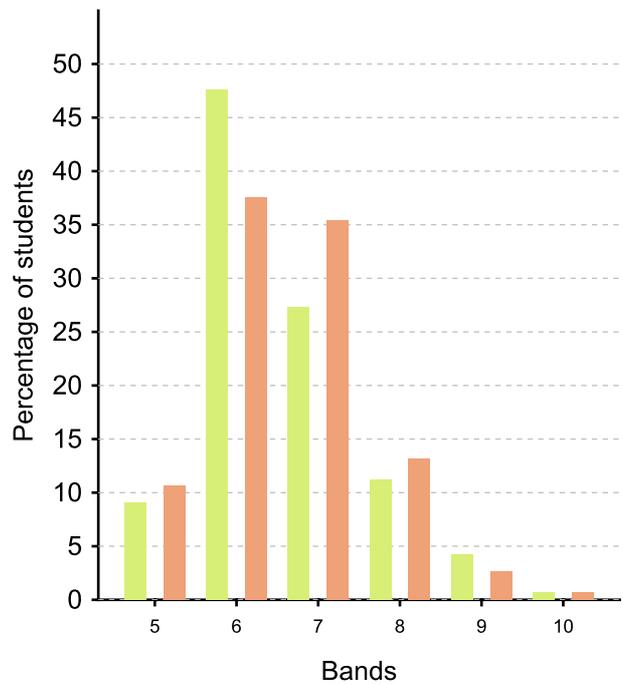


**Percentage in bands:**  
Year 9 Writing



In the area of numeracy there was a decrease in the number of students in both Year 7 and 9 below national minimum standards. There was a significant increase in growth in Year 7 with Year 7 above D of E averages for growth.

**Percentage in bands:**  
Year 9 Numeracy



Analysing students achieving in the top two band levels for literacy.

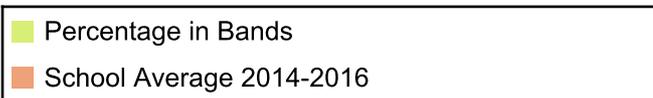
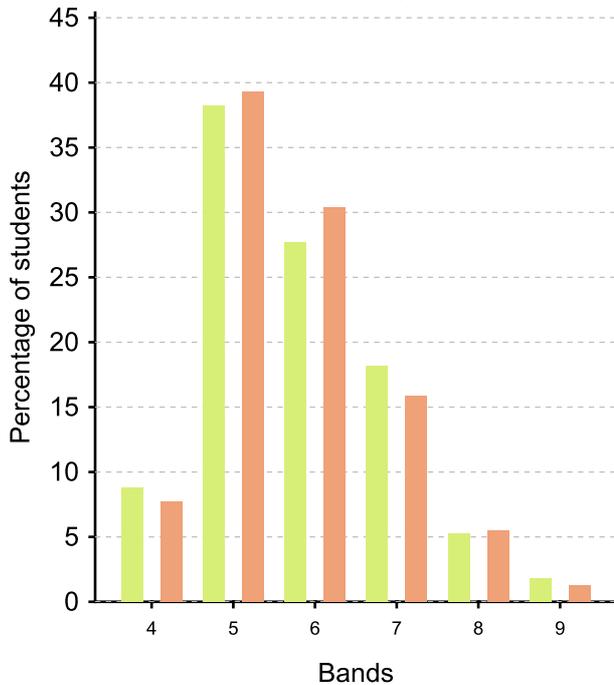
For Grammar and Punctuation in Year 7 there was an increase from 4% in 2015 to 7.9% students in 2016. For Year 7 aboriginal students there was an increase from 0% in 2015 to 3.1% in 2016. Year have dropped from 5.4% in 2015 to 3.7% in 2016. There were no Year 9 Aboriginal students in the top two bands, but the number of Aboriginal students achieving Band 8 has risen from 5.9% to 16.7%.

For Reading Year 7 students have decreased from 10.2% to 7.4%. However, Year 7 aboriginal students have increased from 0% to 2.9%. Year 9 have remained around 7%, but Year 9 Aboriginal students have decreased from 7.1% to 0%.

For Writing 4% of Year 7 students are in the top two bands and 0% of Year 7 Aboriginal students. In Year 9 0.6% of students are in the top two bands and 4.2% of Year 9 Aboriginal students.

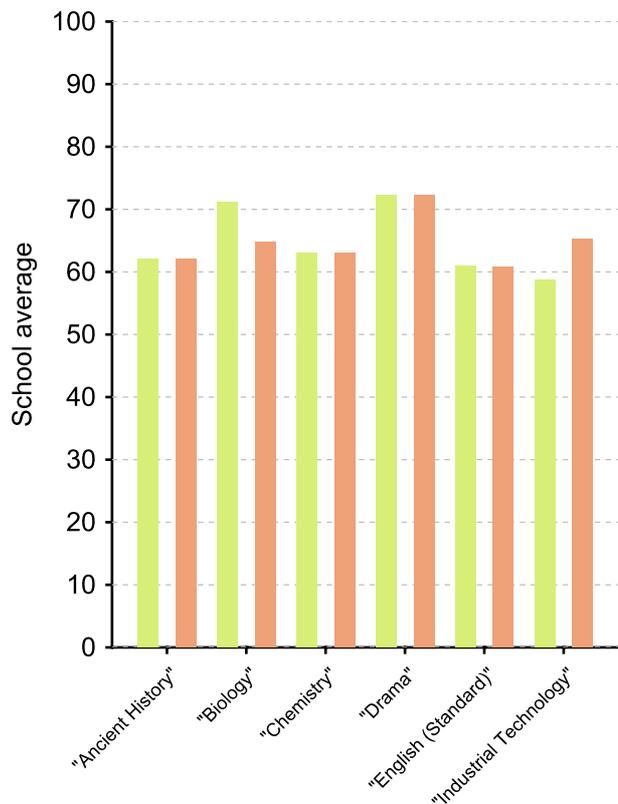
In Numeracy there has been an increase from 7.7% to 8.1% of students in the top two bands in Year 7. There are 0% of Aboriginal students in the top bands in either Year 7 or Year 9. In Year 9 overall, there has been an increase from 2.% to 4.9%.

**Percentage in bands:**  
Year 7 Numeracy

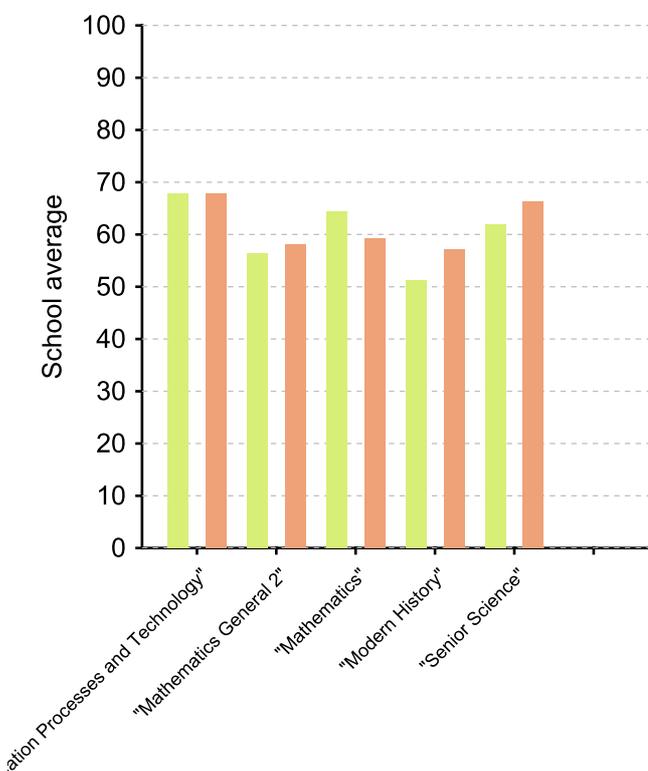


## Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016

## Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school. This was done through parent surveys, focus groups and the "Tell Them from Me" survey. A survey on wellbeing structures was also conducted.

Their responses are presented below:

- There was very positive feedback on school communication structures, particularly the fortnightly newsletter, Facebook and the app Skoolbag and Sentral emailing.
- The Tell Them From Me Survey told us that students value schooling outcomes, but struggle with a positive sense of belonging. There is a drop off in engagement, motivation and effort in Years 9 and 10 and then a rise again in Years 11 and 12. A high level of staff, students and parents believe the school fosters positive relationships.
- There have been extremely positive responses to the school upgrade and the increased flexibility of learning spaces around the school.
- The feedback on transition processes from primary school has been extremely positive.
- The review of wellbeing and discipline structures was well received and there has been support for the wellbeing programs run in the school. Concerns have been raised about classroom disruption, and staff training and the new wellbeing processes have looked at alleviating class disruption.
- Positive Behaviour for Learning and particularly the VIVO reward system received positive support.
- Our school leaders were praised every time they attended external functions.

## Policy requirements

### Aboriginal education

Aboriginal and Torres Strait Islander students represented approximately 12% of the school's 2016 population. Programs operated successfully to improve student's knowledge of their Aboriginal culture, literacy and numeracy skills and attendance rates.

The school's Aboriginal Education Committee remained active throughout the year and the committee, headed by the Head Teacher HSIE, continued to support both Aboriginal and non-Aboriginal staff to develop their understanding of Aboriginal education. Acknowledgement of the traditional owners of this land is embedded in school practices by including an acknowledgement of country at every formal assembly and meetings held at the school. This acknowledgement was usually delivered by our Aboriginal staff and/or students.

Literacy and numeracy remained a focus of Aboriginal education through our Senior and Junior Aboriginal

Tutoring Programs that support student wellbeing, engagement and academic attainment. Identified students were included in class tuition programs that scaffolded literacy and numeracy. NAPLAN data improved in some areas with the introduction of intensive "Multilit" programs and Targeted Aboriginal Numeracy programs designed to enhance literacy and numeracy levels for those students not meeting National Benchmarks. Student attendance and engagement in class improved as well as a noticeable decrease in non-submission of assessment tasks for all stages because of these programs. Students have taken great advantage of this initiative and are seeking assistance where required to achieve their own individual levels of success. As a result, students were able to build closer ties and relationships with their peers and teachers. The mentoring and support of students created a significant reduction in 'N' awards and increased assessment completion throughout the year.

The Rutherford Technology High School Junior AECG was established in Term 4 2016. Regular meetings were held and Junior AECG members were encouraged to take a more proactive role in decision-making regarding events such as Harmony Day, Sorry Day, Reconciliation Week and NAIDOC week for 2017. The senior executive of the Junior AECG were inducted into the SRC and attended meetings to collaborate on whole school initiatives which will allow the Junior AECG more of a voice in whole-school decision making.

The "8 Ways of Aboriginal Teaching and Learning", which promotes the ideas of differentiating lessons and the way we deliver content to Aboriginal students to promote engagement and significance, continued to be a focus throughout 2016. Most faculties now have the "8 Ways" embedded in their programs and staff awareness of the "8 Ways" has increased. Cultural awareness continued to be a focus with eight staff members attending the "Connected to Country" workshops throughout 2016. Staff continued to share the cultural awareness learned with their own faculties.

97% of students attending RTHS in 2016 had a current PLP and staff awareness of where to locate PLPs and how to use PLPs in programing increased due to continuous improvements to the PLP process. Increasing numbers of Aboriginal students have promoted new ideas, and the implementation of focus areas enhanced engagement of Aboriginal students in learning, teacher professional learning, and strengthened school and community links.

Under the mentoring of Mr Michael Heitmeyer, our former Aboriginal Community Liaison officer, the Birrawol Aboriginal boy's dance group continued to have resounding success throughout 2016, being called on to perform in a huge variety of contexts. The boys have represented their community and culture, as well as RTHS, with dignity, assurance and great skill. The Baawaa Aboriginal girls group was very successful under the leadership of Mrs Jessica James throughout 2016, and the group made valuable connections with feeder primary schools. Mrs Christine Crump and Mr Luke Miller were trained as Sistaspeak

and Brospeak facilitators in 2016. In 2017 Mrs Christine Crump will coordinate the Baawaa Aboriginal girls group and we hope to have a girl's dance group running in 2017. The program is aimed at supporting young Aboriginal and Torres Strait Island girls to be strong and proud young women.

We celebrated NAIDOC week throughout the last week of Term 2. We conducted a full school assembly in order to build staff and student knowledge and empathy for Aboriginal issues. Our Aboriginal and Torres Strait Islander students did an excellent job assisting in the running of our NAIDOC activities. We had traditional painting, boomerang and clapstick decorating, students cooked Johnny cakes, and traditional games were played during sport. It was pleasing to see the support given to our Staff versus Indigenous Allstars touch football match by staff, students and community members who cheered on both staff and students.

Other activities that occurred in 2016 included; Close the Gap, Reconciliation Week, Indigenous careers market, and Try a Trade day. Students attended the University of Western Sydney for one week in Term 4 to get an understanding of university life.

### Multicultural and anti-racism education

Cultural significance and differences are recognised through school policies and practices. Harmony day is celebrated in the school each year and two staff members are trained as Anti-Racism Officers.

### Other school programs

#### Well-being Framework

During 2016 a range of programs have been implemented to strengthen the cognitive, social, emotional and spiritual development of students at RTHS. These programs aim to promote a supportive environment and facilitate engagement and success in learning. Programs implemented have taken into consideration the driving themes of Connect, Succeed and Thrive.

#### *Connect*

Our students have been actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community. Focus on developing positive and respectful relationships through the following initiatives:

- Peer Support Program with a focus on resiliency delivered to all Year 7 students by 40 Year 11 trained peer support leaders.
- Peer Mediation program run by 15 Year 10 students trained in the mediation process with a focus on facilitating successful communication and resolution of conflict.
- Year 7 PBL lessons delivered by Year 7 adviser to all Year 7 students.

- Anti-bullying initiatives including participating in the National Day of Action against Bullying.
- Multicultural education including participating in Harmony Day.
- "Lovebites", a healthy relationship program delivered to all Year 10 students.
- Cyber bullying workshop delivered to all Year 7 and 8 students
- Reach program for Year 8 and 10 students facilitating the idea that every student has the support and self-belief they need to fulfil their potential and dare to dream.
- Parenting Program 'Tuning into Teens' delivered to 12 parents by Student Support Officer

### *Succeed*

Our students have been respected, valued, encouraged, supported and empowered to succeed. Focus on providing students with self-confidence and becoming successful resilient learners have been developed through the following initiatives:

- Learning Support Team structure which developed and implemented individual learning and wellbeing strategies for over 200 students across Year 7–12.
- Individual Education plans for all OOHC and funded students.
- Whole year group wellbeing days with a focus on the whole school approach to social skills and friendship, empathy and resilience, citizenship and community engagement to contribute to the growth of individual and collective wellbeing.
- RUOK Day whole school activities with a focus on building skills so that students can effectively support and care for each other.
- Attendance program which identified and supported students in achieving regular attendance patterns, including acknowledging those students with excellent attendance.

### *Thrive*

Our students will grow and flourish, do well and prosper. Programs which have allowed students to develop a strong sense of meaning and purpose include:

- Shine program delivered to 40 Year 9 girls with a focus on resilience, self-esteem personal growth and positive relationships.
- Plan-it Youth mentoring program delivered by volunteer community mentors to 20 Year 10 students.
- Individual Health Care Plans and Emergency Care Plans developed for 291 students.
- Breakfast club and lunch provided for students in need.
- Love me Mission program focusing on positive self-worth and building a positive self-image delivered to all girls in Year 9.
- Targeted small group wellbeing programs delivered by Student Support Officer including Rage, Anger Management, Drum Beat, Managing the Bull.
- School counsellor and on site external agency support with a focus on developing positive mental health for targeted students.

- Student assistance program providing financial support facilitating student access and engagement with education.

### **Creative and Performing Arts**

Many significant opportunities were offered to students in Creative and Performing Arts, both at a curricular and extra-curricular level.

- During semester one 2016 faculty focus was "Popstars – the 90s musical". A hard working and dedicated team of staff and students spent a semester of intensive rehearsals to put this show together. From set construction, lighting design, choreography, direction, promotional design materials and band rehearsals and performances it was spearheaded by the entire CAPA faculty plus supported by staff from across the school. This included Drama, Dance and the Targeted CAPA staff taking groups of the actors and dancers to our Learning Community primary schools in the lead up to the show.
- During 2016 there was a focus to build on community and business relationships. We have been delighted to work with Lifelike Atmospheres, TAFE – Newcastle Campus and Teresa Conicella. A new and fantastic partnership is emerging with Newcastle Academy of Music, Maitland Regional Art Gallery, Maitland City Council, plus our ongoing links to Newcastle University.

- Term 4 saw our MADD (Music, Art, Drama and Dance) showcase – daytime/night time performances and exhibition on Wednesday November 30 in the school hall.

### **Targeted CAPA program:**

- 2016 saw the formation of an elective talented CAPA program identifying stage 3 students and channelling them into an elective program in Year 7.

### **Music:**

- The 2016 HSC saw two Band 6, and 87.5% of the class achieved Band 5 or higher.
- Year 12 Music student Ryan Peters auditioned two of his HSC guitar pieces and was accepted into the prestigious Hunter Valley Exemplary Music performance showcase at The Conservatorium of Music in February 2017.
- Newcastle Music Academy conducted a full day of masterclasses in five instruments for RTHS and our Learning Community music students on November 18th in the Music and Performing Arts Centre.

### **Drama:**

- In the 2016 HSC 62.5% of the class achieved Band 4 or higher.
- RTHS Drama Ensemble competed in the Sharp Short Theatre Festival in Sydney with the award winning

piece “With Arms Outstretched”. The 10 minute performance took home the ‘Audience Pick’ award at the finals where over 60 staff and students went down to Sydney to support the event.

### **Visual Arts:**

- In the 2016 HSC five students attained Band 5 and 85.7% of the class achieved Band 4 or higher .
- Mr. Fean introduced a new art initiative this year with the R.T.Bald portrait prize. He collaborated with the visual arts staff, and students from across year 7–12 were invited to present a portrait for this competition.

### **Photography/Visual Design:**

- School Magazine was completed by the Year 11 Visual Design Class .
- Year 12 Photography class made a year book for the graduating class. This was given to them at their formal on November 10.

### **Student leadership**

The school ran four major student leadership programs in 2016:

#### **1. SRC**

The Rutherford Technology High School Student Representative Council continued to grow and develop as a team throughout 2016. Students met weekly in one break as well as early morning extended meetings each month. These extended meetings allowed the students to interact more socially over breakfast, as well as allow time for leadership skill development and planning time for school events. The skill development was often facilitated by the Year 12 students allowing, them to extend their skills even further. The SRC for 2016 were a close knit group with a great team spirit that enabled them to work together well over the year.

The SRC ran a number of fundraising events in 2016, most notably being “A Day for Kai” to raise money for one of the school’s ex–students facing a major health battle. The school rallied together to raise \$3000 on this day. The SRC students ran activities before school and during the breaks as well as having a pyjama day. Students also volunteered for Legacy selling badges in the local community for their annual fundraiser.

The Student Representative Council was ably led this year by captains Melissa Travis and Liam Faustini. They represented the school on numerous occasions such as ANZAC Day, Maitland Council’s Education Week breakfast, NSW Government Education Day and attending the East Maitland Rotary’s Education evening.

At school, the SRC students were involved in many different events, such as VIVO assemblies, RUOk? Day, Harmony Day, Presentation Day and running the school’s weekly assemblies. Senior students also

volunteers were unavailable.

In 2016, the SRC began a long term goal of improving student pride in the school and improving the group’s perception around the school. The planning of events for 2017 is to undertake activities to assist with these goals as well as be more involved in community events and activities with the Partner Primary Schools. The new Year 12 leaders from Term 4 2016, are assisting the SRC to be well on the way to achieving these goals.

#### **2. Aspire**

Recently our school was successful in gaining a grant from the DEC’s Senior Pathways Unit of over \$9000 to work with local primary schools to promote careers education. Senior and junior leadership students at RTHS (‘Aspire’ Ambassadors) delivered careers–based workshops to the local LMG primary students. These workshops will be planned, developed and implemented by Year 10–12 students and will be targeted toward Stage 2–3 primary students. This project was titled ‘Little Aspirations’.

Senior ‘Aspire’ leadership students at RTHS underwent the process of having to plan and develop workshops for primary students based on employment related skills. Students from local LMG primary schools developed an explicit awareness of what is required to work in a variety of different careers and do this in an engaging and interactive way. This gave Stage 2–3 students an early focus and understanding of career options / pathways and support existing School to Work and Career / Work Education in secondary schooling.

Additionally, the students involved in the Aspire program assisted in planning, organising and hosting the school’s annual Business Breakfast. The Breakfast has a number of purposes for RTHS; to recognise and thank the business and community members who have contributed to our school over the last 12 months, for Hospitality students in Years 10 and 11 to test their knowledge and skills in conducting service for a major function and to showcase some of the positive programs which have occurred such as the Year 7 GATS program, Dance Ensemble, Seven Steps to Writing and School Based Traineeships.

#### **3. Interact**

Interact derives its name from the words “international” and “action”, reflecting that nature of an organisation existing in countries around the world and prompting active service at home and abroad. Interact is a Club for young people aged between 12–18 who want to join together to tackle the issues in their community that they care most about. In 2016, the RTHS Interact Club had 32 members. The Club carried out two service projects. These included one aimed at helping the school community and the other promoted international understanding.

Through the events listed below Interact has offered students a chance to build friendships by working together on club projects and meeting and sharing ideas with members from other Interact clubs.

Interactors have learnt about other cultures and promoted goodwill between communities:

- Silent disco– Year 5 and 6 students from Rutherford Public school attended this event at the high school, with 120 students enjoying an afternoon listening to music. The event raised \$200.00, and this contributed to a donation made to a school in Cambodia for a water tank.
- Toy and food hamper collection – The local school community donated to the Interact club. Toys were delivered by Interactors to Maitland Hospital Paediatric ward. Food hampers were delivered to a local church to be distributed to families who were in need at Christmas.
- Christmas pudding delivery – Rutherford Coles donated fifty Christmas puddings, and Interact students door knocked at a local housing complex and wished residents a merry Christmas.
- Attending weekly Rotary meetings where many students have gained positive relationships with local Rotarians. They have delivered presentations at these meetings.
- Camp Interaction– Four senior Interact students were invited to attend this camp at Wee Jasper. The school supported this event by contributing \$50.00 per student for expenses. Interact sponsoring club Rutherford–Telarah contributed \$200.00 per student. All four students were successful in gaining their certificate II in volunteering.
- Rypen Camp– Eight students attended the camp that was sponsored by Rutherford–Telarah Rotary club. Students were given opportunities to collaborate with other Interactors whilst participating in challenging activities that required them to step outside of their comfort zone.
- Various community events– Interactors have attended events such as Steamfeast, Loop the Lake, Maitland Seniors lunch and Anti-graffiti day.

Interactors report that they have fun, gain recognition, discover leadership skills, acquire public speaking talents, learn how to run meetings, understand their community better, love being in a group, meet and work with their sponsoring rotary club members.

#### 4. Junior AECG

The Junior AECG is still in the early stages of development. It is aimed at giving our Aboriginal students a voice, developing their leadership skills and strengthening their cultural connectedness. Representatives from the AECG are also part of the SRC.

#### Sport

##### Sporting Highlights

There were a number of significant sporting highlights during 2016:

- The school again held successful swimming and athletics carnivals.
- The school entered sides in CHS competitions in cricket, soccer, rugby league, lawn bowls, netball, tennis, table tennis, tenpin bowling, futsal and

basketball.

- The school ran a successful cross-country day, which for the first time introduced the Colour Run initiative. The students participated with enthusiasm on the day with lots of colour and school spirit on display.
- A large number of individual students were successful in gaining representative honours at a zone level. Danny Vale, Natalie Mutare, were age champions at the Coalfields Zone athletics carnival and Rozelle Kleyn and Dylan Albury were age champions at the Coalfields Zone swimming carnival.
- At a higher level, Rozelle Kleyn was selected to participate in both the Swimming and Athletic CHS State Carnivals. She participated honourably at both carnivals and represented the school with pride.
- In the Open Boys Lawn Bowls, Jake Basista gained selection for the Hunter region team, which competed at the NSW CHS Championships. The team finished third at the championships. Other regional representatives were Sebastian Sanderson, Dylan Albury (Swimming) and Danny Vale (athletics).
- Traditional games were held during NAIDOC week celebrations, including the annual Indigenous versus Staff touch football game.
- Year 7 participated in a Lifesaving Program(Term 4) at Branxton pool, as well as Coalfields Gala Day at Maitland Park.
- Year 5 and 6 students from our partner primary schools, also, participated in a Gala Day at Maitland Park.

##### Targeted Football Program

In 2016, the Year 7 TSP Football class have had a massive year of progress. The group began demonstrating their basic skills and knowledge of the game when completing components of fitness drills and have worked right up to tactical and formation play. During the term the class has been coached by legends of the game including Kew Jailens (ex Holland International and Newcastle Jets), Leo Bertos (Ex New Zealand International and Hyundai A League player with the Wellington Pheonix) and a multitude of representatives from our partner football club the Weston Workers Bears FC.

The group has additionally worked on their coaching abilities when working in small groups delivering 'taster lessons' to partner primary schools.

Seven students from the class were selected in The U/15 Bill Turner Cup side that successfully defeated Hunter Valley Grammar School. Nic Adams and Kohen Hipwell gained selection in the U/13 NSW Futsal side to compete at The Australian Championships in Brisbane in October.

The class also contributed five players to the school U/14 Futsal side that was narrowly beaten in the state final by Kurri Kurri High School.

## Targeted Rugby League Program

There were a number of significant highlights for the Rugby League Targeted Sports Program in 2016:

- A large investment of funding to the program from the school and sponsorship from local businesses, allowed for every student in the program to have a training uniform provided for them. This had a major influence on students feeling a sense of connection and ownership of the program, as well as being a huge advertisement to the local community of the program. The significant investment of funding also saw the school be able to upgrade its training resources, which led to improved results for some of our teams.
- The U/14 boys took full advantage of these new resources as well as the increased scheduled class time, to win their zone gala day and qualify for the regional knockout phase of the Buckley Shield competition, the 1st group in a number of years to do so. They were narrowly defeated in the regional quarter-final to the eventual winners.
- The emergence of the girl's rugby league teams was another milestone for the program. The school was able to field girl's teams in each of the age groups for every gala day on offer. The year 7/8 team proved to be extremely successful in winning their zone gala day and subsequently qualifying for the state Legends shield tournament in Sydney, the first time ever that the school has achieved this success in girl's rugby league.
- The primary school's talent identification gala day was run again in 2016 and continued to improve. Whilst participation numbers were slightly down on the previous year, the continued promotion of the program into the primary schools through this gala day saw enrolments for the year 7 targeted rugby league elective more than double on the numbers in 2016. Students from the Thursday sport TSP group also had a much larger presence on the day, and being in their uniforms gave the primary students an incentive to look forward to when enrolling at RTHS.
- Visits into the primary schools to do skill clinics from RTHS staff also helped to push the brand of the program and form a connection with students before they had begun their secondary schooling.
- 2016 also saw the first group of Thursday sport TSP students complete their level 1 referee's qualification as a part of the program. 19 students successfully completed their qualification during sport time and will this year help referee at the primary schools gala day.
- The year 7 and 8 targeted rugby league classes also were able both go on excursions as a part of their classroom studies which was also a major highlight. Year 7 were again granted full access throughout the Newcastle knights training facilities for a day to look at 'The life of a professional rugby league player', with students able to meet players as well as have their own training and recovery sessions with some of the Knights coaches. Year 8 travelled to Sydney to visit the rugby league museum, Allianz and SCG stadiums and Sydney Roosters training to further their

understanding as a part of their 'History of Rugby League' unit.

- Staff were able to attend the NRL National coaching education conference in Sydney to gain knowledge on the latest coaching techniques in both men's and women's rugby league. This allows staff to provide our students with the most up-to-date information available in regard to improving their rugby league skills, and allows the program to continually be evaluated and improved to highest standard.
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