

Thomas Reddall High School

Annual Report

2016



8589

Introduction

The Annual Report for **2016** is provided to the community of **Thomas Reddall 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.

Lynda McGarry

Relieving Principal

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Message from the Principal

Thomas Reddall High School continues to provide quality learning for every student in a safe and supportive environment demonstrated through our core school values of Speak Well, Learn Well, Show Respect, Be Prepared and Right Place Right Time.

In 2016 we continued our strong commitment to student welfare with the provision of numerous programs to support students. These Programs included our Peer Support Program with senior students providing support to Year 7 students with their transition to high school. Our Student Representative Council worked throughout the year to promote student wellbeing and participated in the organisation of a number of positive school days such as National Health and Sports Day, Multicultural Day and the Olympics Day. Students were also offered opportunities to be involved in a range of programs such as Links to Learning and the ABCN Programs, Goals, Focus and Aspirations. Students from Year 9–12 were also given the opportunity to participate in Western Sydney University's Fast Forward Program. Students also had opportunities to participate in work experience and transition programs. The range of programs offered, along with the school's focus on Positive Behaviour for Learning all ensure Thomas Reddall High School is providing students with a range of educational experiences to ensure students achieve well rounded education.

School priorities in 2016 included a strong focus on Literacy and Numeracy. Reading to Learn and ALARM strategies were used across the school to improve student outcomes. The ALARM program is an ongoing program which, having been initially focussed on senior classes, is now being introduced in Stage 4 and 5 in order to assist students develop their extended responses and improve results. In the area of Numeracy, we began to implement the Quicksmart Program with students requiring additional assistance and this program is going to continue into the future.

Throughout 2016 we continued to work to develop positive working relationships with a range of external agencies such as Links to Learning, ABCN, Western Sydney University, community groups, local primary school and most importantly parents, to provide support to our students

School background

School vision statement

At Thomas Reddall High School we strive to provide quality learning experiences for all students to promote improved engagement and performance.

This is achieved by staff undertaking best practice professional learning.

We aim to consult our broader community at all stages of our journey and actively encourage all stake holders to celebrate our successes.

School context

Thomas Reddall High School is a comprehensive, coeducational 7 to 12 school located in the Macarthur district. The school population of approximately 560 for 2016 includes: 30% Language Background Other Than English (LBOTE) and 8% Aboriginal students and a Support Unit for students with Autism and mild intellectual disability (IM).

The school has a strong focus on teacher professional learning that promotes staff leadership in developing teaching and learning programs that ensure engaging classroom practice particularly in the explicit teaching across the curriculum of aspects of literacy and numeracy.

This teacher professional learning has been systematic and individualized; each teacher has developed a professional learning plan that addresses their individual needs in the context of the school targets. Coincidental professional learning has addressed the use of data to inform classroom practice particularly as related to the differentiation of curriculum to ensure that the individual learning needs of students are being addressed.

The Thomas Reddall High School core responsibilities of students and staff are: Show Respect, Learn Well, Speak Well, Be Prepared, and Right Place, Right Time. These core responsibilities were developed through the Positive Behaviour and Learning Program. The school community works together to improve student outcomes and create a safe and happy school environment.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated the school is making significant improvements in the domain of Learning where our efforts have focussed primarily on learning culture, wellbeing, curriculum and student performance. Staff professional learning is tailored to maximise student learning outcomes with a focus on engaging with the ALARM matrix and Reading 2 Learn literacy strategies. A strategic and planned approach to student wellbeing through Positive Behaviour for Learning (PBL), a school funded welfare coordinator, implementation of Mind matters strategies with both staff and students, the introduction of lunchtime activities clubs and the implementation of positive whole school days such as Nutrition, Health and Sports Day, Olympics Day and Multicultural Day all ensure student wellbeing is a continuing focus at Thomas Reddall High School.

In the domain of teaching there has been an ongoing focus on enhancing classroom practice and professional development of staff. Teachers are committed to identifying, understanding and implementing the most effective teaching methods with provision in the school plan given to enhance evidence based teaching strategies such as ALARM and Reading 2 Learn. The analysis of data informs the schools goals and school wide data is monitored to identify student achievement and progress. Data is used to inform future direction at classroom, faculty and leading levels. Data is used

to develop individual learning plans and to inform whole school professional development. The school identifies expertise within its staff and draws on this to further develop.

In the area of Leadership Thomas Reddall High school has focussed on improved community engagement through enhanced communication supporting a growing culture of high expectations. There has also been a focus on monitoring staff PDP's and ensuring they are aligned with the school plan with provision and feedback and support for staff professional learning goals.

Our self-assessment and the external validation 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

Student Engagement and Performance

Purpose

To ensure that socioeconomic conditions cease to be a significant determinant of educational outcomes for students at Thomas Reddall High School in order that every student has the opportunity to achieve their potential and thereby become active and responsible 21st Century learners.

Overall summary of progress

External examinations validate an ongoing improvement in student achievement. There has been a marked improvement in student achievement in literacy and numeracy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Reduce the number of students attaining Bands 1 and 2 in the HSC by 12% by 2017	Significant reduction in students receiving Bands 1 and 2 in the HSC. There was a corresponding growth in students in Bands 3 and 4.	ALARM \$30,000
Reduce the number of students achieving below National Minimum Standards in Year 9 NAPLAN Reading by 9% by 2017 (2014 Benchmark)	There has been a significant reduction in Year 9 students achieving below NMS from 29% in 2014 to 11% in 2016.	\$20, 000
Increase the number of Year 9 students in the proficient band in Naplan Reading by 9% by 2017 (2014 Benchmark)	There has been a slight growth in students in Year 9 achieving at Proficient standards in reading from 4% in 2014 to 6% in 2016	NIL
Reduce the number of students achieving below National Minimum Standards in Year 9 NAPLAN Writing by 9% by 2017 (2014 Benchmark)	There has been a significant reduction in students achieving below NMS from 60% in 2014 to 33% in 2016	NIL
Increase the number of students in the Proficient Band in Naplan writing by 9% by 2017 (2014 benchmark)	There has been a slight growth in students in Year 9 achieving at Proficient standards in writing from 3% in 2014 to 5% in 2016	NIL
Reduce the number of students achieving at or below minimum standards in Naplan Numeracy by 9% by 2017 (2014 Benchmark)	There has been a significant reduction in Year 9 students achieving below NMS from 16% in 2014 to 6% in 2016.	\$25,000 Payment for Quicksmart program
Increase active participation in targeted programs by Aboriginal students	There is ongoing growth in the number of students participating in targeted programs such as Bro Speak and SistaSpeak	NIL
Improved student connectedness to school as indicated by Sentral data TTFM survey and Mind Matters survey	The school operated a number of positive whole school days such as NHS Day, Multicultural Day and Olympics Day to provide students with the opportunity to interact with staff and other student in a positive manner supporting our Positive Behaviour for Learning approach. Student feedback after these days was extremely positive.	NIL

Next Steps

1. Improved use of data analysis to identify areas of need and improve student learning outcomes.
2. To continue to develop a culture of high expectations using the growth mindset model with students.
3. To implement a Leadership Program for Indigenous students to develop leadership skills and confidence.

Strategic Direction 2

Teacher Learning and Leadership

Purpose

To ensure a staff culture that promotes excellence by providing challenging and stimulating learning experiences that enable students to explore their gifts and talents through the explicit teaching of the 21st Century Skills.

Overall summary of progress

Significant resources have been allocated to professional development to improve teacher quality. There has been a significant increase in the number of staff accessing external professional development opportunities and an increase in the number of staff delivering and attending school based professional development, both mandatory and voluntary.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff participating in professional development opportunities aligned to the school plan.	All staff participate in whole school training in ALARM focussing on the development of effective teaching and learning programs	30, 000 (ALARM)
All staff implementing schoolwide curriculum initiatives related to ALARM, Formative Assessment, R2L and Literacy and Numeracy Continua and individual adjustments for student's learning needs.	Ongoing professional development was provided to staff on the ALARM Matrix. Staff were provided with time to implement ALARM strategies in their programming.	50 000 ALARM 30 000 R2L 20 000
Increased numbers of staff leading professional development.	There were increased staff presenting professional development in the areas of literacy, numeracy and behaviour management. Staff also led whole staff professional development focussing on student and staff wellbeing using the Mind Matters modules and framework	NIL
All staff develop professional learning plans aligned to the school plan.	All staff have developed professional learning plans aligned to the school plan. These plans are monitored by the school executive.	NIL

Next Steps

1. To provide more detailed professional development around Formative Assessment
2. To provide staff development time to ensure staff embed identified strategies including ALARM and Reading to Learn in programming
3. To consolidate the implementation of Quicksmart in order to build capacity of students performing below National Minimum Standard in Numeracy
4. To develop a structured approach to lesson observation and feedback across the school.

Strategic Direction 3

Community Engagement and Participation

Purpose

To encourage parents, carers, families and the broader community to hold high expectations for the educational outcomes of the students at Thomas Reddall High School and

contribute to supporting the school.

Overall summary of progress

Thomas Reddall High school is working towards improving community engagement. This is highlighted by the employment of a CLO and the schools ongoing involvement with external program providers such as Western Sydney University and ABCN Programs such as Focus and Aspiration.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improve student attendance across the school by 1% per year (2014 benchmark)	Student attendance has increased by 1.4% from 2015.	\$8,800 to employ SASS staff to follow up on attendance issues.
Sentral data analysis of fractional and whole day absences for all students	All student fractional and whole day absences are recorded in Sentral and fractional truancy is followed up by classroom teachers. Whole days absences are followed up with SMS messaging to parents and HT Admin and HSLO intervention for students with a high absence rate.	NIL
Increased engagement by the school community in the achievements and successes of the school via online platforms.	A CLO has been employed (.6) to improve communication with parents and the wider school community via social media applications such as Skoolbag a and the school website. The CLO engages with the local community, media and feeder primary schools to publicise the school.	\$33 000
Increased parent attendance at school events and activities.	75% of parents who completed the Tell Them From Me survey indicated that they had attended more than one meeting at the school.	Achieved through the employment of CLO to improve communication with parents and community via social media such as Skoolbag App and phone calls to parents.
Analysis of post school destinations.	Of the 2016 Year 12 cohort 66% of students are engaged in university or TAFE courses. 4% of students are in apprenticeships or traineeships. 27% of students are employed . The post school destination of 3% of students from the 2016 cohort are unknown.	NIL

Next Steps

1. Continue to fund a (.6) CLO position to improve communication and strengthen community links with the school.
2. Develop further links with feeder primary schools.
3. Use of Facebook to further strengthen communication with the broader school community publicising the learning opportunities and achievements of students.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	In order to bridge the gap in numeracy a Math tutor was employed to work with identified Indigenous students. Our Koori Flow program aims to connect our indigenous students with their indigenous heritage. Students have participated in a range of cultural activities to facilitate these connections.	31,552
English language proficiency	Staff received EALD support in the classroom, identified students received support through individual instruction, support with classroom and assessment. Teachers were also support in differentiating lessons for students.	\$ 15,914
Low level adjustment for disability	Prior to Year 7 commencing at Thomas Reddall information was collected from Primary schools and staff were provided with information about student learning needs. LST staff conducted Literacy and Numeracy tests with students at the beginning of Year 7 to ensure appropriate support was given to students identified as needing additional support. LaST's have worked with classroom teachers to differentiate curriculum, learning activities and assessment. They have also worked to develop Individual learning plans for students with diagnosed and identified disabilities. SLSOs work with students in class to support their learning and assisting with organisation, task completion, time management. Regular Learning and Support Team meeting provide opportunities for referrals to the Learning and Support Team and allow for discussion and monitoring of student progress. LaSTs work in a collaborative manner with teachers, students, carers, the welfare team and outside agencies to provide students with appropriate levels of support.	\$ 75,393
Socio-economic background	<p>The school funded HT Teaching and Learning position provided support for teachers undertaking the accreditation process. The HT Teaching and Learning also led professional development in the area of Literacy with a focus on Reading to Learn.</p> <p>A Community Liaison Officer position was established to assist with improving communication and connections with the school community. The CLO has worked to improve communication with parents and the wider community through the Skoolbag App, improving the school website and ensuring information is kept up to date and working with local media to promote the school. The CLO also has a role in Year 7 enrolments and ensuring information is provided to feeder primary schools promoting open day and welcome to High School day ensuring the local community is aware of these events.</p> <p>There was continued development of the school band. An external tutor was employed</p>	\$ 190,134

Socio-economic background	to facilitate student learning in this area. The band has developed their skills and performance ability and now performs at major school functions such as CAPA showcase, presentation night and 25th Birthday celebration.	\$ 190,134
Support for beginning teachers	<p>Beginning teachers are supported by their faculty HT and the HT Teaching and Learning throughout the PDP process and through lesson observation and feedback.</p> <p>Beginning teachers also had the opportunity to meet with a teacher mentor to discuss issues of concern and to develop reflective practice. Teachers were encouraged to observe lessons conducted by other members of staff to assist in developing their teaching skills.</p>	\$26,755
ALARM	ALARM has developed from a student response matrix into a planning tool for staff. Staff have engaged in further training to update their skills in the use of ALARM so they can use the framework to plan and prepare lessons in their teaching and learning programs.	30,000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	313	281	285	271
Girls	288	311	310	272

2016 saw a decline in student numbers of eight per cent. This decline can be attributed to the amount of students coming to our school from our two feeder primary schools thus making our Year 7 cohort smaller than anticipated. The challenge for our school will be to stem the fall in enrolments which will become increasingly difficult with our local community becoming an older community.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	88.8	91	91.3	88.6
8	87	86.6	83.7	87.4
9	86.5	82	81.9	82.8
10	75.1	83.2	72.5	82.2
11	78	85.1	76.3	75.4
12	83.9	84.9	84.5	84.4
All Years	82.8	85.4	81.2	83.3
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

Student attendance improved two per cent in 2016 from the 2015 figures. This can be attributed to a number of measures, led mainly by improved engagement from our Home School Liaison Officer, who has been active in attempting to return our long term absentees back to school. Our high number of long term absences continues to be the issue that restricts our school from making significant improvements in student

attendance. Parents are becoming more familiar with our text message service that accounts for short term absences and this is helping reduce the amount of student absences.

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
Employment	10	21	27
TAFE entry	0	10	29
University Entry	0		41
Other	40	24	0
Unknown	50	40	3

Year 12 students undertaking vocational or trade training

In 2016 there were 34 students from Thomas Reddall High School undertaking off school campus Vocational Education Training. This number represents 39% of our Year 12 cohort.

Industry areas and specialisations included;

Automotive – Light Vehicle Mechanical Technology, Vehicle painting and refinishing, Outdoor Power Equipment Technology, Vehicle Panel Beating and Body Repair and Automotive Pre-Apprenticeship

Hairdressing

Construction – Carpentry, Continuing and Discrete

Human Services – Health Services Assistance

Sport, Fitness and Recreation

Retail Services – Discrete

Business Services

Aviation – Flight Attending

Community Services – Youth Work

Laboratory Skills – Forensic Science

Animal Studies

Hospitality – Kitchen Operations Discrete

Media – Sound

Primary Industries – Horticulture Discrete

Students studied a range of courses across nineteen industry areas and specialisations. These courses were administered across eight delivery sites.

Delivery Sites included:

TAFE NSW – South Western Sydney Institute

Campbelltown College

Macquarie Fields College

Miller College

Padstow College

Liverpool College

Macarthur Building Industry Skills Centre (MBISC)
Ingleburn

TAFE NSW – Western Sydney Institute

Blacktown College

Motor Traders Association of New South Wales

Campbelltown Site

Year 12 students attaining HSC or equivalent vocational education qualification

In 2016 one hundred per cent of all Year 12 students at Thomas Reddall High school completed their High School Certificate or Life Skills Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	30.4
Learning and Support Teacher(s)	2.4
Teacher Librarian	1
Teacher of ESL	0.6
School Counsellor	1
School Administration & Support Staff	14.48
Other Positions	8.7

*Full Time Equivalent

in 2016 there were no staff who identified as Aboriginal or Torres Strait Islander.

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	30

Professional learning and teacher accreditation

2016 saw significant investment in teacher professional learning. Staff identified needs through their Professional Development Plans (PDP's). Each meeting with their supervisor to negotiate a specific area of development for them. Eighty-two per cent of staff sought external courses to support their professional development, ranging from courses that would support teacher needs for classroom management or updating and building their knowledge within their subject areas. the school invested significantly in Teacher Professional Learning by providing extensive workshops on using ALARM to develop lessons and units of work in each faculty. Staff were provided with expert knowledge on how to use ALARM in the classroom. Funding was used to provide time for teachers to develop their own ALARM lessons and programs that capitalised on the professional

development in the instructional seminars.

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	\$
Balance brought forward	672 484.29
Global funds	533 786.84
Tied funds	603 093.30
School & community sources	110 282.18
Interest	14 621.15
Trust receipts	20 509.45
Canteen	118 861.93
Total income	2 073 639.14
Expenditure	
Teaching & learning	
Key learning areas	89 796.55
Excursions	16 803.52
Extracurricular dissections	30 432.92
Library	352.50
Training & development	3 081.23
Tied funds	573 703.00
Short term relief	177 087.57
Administration & office	125 069.43
School-operated canteen	120 560.84
Utilities	82 730.65
Maintenance	32 132.43
Trust accounts	27 013.07
Capital programs	30 191.75
Total expenditure	1 308 955.46
Balance carried forward	764 683.68

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.

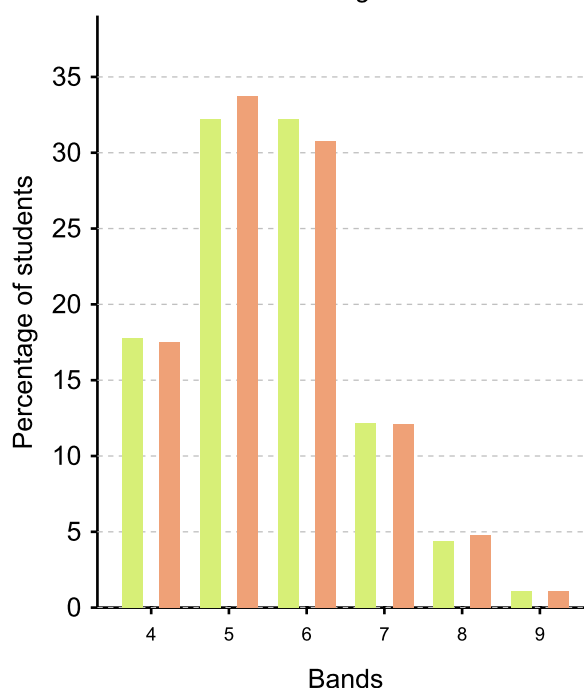
School performance

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.

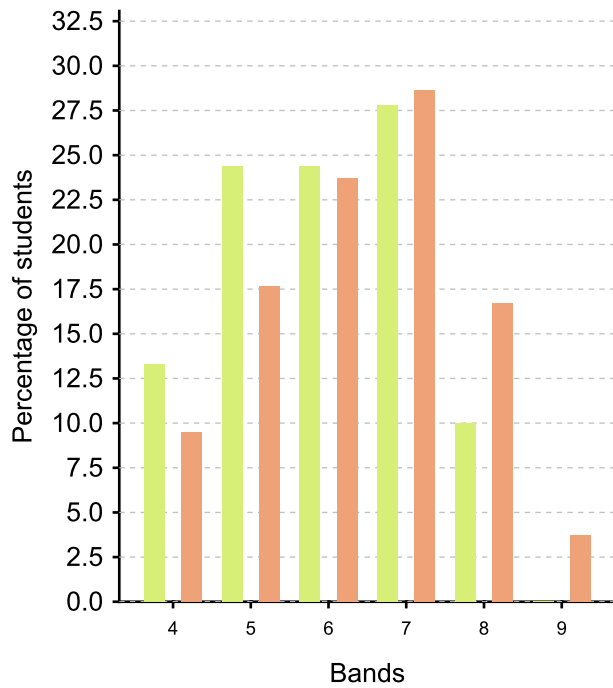
2016 NAPLAN Literacy results reflect a positive growth for the students of Thomas Reddall High School. The Year 7 data remains consistent in displaying the majority of Year 7 students coming into our school sit in the lower range bands. This has been steady over the three year period. This is especially so in reading and spelling. The effect of programs established at Thomas Reddall High School such as ALARM and Reading 2 Learn have had a significant positive impact as student results in Year 9 clearly show a shift to the middle range bands with Spelling and Writing, seeing an increase in the higher bands in 2016.

Percentage in bands:
Year 7 Writing

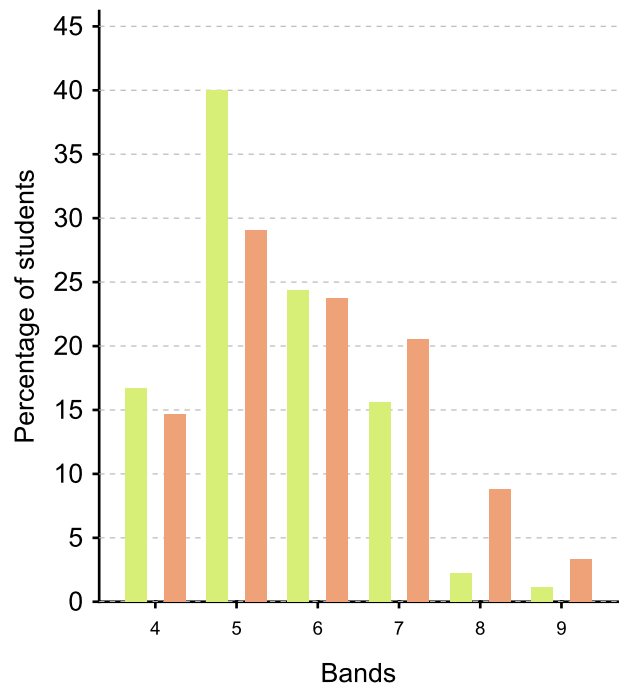


Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Spelling



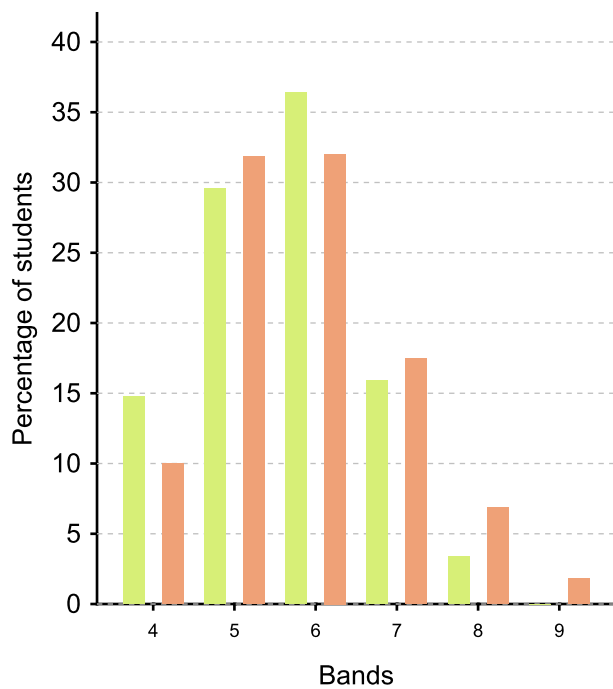
Percentage in bands:
Year 7 Grammar & Punctuation



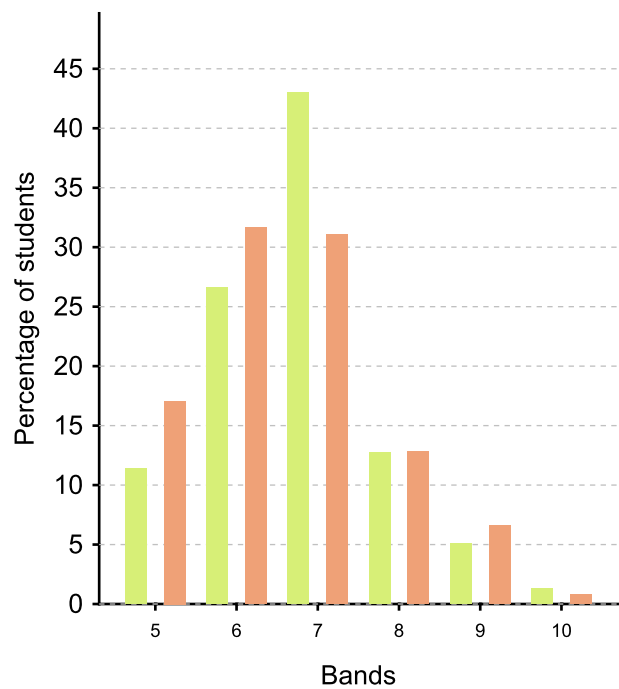
Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Reading



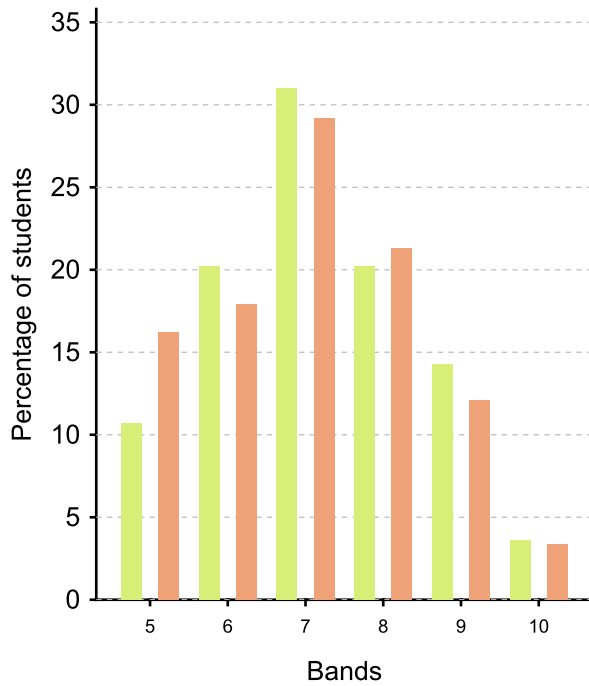
Percentage in bands:
Year 9 Reading



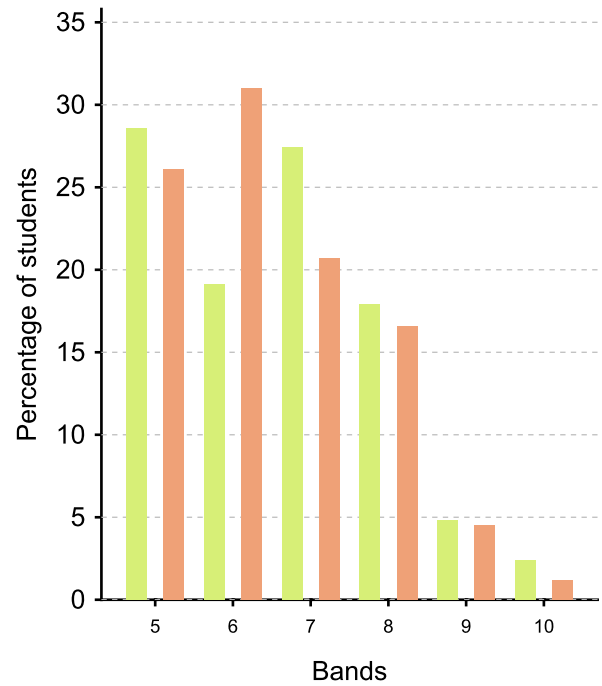
Percentage in Bands
School Average 2014-2016

Percentage in Bands
School Average 2014-2016

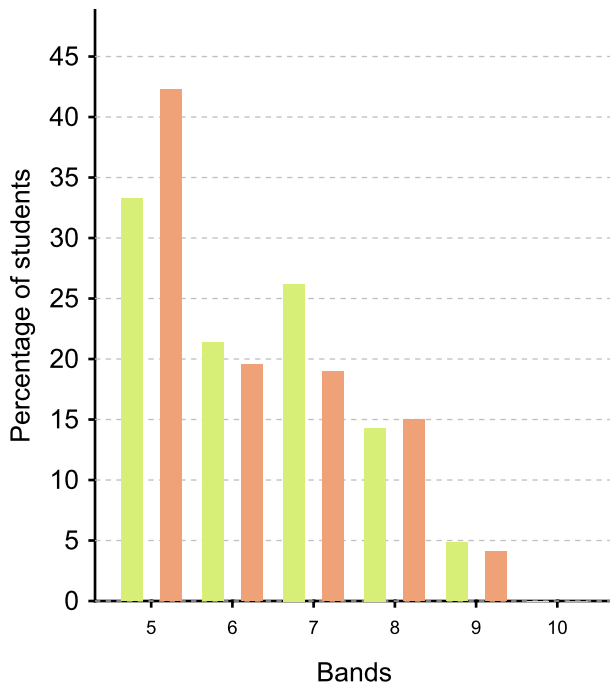
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Grammar & Punctuation

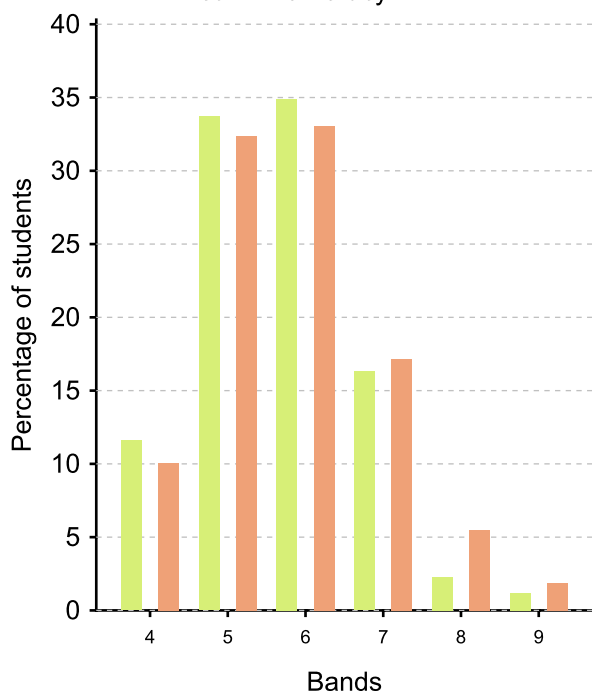


Percentage in bands:
Year 9 Writing



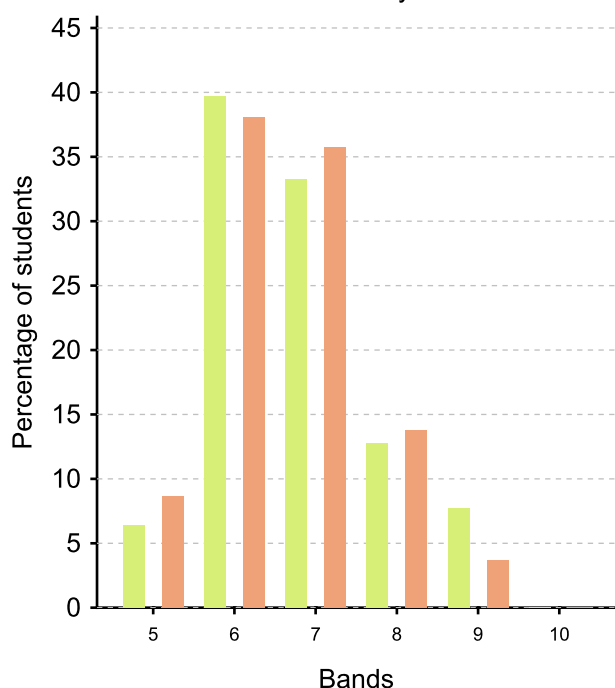
2016 NAPLAN Numeracy data also presents a gradual shift in positive student achievement. The schools remedial mathematics program Quicksmart has led the way in seeing student results improve from Year 7 to Year 9. Year 7 results indicate that significant portions of students present to high school in the lower range bands, but by the time they have reached Year 9 there is a higher proportion of students in the middle range bands and significant growth in the higher range bands as well.

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 9 Numeracy



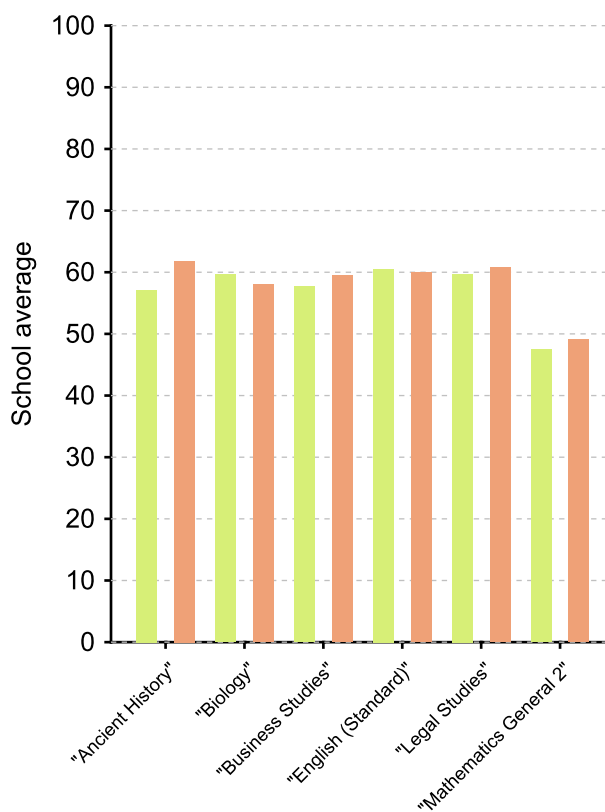
Percentage in Bands
School Average 2014-2016

Higher School Certificate (HSC)

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

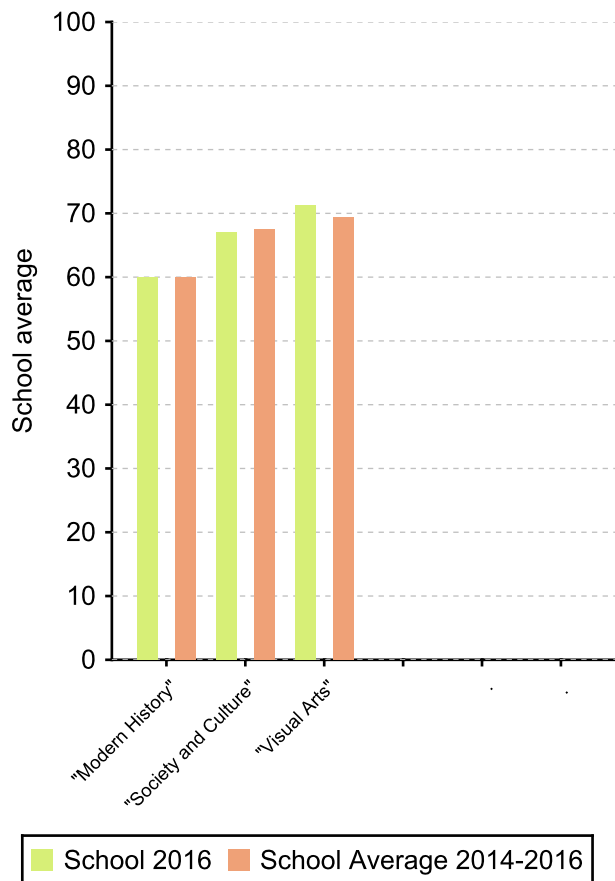
2016 saw continued positive growth for many of our students in the Higher School Certificate. As a result of increased emphasis on our ALARM program and further staff training and competence in ALARM, students are becoming increasingly confident in the processes of ALARM and consequently we see the growth of student results across many of the HSC courses. Biology, English (Standard) and Visual arts all showed significant positive growth in their average means compared to recent years. There were excellent individual student performances across a range of subjects including Dance, Food technology and Mathematics 2 unit. Students also performed admirably in Chemistry.

Music and PDHPE have continued to be the best performing HSC courses at Thomas Reddall High School. Both courses had fifty percentage of candidates achieve in the top three bands. Music has traditionally been our strongest performing HSC course, however, with the improvements in written student responses, PDHPE is growing each year.



School 2016 School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions of students, parents and staff using the Tell them From Me surveys.

The parent surveys provided a clear endorsement of the school in regards to parents feeling welcomed at the school and parents feeling informed of the happenings in the school. Both questions recorded 7.5 out of 10, with 79% of parents indicating that they had spoken with their child's teacher at least once. 77% of parents also indicated that they had visited the school to attend meetings for their child. The one area of significant improvement notified was the timing of the events at the school with parents indicating that time frames were beyond the times they could attend for some of the events. Our parents were very supportive of the school's position in making Thomas Reddall High School an inclusive school, with 7.5 parents out of 10 indicating that staff at Thomas Reddall High School took an active role in ensuring all students are included in school activities.

An inclusive school was a strong point to come out of the staff surveys as well with staff registering a satisfaction level of 8 out of 10. It was clearly the highest scoring section of the staff survey. Staff also identified that they had worked collaboratively with other staff members especially in regards to student well being, where staff scored themselves an 8.5 out of 10. 67% of our school staff have been teaching for over six years 18 of those being in our school for that amount of time.

Whilst the parents and the staff identified that our

school was strong on inclusivity, only 55% of students felt they had a positive sense of belonging to the school. Indicative of that figure was that only 77% of students felt they displayed positive behaviour at school which was 10 points lower than the state average and well below staff estimates on the same category. On a positive note 50% of students agreed that they were intellectually engaged which is 4 points higher than the state average and 31% of students were interested and motivated, also 3 points above the state average. Whilst there are some positive signs here, the school is determined to work with the students to develop a positive learning culture within the school.

Policy requirements

Aboriginal education

In 2016 Thomas Reddall had 47 Indigenous students in both mainstream and the Support Unit. Of our mainstream Year 12 students; four graduated with their HSC while another attained an apprenticeship in Hospitality. One of these students was accepted into the prestigious National Art School.

Students accessed a range of targeted strategies to assist in class, one of which was a Maths Tutor who was employed to tutor Indigenous students to improve numeracy levels.

We had one student who took up the opportunity to attend a free coaching and homework help through the Peggy Farmer Memorial Program at WSU.

During the Year our Aboriginal students took part in a wide number of programs such as Fast Forward, Aspirations, Mentoring with Dean from Macarthur Trade Workplace and with help from the Campbelltown Council program, 'It starts with you,' we ran Dream Big, which was aimed at improving attendance, connection with school and work readiness. Kylie Captain and Karen Gerg went on to present at the Aboriginal Education Conference at the Opera House.

Western Sydney University 'Heartbeat' program saw our year 7 and 8 students attend Uni for a day and try out allsorts of training sessions on careers connected with health. Year 9 and 10 students went to Blacktown Hospital also to participate in a range of activities, with sessions in First Aid, Chinese Medicine, Sport and Therapeutic physio and aids, use of mannequins for resuscitation and bandaging, and others.

Thomas Reddall High School continues the Koori Flow Program, varying at times with Nangmurru Workshops through Macquarie University, as well as Bro Speak and Sista Speak to increase cultural awareness and connectivity as well as deal with a number of issues facing young people today. Students also participated in Drama workshops at Walsh Bay culminating in a performance for local primary students of the area. They mixed with and made friends with students from around NSW while hearing from some of Sydney's Elders and learning Dreamtime stories and representing them in song, dance and action. Dance also featured in an In-school Dance workshop through

NAISDA and the Campbelltown Arts Centre. One of our students was selected to attend a Dance Camp on the Central Coast with others from NSW and made a film of their weeks work. Students also represented our school at the Indigenous Veterans Day at Hyde Park in Sydney where they laid a wreath, learning of the contribution so many Indigenous people also made for their country.

The feeling of pride in being an Aboriginal or Torres Strait Islander is growing and with it the student's self-esteem. Our Aboriginal students are also showing growth in literacy and numeracy skills. We plan to develop that further in 2017 and give our students as many opportunities to excel and grow as possible.

Multicultural and anti-racism education

Each year the students from Thomas Reddall High School proudly celebrate their heritage and in 2016 Multicultural Day was as big as ever. Food, dancing and flags were representative of the numerous cultures which make up the diverse range of students at Thomas Reddall High School. An enjoyable day with great weather and lots of laughs was had by all. This is demonstrated through dance, singing and various international cuisine. The talent at our school is amazing and just seems to get better from year to year. Students from backgrounds such as Australia, Tonga, Samoa and our Indigenous students proudly displayed their national dances, songs and food dishes. Multicultural Day is also very well supported by our wider community. Family and friends of our students come and join the festivities and our audience is growing yearly. Multicultural Day promotes harmony, understanding and tolerance, not only in our immediate school community but with the community at large.

Other school programs

TAS Hospitality students christened the new Glen Alpine Trade Skills Centre in 2016 with this facility becoming fully operational in February. Students are now able to gain industry skills whilst using a fully equipped commercial kitchen as part of their Hospitality course which enables them to further develop their skills to industry levels.

Vocational Education and Training (VET) students completed their mandatory work placements with local businesses throughout the year. As a result of these work placements five Hospitality students were offered casual employment at local establishments such as Gloria Jeans, Jamaica Blue, Mustang Spur and Sizzlers. Additionally Hospitality students were involved in preparing food for Multicultural Day, TRHS 25th Birthday Celebrations Open Day, and the Year 12 Graduation Ceremony.

STEM (Science, Technology, Engineering, Mathematics) education was also a focus for the TAS faculty with Lego Mindstorms Robotickits being purchased and Year 9 Information, Software and Technology (IST) students participating in a project

based learning program on how to code and build robotic machines. Students created robots that recognised colours, moved across the room, and even pick items up. Students also engaged in using the 3D printers to design and make key rings.

The schools concert band provided significant highlights through 2016. Their Motown Spectacular was the centre piece for the schools 25th Anniversary celebrations. The concert band is made up of all types of students from across the school including the support unit and is always a hit at the Presentation Night each year.

2016 was another successful year for Dance at Thomas Reddall High School. Chloe Sharp of Year 12 was once again selected to be part of the State Dance Ensemble and Jeff Ili of Year 12 were also selected to be part of the Schools Spectacular Boys Hip Hop Ensemble.

The Year 11 Stage 6 Dance class was successful in their audition for the Dance Festival Series, Ultimo Public Schools where they performed at Bankstown Sports Club. This was an exciting opportunity which enabled students to perform within a professional setting.

The school dance group also participated in the Fishers Ghost Parade and Bring It On Hip Hop competition where students allowed their talents to shine whilst also having lots of fun.

The relationship between our partner primary schools and Thomas Reddall High School continues to flourish. Each week Miss Cunningham attends Ambarvale Public School and teaches their students dance. All stages are taught across the year and there are two performance groups that Miss Cunningham, choreographs for and teaches each week. Both of these dance groups were selected to be part of the Dance Festival series, Ultimo Public schools in 2016.

Students also performed at the Thomas Acres School Fete as well as Ambarvale Public School's Christmas concert.