Rooty Hill High School

Annual Report

2016

8908

Introduction

The Annual Report for 2016 is provided to the community of Rooty Hill High School as an account of the school's operations, progress 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.

Christine Cawsey AM

Principal

School contact details

Rooty Hill High School

54 North Parade

Rooty Hill, 2766

www.rootyhill-h.schools.nsw.edu.au

rootyhill-h.School@det.nsw.edu.au

9625 8104

Message from the Principal

In 2016, Rooty Hill High School enjoyed an outstanding year in terms of its school plan delivery, growth and progress.

The school's commitment to innovation and creativity as a core value was recognised when the school was named as one of the 40 Most Innovative schools in Australia by *Educator Magazine* and was one of only 3 government schools to be recognised. The school continued in its role as a *Social Ventures Australia Powerhouse School* sharing our work across Australia and learning from other schools. The personalised learning program for students was consolidated with the launch of My Learning Hub, an online portfolio for students to upload their own evidence against the ACARA and NESA capabilities. One extension of this work was the school's role as a Lead School in the Mitchell Institute *Shifters* project involving students from 11 schools in Sydney and 11 schools in Victoria. The school also extended its personalised learning strategy to parents in response to feedback in 2014–15.

At the end of 2016 the school had recognised students with 15770 merit awards (up 5000 on 2015), 2305 significant achievement awards & 95 PERSIST awards. These were given to students at Academic Presentation Assemblies, at year assemblies and at deputy principal assemblies throughout the year. In addition, 406 students were recognised at the 2016 sports recognition assembly for just over 1000 achievements. These student achievements along with detailed information on student performance are outlined throughout the report and the school has published a 2016 Student Achievements *Missing Link* to be read in conjunction with this report.

School background

Our Purpose: As a Learning Neighbourhood school, our overall purpose is to increase expectations, capacity and achievement for students, staff and the community through three strategic priorities: Capability Driven Curriculum, Personalised Learning and Leading for Innovation.

School Context (Updated for2017): Rooty Hill HS is a large, co–educational, comprehensive community school in western Sydney experiencing rapid demographic change. The enrolment for 2017 is 1120 students. Over 50% of the students enrolled for 2016 – 2017will be from non–English speaking backgrounds, including a large number of families from Asia and the Pacific. There is a significant enrolment of Aboriginal students (over 5%). The school is committed to promoting its cultural and linguistic diversity. The school FOEI (family occupation and education index) for 2017 is 121,with 70% of students coming from families in the bottom 50%.This places the school one standard deviation below the government school average–our students enter high school with more challenges than students from more advantaged backgrounds. The school's 2016 budget based on the RAM (Resource Allocation Model)is $10 967 501, an increase of $656 673, primarily due to increased funding for teacher salaries, permanent beginning teachers and equity programs. 71.25% of the teachers are New Scheme teachers, an increase of 6% from 2016. Over the last 3 years in external measures of student performance in Years 9 & 10, students have improved from an average of 1.5–2.0 standard deviations below the mean to an average of 0.5. Although up to 80% of students in any Year 7 group are below grade average on enrolment, the school's growth data is now above state average with 70% of Year 10 at or above grade level. At HSC the school average gap was 0.5 in 2015 compared with over –0.82 at the HSC in 2014. The school plan strategies seek to increase the slope of each student's learning trajectory.

Strengths: The school has a very committed, dynamic teaching, administrative and executive staff with a range of experience. Over the last decade the school has been recognised for its achievements as a school of professional practice, its work in quality teaching and leadership, its exemplary personalised learning programs and its commitment to innovation. The school is a BOSTES registered provider of professional learning. The school has a number of critical strategic partnerships, including a five year innovation partnership with Social Ventures Australia. Parent and community support of the school is strong and working parents have valued both the use of social media and the individual contact approach used by the school in personalising learning for each student. In 2015 the school introduced a BYOD program, with an 80% take up in Year 7. The school has strong academic and socio–cultural platforms that are enhanced by high quality relationships between staff and students. Students are at and above the ACARA relational benchmarks reflecting a strong, positive student culture. The school values are embedded in all programs, policies, practices& relationships. There is a broad academic curriculum, a strong vocational program and the opportunity for students to participate in a wide range of extra–curricular programs. There is a strong focus on innovation and improvement, leadership, technology in learning, personalised learning and transition programs. The development of a "lead faculty" model has embedded literacy, numeracy and critical thinking in school, faculty and subject practice. Each student has a personalised learning plan. Student leadership, personal and social capability, ethical understanding, intercultural understanding (ACARA capabilities) are demonstrated in sports, the arts, school service and academic programs. The school has a commitment to building positive relationships through personal responsibility.

http://www.rootyhillhighschool.nsw.edu.au/

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.

School Excellence Framework

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.

In 2015, the school was externally validated as part of the trial conducted by the NSW Department of Education High Performance Unit. In that validation the school had identified only 3 areas where there was more work to be done to achieve Excelling in all domains.

In 2016, the school collected further evidence and, as a result, identified only one area as "sustaining and growing". This area was Student Performance where the school remains below the state average in the number of students achieving Bands 5 and 6 in the HSC. In all other areas the school's performance is rated as "Excelling".

In summary, the school's self–assessment placed the school as excelling in:
- **Learning:** Learning Culture, Wellbeing, Curriculum & Learning, Assessment & Reporting,
- **Teaching:** Data Skills & Use, Collaborative Practice, Learning & Development, Effective Classroom Practice, Professional Standards,
- **Leading:** Leadership, School Planning, Implementation and Reporting, School Resources, Management Practices & Processes.

The school rated itself (and provided evidence to support that rating) as sustaining and growing in:
- **Learning:** Student Performance Measures,

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

School Achievements

1. In 2016 this school was recognised as one of the 40 most innovative schools in Australia by Educator Magazine based on the following evidence:
- The school is one of seven *Social Ventures Australia Powerhouse Schools*, chosen for its capacity to design and deliver innovation.
- In 2016, the school was featured in the AEU report, *Getting Results* for a school designed National Partnership grant funded program in literacy and capability pedagogy. The current Year 10 cohort (of 220 students), who started high school with only 10% of students at or above grade level were the focus of this program and, through a combination of new programming and pedagogical approaches, finished last semester with 70% of students at or above grade level and only 9% of students still needing intensive intervention.
- In 2016 the school was the lead school with 11 other schools in a joint venture with the Mitchell Institute and Professor Yong Zhao from Harvard University to student–led social entrepreneurship and creativity. This was an extension of the school's sophisticated personalised learning strategy for all students delivering universal, targeted and intensive curricular, co–curricular and extra–curricular opportunities measured against the achievement of the ACARA capabilities.
- Over the last three years using @*Google Classroom* the school developed #*MyLearningHub,* an online student controlled data repository based on student self–efficacy in achieving and demonstrating the ACARA capabilities through student led selection of work samples, personal statements and the development of high quality scholarship applications and CVs.
- There is a deep alignment between the school's culture, its creative school plan, the extensive use of evidence and its choice of high leverage whole school platforms. In 2014–16 the school hosted visits from school leaders from all sectors from across NSW who wanted to adopt or adapt one or more of the approaches being used in the school. The school's work was presented at conferences, published in professional readings, featured in case studies (including the NSW Department of Education Community Consultation project) and cited in academic texts on creativity, classroom practice and change theory.

- In 2016 the school was featured as one of the six Australian *ACARA case studies* of innovative capability practice submitted to UNESCO and was also featured in the *Australian Learning Lecture* series for its work teaching and learning creativity and higher order thinking in every subject through the "Creativity Wheel" and "Creative Inquiry Cycle".
- The school continued to be recognised as a leader in Professional Practice as a BOSTES endorsed provider of professional learning, designing high quality teacher learning including, for example, a program at AITSL APST Lead Level in partnership with UNSW for secondary schools– *What Can We Learn from Students about Classroom Practice?*–that was highly evaluated.

2. Due to changes in the NSW Department of Education Annual Reporting template software that have limited the inclusion of photographs and the community recognition of student achievements the school has published a special *Missing Link.– Achievements 2016 –* which, with the *Missing Link* editions for Terms 1–4 2016, records over 10000 individual achievements and includes significant achievements recorded in photographs and awards. This valuable document can be accessed by the community via the school's website.

Strategic Direction 1

Capability Driven Curriculum

Purpose

We will deliver our overall purpose through the development and implementation of high quality creative, digital, capability driven curriculum, teaching and learning, and assessment designed to increase the learning trajectory of each student.

Overall summary of progress

There was significant milestone progress made towards the Products and Practices in the School Plan, as reported in detailed quarterly reports tabled to the School Council throughout 2016.

•   External reporting required for both the University of Sydney STEM trialled units and the Australian Learning lecture publication of the school's Inquiry Based Teaching and Learning Programs indicated a marked improvement in both student engagement and results.

•   Every subject taught in the school has high quality, BOS compliant program and assessment documents aligned to school wide platforms. All faculty head teachers are versed in the compliance process and the future focus will be in developing programming language and strategies that help to capture the elements of the quality lesson designs that spiral from the programming documents.

•   Every faculty has trialled a version of the Inquiry Based Learning platforms. The appointment of Capabilities Coordinators in every faculty in 2017 will further support the school's progress towards a capability driven curriculum.

•   Faculty professional learning plans demonstrated evidence of a focus on programming through capabilities to create a capability driven curriculum – All faculties will be working towards assessment and reporting against the capabilities in 2017.

•   Results across all external assessments indicate that the school has greater success moving students from lower bands and that growth data is positive on the majority of measures.

•   HSC grades in 2016 showed improvement in the "middle bands" and reflected a greater choice of VET subjects, including TVET and school based traineeships in this cohort than in the previous cohort.

•   A significant shift has been noted in discussions about assessment, with more variety in the forms of assessment evident in most KLA's. The inclusion of capabilities to be targeted within each assessment task will continue to be an ongoing development in 2017.

The following products and practices were on track to completion in 2015–16 and will be embedded in 2017:

Practice 1: Using a range of student learning benchmarks, the school undertakes ongoing action research to identify and create innovative programs and strategies to increase the learning trajectory of students.

Product 2: Every teaching and learning program taught in the school has high quality NESA–aligned program and assessment documents aligned to school wide platforms.

Practice 3: Teachers embed capabilities and creative, higher order student learning activities into each subject program to ensure skills develop into capabilities and dispositions.

Practice 5: In every subject student performance over time will be tracked using "the story behind the curve" to identify and track improvements, innovations and changes in student performance.

Practice 6: Targeted programs are designed and implemented using an action research framework to ensure that the purpose and planned outcomes of the program are planned, implemented studied and reviewed.

Product 7: The products of each targeted program are embedded as platforms within the school and subject based curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1. average growth (to within one mark) and value added data (learning trajectories) to within 1 standard deviation of state average..	Detailed faculty and team annual reports were completed by all teaching staff to indicate progress against the key performance indicators. Overall progress towards the measures in 2016 was positive, especially in the areas of extended writing. NAPLAN Numeracy growth was above state average.	Staffing Other resources – • Faculty teams • Executive and aspiring leadership teams • Lead faculties • Professional Learning Teams
2. 40% of all students achieving Band 4+ in external tests and an average GPA of 3.5 on internal academic reports.	The overall trend for 2016 was positive with a reduction of students in the lower bands, and more students moving into the middle bands in all KLAs. In all cohorts, the school successfully reached the target of 40% achieving Band 4+ in school based assessment results. Despite this, the average GPA in each cohort was below the expected 3.5.	• BYOD and Google Classrooms • In –house consultancy team • Learning Support – Senior Study, Learning Centre
3. 80% students achieving benchmark standards in ACARA/BOS capabilities.	Significant work continued throughout 2016 to engage students in the *My Learning Hub'* as a space for tracking student progress towards achieving capability benchmarks. 2016 VALID data indicates a significant success with the Inquiry and Project based learning in Science for the Year 10 cohort – 70% 0f students were at or above state average in two of the four domains tested and growth data was significantly above state average.	• *My Learning Hub* development costs • Professional learning sessions including School Development Days

Next Steps

In addition to making milestones progress towards the products and practices to be in place at the end of 2017, the school plan initiatives in this strategic direction will:

- Complete the tasks required to embed Products 4, 8 and 9 in 2017 (see School Plan).
- Maintain the emphasis on the development of quality assessment practices that target the capabilities and provide opportunities for students to collect examples of progress towards the development of capabilities through the increased use of My Learning Hub
- Continue the intense capability focus in all stage 4 programs in 2017, commencing with reading in term 1.
- Redesign reporting documents to include capability benchmarks and indicate student progress to parents.
- Provide enhanced support to faculty teams through the appointment of Capability Coordinators and Google Gurus.
- Undertake a review and refinement of the Creative Inquiry Cycle model to focus on capability benchmarks and assessment that move students to a stage of immersion, rather than engagement.
- Undertake further work is to be done in the compilation of work samples and CTJ across classes in many KLA areas. Annotated work samples that clearly define standards and benchmarks will be developed.

Strategic Direction 2

Personalised Learning

Purpose

We will deliver our overall purpose through the development and implementation of high quality universal, targeted and intensive personalised learning programs that give each student the opportunity to do his or her best in making a successful transition to 21st life and work.

Overall summary of progress

There was significant milestone progress made towards the Products and Practices in the School Plan, as reported in detailed quarterly reports tabled to School Council during 2016.

- Students in Years 6–12 participated in over 2500 personalised learning and transition interviews. They reviewed their Personalised Learning Plans (PLP), set goals and reviewed academic achievement.
- All 7–10 students used the digital portfolio during their personalised learning interview to complete their PLP and upload evidence towards the capability benchmarks.
- Information from Personalised Learning Week interviews and the Tell Them From Me survey was used to identify universal, targeted and intensive interventions for students and year groups. A detailed wellbeing matrix was developed for each year group and for targeted groups of students that guided the delivery of programs that resulted in improvement on a range of well being measures in each year group.
- Year group projects and events were conducted successfully to promote the values of the school and ensure students developed skills across all ACARA capabilities.

The following products and practices were on track to completion in 2015–16 and will be embedded in 2017:

Practice 1: From enrolment all students participate successfully in creating and implementing their own digital personalised goal setting, improvement, transition and tertiary study plans.

Practice 2: Students demonstrate on the ACARA capability benchmarks and their digital portfolios that they are successful learners, confident and creative individuals and active citizens.

Product 4: There is evidence that students who are participating in universal, targeted and intensive personalised learning and leadership programs in each year group show improvement on measures of academic and social progress including attendance, participation, behaviour, retention and post school destination measures.

Practice 7: The school is successful in implementing innovative systems and practices where students, school and community assume a greater voice in the school.

Practice 8: As a result of the SVA Bright Spots School Connection and Powerhouse School recognition, the school has delivered creative solutions to achieve its purposes in personalised learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
40% of students seeking university entry and 90% planning tertiary education after leaving school.	33% of students in year 12 2016 sought University entrance and 62% sought tertiary education. It should be noted that a higher number of students in this cohort entered employment based on traineeship and vocational programs.	The school added an additional 0.6 to the Careers Adviser allocation and the Senior School Welfare and Learning Support Teams supported detailed transition plans.
All students demonstrate progress in their digital portfolios towards being successful learners, confident and creative individuals and active and informed citizens.	All students in Year 7–10 utilised the digital portfolio to complete their personalised learning plan and uploaded evidence towards their capabilities. Significant increases in student recognition in 2016 showed students were engaged in classroom and whole school activities. This work was presented at conferences and the school hosted visits from 20 schools, national organisations and international	The school allocated an additional 2 periods to each class in Years 7 and 8 (an additional 1.3 FTE staffing) to support an IT program that included learning about capabilities and understanding how to

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Progress achieved this year**	**Funds Expended (Resources)**
All students demonstrate progress in their digital portfolios towards being successful learners, confident and creative individuals and active and informed citizens.	organisations interested in the work.	prepare an electronic resume.

Next Steps

In this strategic direction in 2017, the following initiatives will continue as the school plan is realised:

- The work on Products 3, Product 5 and Practice 6 will be completed to embed this work in the school.
- Student self–reflection comments will be included on half–yearly and yearly reports.
- Students in Year 7–12 will use the My Learning Hub (digital portfolio) to provide evidence towards the ACARA/BOSTES capability benchmarks
- The full Young Entrepreneurs Program (YEP) will be delivered to all Year 10 students to address the work and enterprise capabilities.
- Personalised Learning Interviews will be conducted online
- Students in Years 10 –12 will use My Learning Hub to develop their resumes and scholarship applications
- Year group matrix mapping of all programs to the capabilities will continue to underpin the delivery of the capability focus of learning in the school.

Strategic Direction 3

Leading for Innovation

Purpose

We will deliver our overall purpose through a values driven, research based culture with a disposition to leading for creativity, improvement and innovation in our planning, partnerships and professional practice.

Overall summary of progress

In 2016, Rooty Hill High School was recognised in the Top 40 Innovative Schools in Australia by the Educator magazine. This was a significant affirmation of the quality of educational leadership and innovative practices implemented in the school.

There was significant milestone progress made towards the Products and Practices in the School Plan, as reported in detailed quarterly reports tabled to the School Council throughout 2016.

- Ms Linda Graham achieved accreditation at Highly Accomplished Level (HAT), the first for RHHS.
- there were 2 teachers who achieved APST proficiency and 9 who completed Maintenance of Accreditation.
- The school hosted 28 practicum teachers and 14 learning support volunteers.
- Dr T. Loughland (UNSW) and the Principal were asked to present at the ACEL conference on leading classroom observation, and an article on the school's work was published in ACER Teacher Magazine in November 2016 and February 2017.
- An updated Professional Practice Policy was implemented in 2016.
- The school re–published its Strategic Partnerships Policy and shared it with a range of not–for–profit organisations working with schools.
- In the annual partnership review using the school's Value Proposition evaluation tool, 29 Partnerships were recognised for their strategic contributions to school and student progress in 2016.
- 2016 Strategic Partners: ABCN (technology), ACU, AFL Indigenous Academy and GWS Giants, AIME, Ashurst/NBN Co (LEAPs), BCC, Cycle for Happiness, Ex–Students/Alumni, HANBAN, Health Department WS (SALSA and Stand Tall), Ningbo/Rosette Project, NRL (In League in Harmony and School to Work), Learning Neighbourhood, Make your Mark & IScope, Mitchell Institute, MockTrial/Law Society, Professional Associations, STEM Partners (DofE, UTS, USyd, CSIRO), SVA, SVA Collaboration, Sydney Story Factory, Symphony for Life, TAFE (TradeServices Centre, TVET, Taste of TAFE), UNSW (Practicum Partnership, Robo Gals), University of Sydney (Compasss), WSC SchoolIndustry Partnerships, Vietnam Veterans, WSU (Ningbo, PATHE, Fast Forward).
- 100% of teaching and SASS staff participated in and completed the PDP/PLP process in 2016.
- Teacher Professional Learning applications were concentrated in 3 areas: Syllabus Implementation (25%), Quality Teaching (20.4%), Leadership and Career (18.5%). The direct link of professional learning to both individual goals and the school plan resulted in significant shifts in the levels of expertise demonstrated by teachers, administrative staff.
- The ongoing focus on developing the capacity and leadership skills of Professional Practice Mentors (PPMs) in each faculty resulted in the effective re–positioning of the PDP process, faculty professional learning and greater support for the Head Teachers. Effective feedback from PPMs led to the modification of key Professional Practice documents to streamline the whole process. This was supported by the high quality action research published by the school's Professional Learning Teams and both programs will continue in 2017.
- The school continued to provide registered professional learning as a NESA endorsed provider including training 20 Executives and PPM at APST Lead Level on Leading Classroom Observation and Leading Collaboration.

The following products were achieved in 2015 and embedded in 2016: Product 1, Product 7, Product 8.

The following products and practices were on track to completion in 2015–16 and will be embedded in 2017:

Practice 2: The ongoing use and development of school wide learning and change platforms are informed by value driven action research.

Product 3: There is evidence of individual career growth and accreditation against professional standards at graduate, beginning, proficient, highly accomplished and lead career stages.

Practice 4: Professional learning opportunities for leaders and aspiring leaders that ensure novice (administrative) leadership behaviours develop into adaptive and enabling behaviours that support student, teacher and school learning.

Practice 5: The school is recognised for professional learning team engagement that enhances teaching practice and influences the design and impact of major school programs and projects.

Practice 6: The school is recognised for high quality observation, monitoring, supervision and professional learning in each subject focused on improved curriculum delivery, capabilities, assessment and student learning progress in each subject.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Progress achieved this year**	**Funds Expended (Resources)**
The school is recognised as a major developer of innovative intellectual, organisational, social, professional, leadership and educational capital through both the LSLD and Great Teaching and Inspired Learning reforms.	Recognised in the Educator Magazine Top 40 Innovative Schools in Australia in 2016, providing a huge affirmation of the leadership and innovative practices at Rooty hill High School. Detailed reports, conference presentations, papers, published articles and requests to provide case studies are available from the school.	Teachers' Professional Learning: $110 294 Shifters Program: $20 561 S.V.A. Powerhouse School: $25 000 Learning Neighbourhood: $30 000 (school funded)

Next Steps

In 2017, the focus for Professional Practice will include:

1. The extension of understandings of capabilities and dispositions linked to the "discourse" in each subject.
2. Learning Design, Adaptability and Signature Pedagogies that lead to improved classroom practice
3. Evidence Informed Teaching/Learning using Outcomes Based Accountability and real–time observation of student learning behaviour.
4. Strengths Based Coaching and Mentoring for executive and aspiring leaders to further develop effectiveness in leadership.
5. Professional Learning Teams focused on Capabilities, Google Gurus, Professional Practice, STEM, Transitions and School Operations
6. Transition as a NESA endorsed provider to registration of Professional Learning courses and programs in the new MyPL.

In 2017, the focus of Strategic Partnerships will include:

1. A detailed review of strategic partnerships in Term 2 and identification of key partners for the 2018–2–10 school plan.
2. Evaluating the educational and community impact of the programs developed with strategic partners.
3. A deep review of the value proposition of continuing the Learning Neighbourhood programs in their current form in light of the inability to achieve Practice 9 in the school plan.
4. The implementation of the School Community Advisory Group to replace the School Council which cannot continue to operate while the school's P&C is in recess.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Key points of the year included: – Increased overall attendance – Partnership embedded with universities as a result of the success of the targeted programs in partnership with: • AFL Indigenous Academy • AIME • NRL School 2 Work • Sydney Uni Compass • Sydney Uni Wingarra Mara Summer School • AEGC Student leadership • Aboriginal Employment Strategy • Bangarra Dance Workshop • NAIDOC– AL Cup 8 students completed the HSC in 2016 and all made a successful transition from school to university placement (4), traineeships (3) and employment (1).	$74 171 = 0.7 staff funding
English language proficiency	36 Students in years 10–12 and 50 students in Years 7–9 received targeted and intensive support. As a result, the learning rates of 80% of these students were above the growth rates for the overall student population.	0.4 staff funding
Low level adjustment for disability	This funding was used to supplement the overall equity funding budget with 0.6FTE SLSO Support. Over 400 students received additional support including 125 on Individualised learning plans and 60 on health plans. 6 classes in years 7–9 received additional learning support.	$39 1235
Socio–economic background	Please see Strategic Direction 2 Personalised Learning Report. This funding was used to fund 5.0FTE teaching and 1.6FTE SLSO Support. Over 400 students received additional targeted and intensive support including 125 on ILP's, 60 on health plans and almost 1000 on PLPs. *My learning Hub* was launched and every student in Year 7 – 12 now has a personalised learning and transition plan.	$449 603 includes staffing. This is the full budget for the school's Personalised Learning Strategic Direction 2
Support for beginning teachers	In 2016 the school had 5 teachers in their second year as permanent beginning teachers and 2 teachers in their first year. The school provided additional hours within the timetable as well as access to professional learning days, support of a faculty based professional practice mentor and access to in–house consultants. Two staff members achieved proficiency against the APST standards–one permanent and one temporary teacher. A detailed report on the school's Professional Practice program is included in the report for Strategic Direction 3.	$111 390
Targeted student support for refugees and new arrivals	The school supported all refugee students through EALD personalised learning. 5 Students participated in the AWS mentoring program which included excursion these students would not have been able to attend.	$5 500

Wellbeing services funding	The school allocated this funding to increase year advisor allowances and the impact on the provision of universal targeted & intensive year based programs of support has resulted in improved data on a range of wellbeing, academic and transition measures reported in the full Personalised Learning Annual Report.	1.0 FTE counsellor $49 600
High level adjustment for disability	An SLSO was employed from these funds, in addition to the 1.6 SLSO allocations, to provide intensive personalised support. One student with high level adjustment graduated from Year 12 and others continued the successful transition to the next year of study.	$58 368

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	584	577	556	554
Girls	526	521	527	541

The overall enrolment remained consistent with previous years and the number of girls in the school increased. It should be noted that an increasing number of students undertook courses with TAFE and other providers, including providers of school based traineeships.

Student attendance profile

School				
Year	2013	2014	2015	2016
7	91.9	92.8	91.3	92.2
8	89.6	89.5	90	89
9	89	89	87.4	89.3
10	89.2	90.1	89.7	88.4
11	88.7	95.1	87.1	90.3
12	86.8	94.5	91.4	88.3
All Years	89.4	91.7	89.4	89.6
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

The school's attendance remained at or close to state averages in 2016. As in previous years, a small number of students with complex needs and poor attendance affected the overall data.

Retention Year 10 to Year 12

As in previous years, a number of students moved from the school to local senior high schools at the end of

Year 10 and this impacted the retention from Year 10 to Year 11. Once students enrolled in Year 11, retention to Year 12 was expected and it was pleasing that 17% of students in Year 11 (mostly boys) made a transition to apprentice based employment in 2016.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			9
Employment	1	17	20
TAFE entry			20
University Entry			29
Other			
Unknown			21

The post school destination data for Year 12 was collected in February 2017. The number of students entering university declined by 6% than 2015 but the number of early acceptances remained similar. TAFE entry was significantly lower (down by 15%) than previously and this reflected the significantly increased cost of post school TAFE courses – a real barrier to students from poorer families. It is important to note that the number of students who could not be contacted (21%) was higher than in previous years and reflected the mobility of this cohort. With a larger number of students whose families are permanent residents rather than citizens, study is often cheaper and more accessible for students who can travel and live with family overseas.

Year 12 students undertaking vocational or trade training

53% 2016 HSC cohort who studied one or more VET subjects. 16 students who studied 2 or more VET subjects. 54 students completed VET courses provided by TVET. 3 students completed school based traineeships (SBAT).

Year 12 students attaining HSC or equivalent vocational education qualification

All students in Year 12 cohort completed their HSC in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	54.5
Learning and Support Teacher(s)	2.6
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	12.97
Other Positions	1

*Full Time Equivalent

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	70
Postgraduate degree	30

Professional learning and teacher accreditation

All teaching staff completed comprehensive Professional Development Plans in 2016 that included opportunities to evaluate and review their own work, complete action research and work in cross faculty professional learning teams. All teachers were accredited in 2016 and in 2017, a small number of experienced teachers will transition to NESA registration. This will mean that all teachers will then be formally registered.

For detailed reports on the hours of professional learning completed and the areas of learning addressed please see the report in Strategic Direction 3.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from January 1 to 31 December

2016.

	2016 **Actual** ($)
Opening Balance	1 395 048.48
Revenue	10 981 033.68
(2a) Appropriation	10 597 286.45
(2b) Sale of Goods and Services	112 397.24
(2c) Grants and Contributions	239 749.82
(2e) Gain and Loss	0.00
(2f) Other Revenue	7 868.00
(2d) Investment Income	23 732.17
Expenses	-11 126 580.96
Recurrent Expenses	-10 972 461.86
(3a) Employee Related	-9 929 616.50
(3b) Operating Expenses	-1 042 845.36
Capital Expenses	-154 119.10
(3c) Employee Related	0.00
(3d) Operating Expenses	-154 119.10
SURPLUS / DEFICIT FOR THE YEAR	-145 547.28
Balance Carried Forward	1 249 501.20

The school's financial position remained strong in 2016 and the expenditure was carefully managed to ensure that the school could achieve its priorities. This included almost $1million committed to universal, targeted and intensive personalised learning and equity programs.

In particular, the school was able to target increased funding towards the redesign of classrooms to match the BYOD learning environment expected by students. The school's auditorium was refurbished and the Minchinbury Trade Training Centre, a TAFE quality Metals and Manufacturing facility was completed.

The only area of significant challenges was in the school's ongoing efforts to collect outstanding debts of 90 days plus for leave management. The school had four significant leave matters related to health care claims where policy changes made in 2016 (without notice) created a debt of close to $160 000 on staffing which will need to be recognised in the 2017 budget.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 **Actual** ($)
Base Total	9 234 585.31
Base Per Capita	73 673.61
Base Location	0.00
Other Base	9 160 911.70
Equity Total	1 005 338.56
Equity Aboriginal	74 171.23
Equity Socio economic	449 602.73
Equity Language	73 769.25
Equity Disability	407 795.35
Targeted Total	61 262.99
Other Total	106 212.88
Grand Total	10 407 399.73

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

School-based assessment

During the 2016 implementation of the school plan, the school refined its personalised learning strategy to report more closely on learning trajectories for individuals, classes, equity groups and cohorts. Using "grade point average" as a reference point students were able to track and set goals in relation to their own learning progress. Teachers and executive staff conducted ongoing monitoring of student progress and created extensive data reports for 2016 that complement the external data available through the Department of Education, NESA and ACARA. The assessment of capabilities became a priority that will be continued into 2017 and beyond.

The school's external performance profile on external data is impacted by its enrolment pattern (with up to 60% of students entering Year 7 below grade average) especially in the senior school where the school has not been able to achieve the Bands 5 and 6 benchmark set by the Department of Education in self assessment.

The following performance highlights in 2016 should be noted:
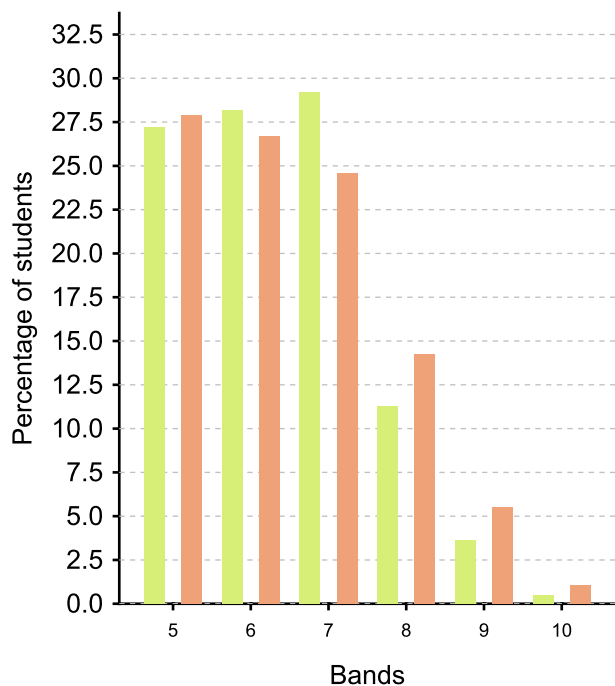
1. 70 % of students in Year 10 were at or above state average in the VALID Science assessment.

2. There was strong growth from Year 7 to 9 in NAPLAN in numeracy from a low base.

3. The following HSC subjects achieved at or above state average: Mathematics Extension 1 and 2; and VET Hospitality Food & Beverage.

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.
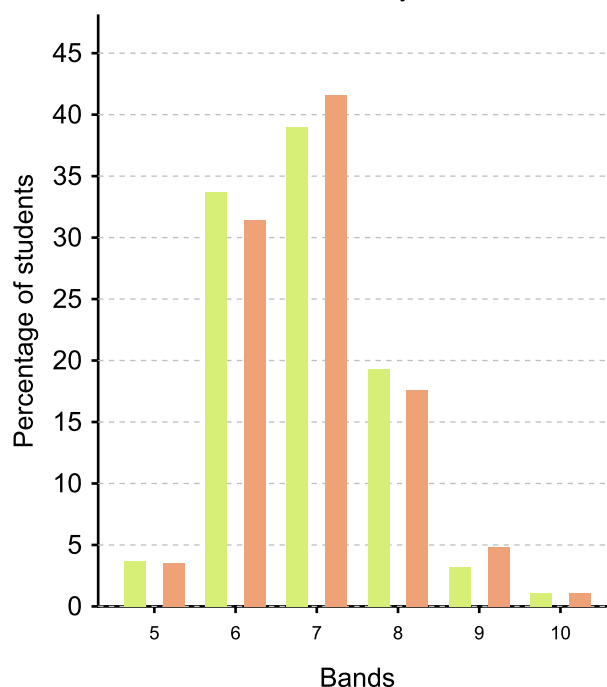
Percentage in bands:
Year 9 Reading

Legend:
- Percentage in Bands
- School Average 2014-2016
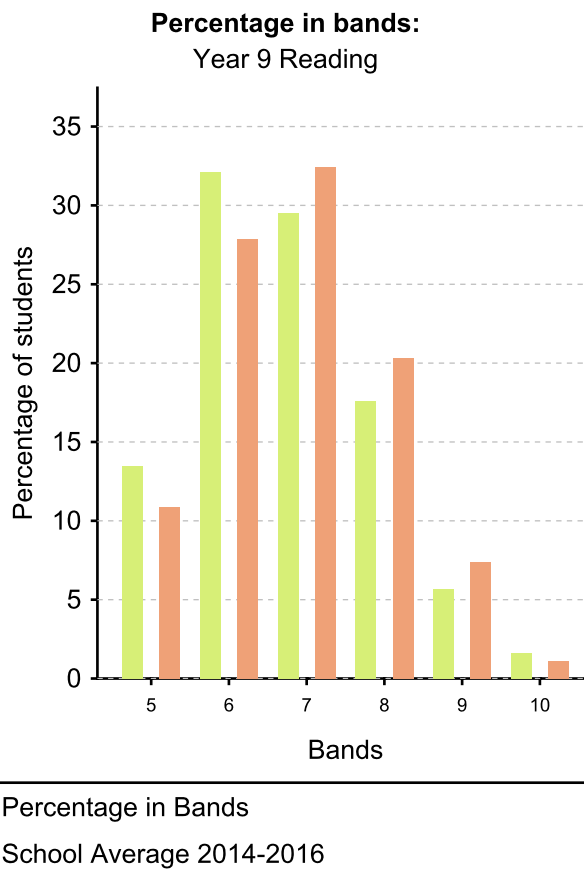
Percentage in bands:
Year 9 Writing

Legend:
- Percentage in Bands (green)
- School Average 2014-2016 (orange)

Percentage in bands:
Year 9 Numeracy

Legend:
- Percentage in Bands (green)
- School Average 2014-2016 (orange)

Although the school's results in Year 9 Literacy remained below state average the overall growth data met the school target of being within one standard deviation of the mean. It should be noted that only 4 students (of the 200 Year 9 students who sat the NAPLAN tests) achieved Band 8 or better in reading, writing and numeracy and this has serious implications for the proposed changes to the 2020 HSC requirements announced by the government.

The school's growth data for numeracy from Year 7 to 9 showed that just over 70% of students met or exceeded expected growth. That means their learning trajectory was greater than would be expected.

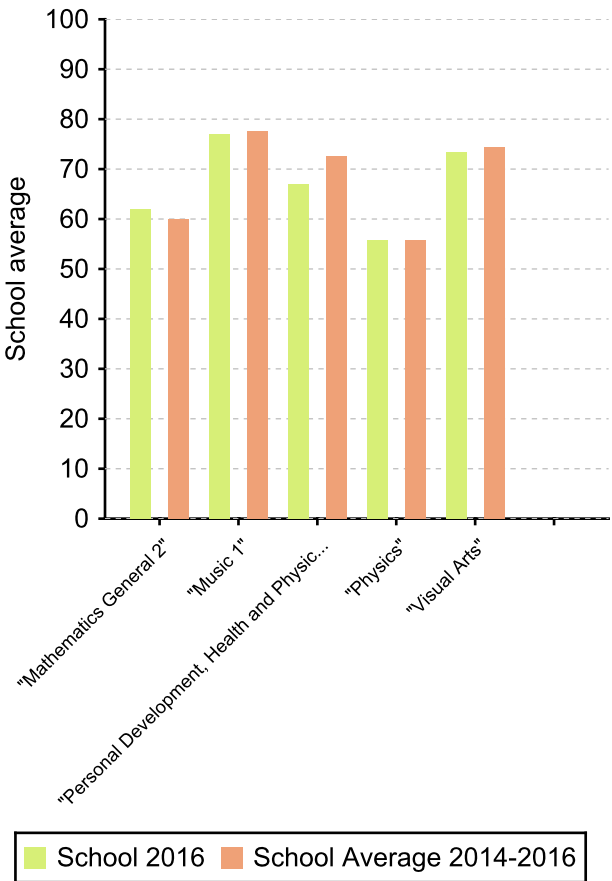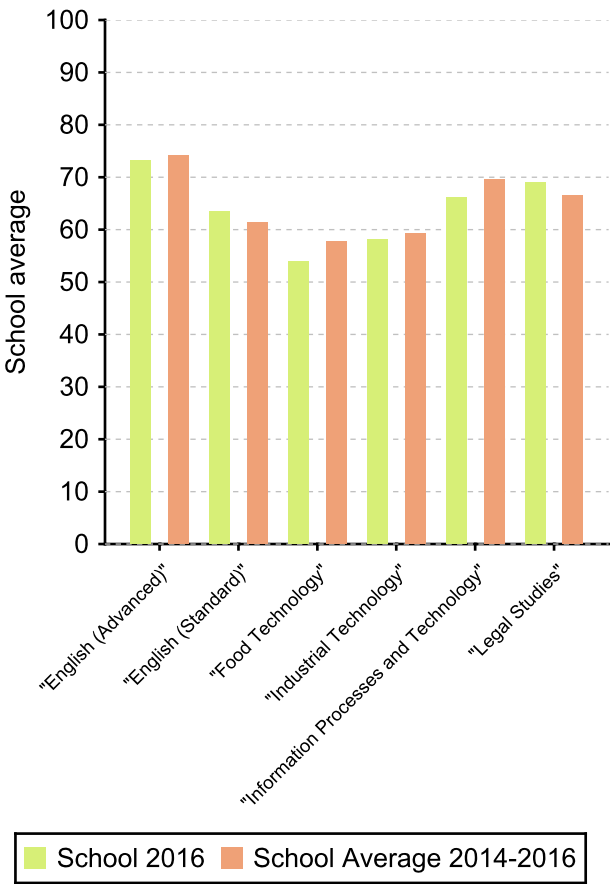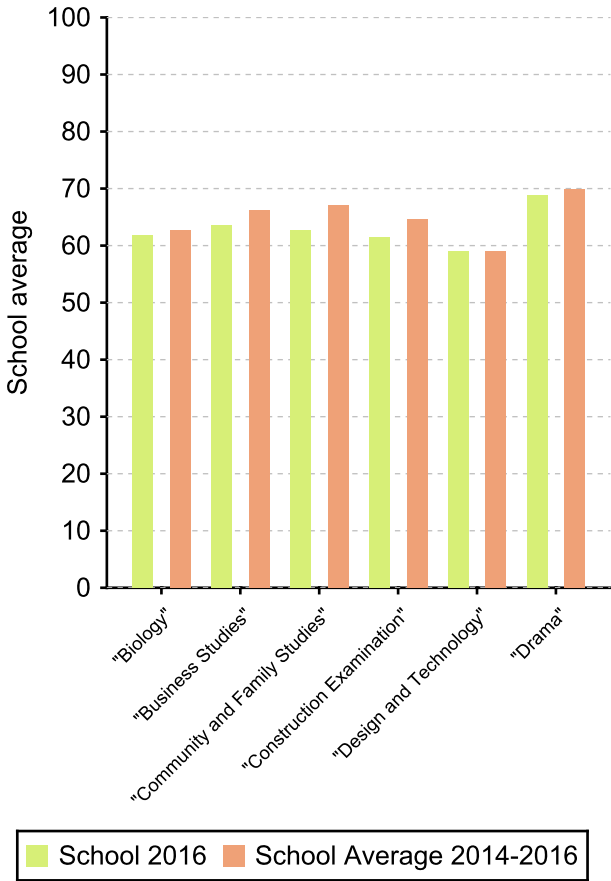The school has a significant Aboriginal enrolment of 5%.

The following results were achieved: 9% of Year 9 Aboriginal students in the school achieved in the top two bands in NAPLAN Reading compared to 7.3% for the cohort as a whole) and 8.3% achieved a Band 8 in spelling.

Of the 8 Aboriginal students who completed Year 12 four enrolled at university and the other five all received employment and/or traineeship offers. The retention and post school destination results were the best results for the school's Aboriginal students in recent years.

The performance of Aboriginal students on school based measures was commensurate with all students, and Aboriginal students in Year 7 were better than the Year 7 cohort as whole.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). The school's target measure is for 40% of students to achieve Band 4 or better and while this was achieved in 2015, in 2016 the figure was 32%. This reflected a stronger focus on Vocational pathways with 53% of the Year 12 cohort studying one or more VET subjects delivered through school, TAFE and traineeship programs.

Legend: ■ School 2016 ■ School Average 2014-2016

Legend: ■ School 2016 ■ School Average 2014-2016

Legend: ■ School 2016 ■ School Average 2014-2016

The graphs included in this report indicate that the subjects that improved their "average" performance in 2016 compared to previous years were: English Standard, Legal Studies and Mathematics General 2. It should be noted that the school finds this information to be of limited value – a deeper analysis of the grade "distribution" indicated that while the average did not rise the number of students in Bands 1 and 2 declined

significantly. In 2017, this data will be tracked more closely as the basis for the establishment of new targets for the 2018–2020 plan.

Parent/caregiver, student, teacher satisfaction

The school used the following data to assess parent and student satisfaction in 2016:

- *Tell Them from Me* survey that indicated above state average levels of student satisfaction on a range of measures. Personalised Learning Weeks indicated strong satisfaction for over 90% of students with their progress and participation in the school.
- Participation in parent evenings and school events – over 500 families attended parent/teacher evenings and school assemblies in 2016 and 600 guests celebrated the Year 12 graduation. Feedback from parents indicated that the more personalised approach used by the school (that is, engaging parents with their own children's experiences) was rated more highly than traditional contact and organisations like the P&C. The school's P&C went into recess in 2016 while the School Council continued to operate as a forum for parent engagement in decision making.
- Parent and student feedback on the use of social media and the school's newsletter Missing Link was very positive with Facebook now recognised as a major source of communication. Missing Link, which is now predominantly written by students, will move fully online in 2017 and it remains a wonderful record of the life of the school each term.
- In 2016, the school made a number of video clips for use in marketing and learning. The response has been very positive and in 2017, as part of #55Anniversary an Alumni website will be built to house the school's archives which will become fully electronic and accessible online by the end of 2017.

Policy requirements

Aboriginal education

In 2016, as earlier comments in this report indicate, the school, in addition to its commitment to implementing all policies, consultation and recognition events, had considerable success in two key areas of Aboriginal Education:

1. The school introduced 8Ways of Learning to its whole staff and the platform is now being used to underpin cultural and symbolic learning across the school. In 2017, all students in years 7 and 8 will undertake deeper study of 8Ways of Learning through Creative and Performing Arts. All subjects will program using 8Ways of Learning to ensure a comprehensive curriculum focus supports the school's policy, community, AFL Indigenous Academy, AIME and events programs.

2. The school achieved its best retention to Year 12 HSC graduation data for Aboriginal students in recent years.

Multicultural and anti-racism education

The school's programs in supporting multicultural education and anti–racism continued to be implemented as part of the school's three strategic directions. Three highlights were:

1. A successful *Harmony Day* with the partner primary schools in Term 1 that underpinned the recognition of the diversity of the school community and the commitment of every student and family to the school's PERSIST values.

2. The participation of 5 students from refugee backgrounds in a partner program with the GWS Giants AFL Club that involved mentoring, learning and an opportunity to visit Australian cultural icons including the Australian War Memorial, Parliament House and the Sydney Harbour Bridge Climb. These were experiences families could not afford and, combined with the mentor program, resulted in significant improvements in the confidence of these students.

3. *Project Kindness* run by the Student Representative Council where students explored the importance of kindness to a civil society and practised acts of kindness with other students, especially those they did not know well.