

Thomas Reddall High School

Annual Report



2017



8589

Introduction

The Annual Report for **2017** 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.

Julie Fuller

Principal

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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 550 for 2017 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

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.

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 ALARM, Reading 2 Learn and Quicksmart. A school funded Welfare Coordinator has seen the reintroduction of the Positive Behaviour for Learning program, as well as leading staff and students through the Mind Matters strategies.

In the domain of teaching there has been an ongoing focus on enhancing classroom practice and the professional development of staff. Teachers are committed to identifying, understanding and implementing the most effective teaching methods to enhance evidence based teaching strategies such as ALARM, Reading 2 Learn and Quicksmart. School wide data is monitored to track student achievement, the analysis of the school data informs the school goals, and is used to inform future directions of the school.

In the area of leadership, Thomas Reddall High School has focused on improved community engagement through enhanced communication supporting growing a 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, feedback and support for staff professional learning goals.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the

delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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 throughout 2017.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Reduce the number of students attaining Bands 1 and 2 in the HSC by 12% by 2017	ALARM \$30,000	Significant reduction in students receiving Bands 1 and 2 in the HSC. There was corresponding growth in Bands 3 and 4 to support the reductions.
Reduce the number of students achieving below National Minimum Standards in Year 9 NAPLAN Reading by 9% by 2017 (2014 Benchmark)	Reading 2 Learn \$20,000	There has been a significant reduction in Year 9 students achieving below NMS in reading from 29% in 2014 to 13% in 2017.
Increase the number of Year 9 students in the proficient band in Naplan Reading by 9% by 2017 (2014 Benchmark)	NIL	There has been a slight growth in students in Year 9 achieving at Proficient standards in reading from 4% in 2014 to 7% in 2017.
Reduce the number of students achieving below National Minimum Standards in Year 9 NAPLAN Writing by 9% by 2017 (2014 Benchmark)	NIL	There has been a significant reduction in students achieving below NMS in writing from 60% in 2014 to 38% in 2017.
Increase the number of students in the Proficient Band in Naplan writing by 9% by 2017 (2014 benchmark)	NIL	There has been a slight growth in students in Year 9 achieving proficient in writing from 3% in 2014 to 5% in 2017.
Reduce the number of students achieving at or below minimum standards in Naplan Numeracy by 9% by 2017 (2014 Benchmark)	Quicksmart \$25,000	There has been a significant reduction in Year 9 students achieving below NMS from 16% in 2014 to 6% in 2017.
Increase active participation in targeted programs by Aboriginal students	NIL	There is ongoing growth in the numbers of students participating in targeted programs such as Brospeak and Sistaspeak. Junior students have established a Junior AECG at TRHS.
Improved student connectedness to school as indicated by Sentral data TTFM survey and Mind Matters survey	NIL	The school operated a number of positive whole school events to increase connectivity with the school throughout 2017. We held Harmony Day and Multicultural Day as well as running an Oztag competition supporting the White Ribbon Foundation. The TTFM surveys indicated that 69%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student connectedness to school as indicated by Sentral data TTFM survey and Mind Matters survey		of students feel connected to the school.

Next Steps

1. Continued teacher training in specialised programs such as ALARM and Reading 2 Learn to ensure that these programs show sustainable growth in the literacy of our students.
2. Expansion of the Quicksmart program to allow more students to access the program to increase the number of students achieving above the NMS in numeracy.
3. Improved use of data analysis to identify student areas of need.
4. To continue to develop a culture of high expectations using the growth mindset model with students.

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 staff accessing external professional development and training opportunities, and an increase in the number of staff delivering and attending school based professional development.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff participating in professional development opportunities aligned to the school plan.	ALARM \$30,000	All staff participated in whole school training in ALARM focussing on the development of effective teaching and learning programs. All staff were allocated individual lessons in their timetable to work on ALARM based teaching and learning programs.
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.	\$50,000 ALARM \$30,000 Reading 2 Learn \$20,000	Ongoing professional development was provided to staff on the ALARM matrix and how the ALARM matrix could be supportive in teaching and learning programs. Staff were allocated time in their timetable to implement strategies of ALARM into their programs and their lessons.
Increased numbers of staff leading professional development.	NIL	There were increased numbers of staff presenting professional development in areas such as literacy, numeracy, teacher accreditation and wellbeing frameworks.
All staff develop professional learning plans aligned to the school plan.	NIL	All staff have developed professional learning plans aligned to the school plan. The plans are monitored by schools executive team.

Next Steps

1. To provide more detailed professional development around formative assessment.
2. To increase and monitor staff strategies around ALARM and Reading 2 Learn.
3. To expand the implementation of Quicksmart in order to build capacity of students performing below the NMS in numeracy.

A structured lesson observation program has been established throughout the school with staff working in faculty groups to support each other through their professional learning. Moving forward it is imperative that this program be expanded to ensure all staff get to evaluate lessons across all KLA's.

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 Boys 2 Men program that liaise and mentor students from feeder primary schools. The school continues to work with external program providers such as Western Sydney University and ABCN on programs such as Goals, Focus and Aspirations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve student attendance across the school by 1% per year (2014 benchmark)	Funding was used to employ SASS staff to follow up on attendance issues – \$8,800	Attendance has steadily improved over the last 3 years from 81.20% in 2016 to 83.30 in 2016 to 83.80 in 2017.
Sentral data analysis of fractional and whole day absences for all students	NIL	All student fractional and whole day absences are recorded in Sentral and fractional truancy is followed up by classroom teachers. Whole day absences are followed up with SMS messaging to parents/carers. HT Admin and HSLO intervention for students with a high absentee rate.
Increased engagement by the school community in the achievements and successes of the school via online platforms.	\$33,000 CLO	A CLO has been employed (0.6) to improve communication with parents and the wider school community via social media applications such as Skoolbag, Facebook and the school website. The CLO engages with local community, media and local primary schools to publicise the school.
Increased parent attendance at school events and activities.	Achieved through the employment of CLO to improve communication with parents and community via social media.	90% of parents who completed the TTFM survey indicated that they had attended more than one school event in 2017. An increase of 15% from 2016.
Analysis of post school destinations.	NIL	Of the Year 12 cohort 43% of students are engaged in university studies, 21% in studies at TAFE, 5% are engaged in traineeships and 28% of students are employed. The post school destination of 3% of students is unknown.

Next Steps

1. To increase links with feeder primary schools, making connections with executive teams and building a culture of working together.
2. To increase student involvement with primary schools. Students will be involved with mentoring dance and sport programs that build closer relationships between the primary and high schools.
3. To build community business links that foster community engagement with a variety of local businesses.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$34140	A SLSO of indigenous heritage was employed part-time to work with aboriginal students to bridge the gap in literacy and numeracy of students in Years 7–9. Our Koori Flow program aims to connect our indigenous students with their indigenous heritage in a range of cultural activities.
English language proficiency	\$21,000	Monies were held over until 2018, where the school will be employing a primary trained teacher to support EAL/D students with their fundamentals in literacy and numeracy. Staff received EAL/D support in the classroom, identified students received support through individual instruction, and classroom and assessment support.
Low level adjustment for disability	\$258,039	Funding was used to support students with low level adjustments in the classroom. A specialist literacy teacher was employed to support SLSO's in the classroom and to work with the classroom teachers to make adjustments and amendments to their teaching and learning programs to cater to the diverse needs to the students. LaST's have worked with classroom teachers to differentiate curriculum, learning activities and assessments. They have also developed individual learning plans for students with diagnosed and identified disabilities. SLSO's work with students in class to support their learning and assist with task completion and time management.
Socio-economic background	\$229,815	<p>The school funded HT Teaching and Learning position provided support for teachers undertaking the accreditation process and also led professional development of new scheme teachers and experienced teachers through the mandatory hours of accreditation.</p> <p>A classroom teacher was employed to monitor and support Year 12 students in the HSC Study Centre. The teacher provided support to students with Assessment Tasks, time management and post school options.</p> <p>A Community Liaison position was continued to develop communication with parents/ carers and feeder primary schools. The CLO works with local media to promote the school, maintains the information presented to the community on our social media accounts, and works closely with primary schools and parents/carers with Year 6 into 7 transition.</p> <p>There was continued development of the school band as an external tutor was funded to support students in the schools Stage Band.</p>
Support for beginning teachers	28,301	Beginning teachers are supported by their faculty Head Teacher and the HT Teacher and Learning throughout the PDP process and through lesson observation and feedback.

Support for beginning teachers	28,301	Beginning teachers also had the opportunity to meet with a teacher mentor to discuss issues of concern and to develop reflective practice. Teachers observe lessons conducted by their peers, and the peers observe their lessons, as a practice of mutually reflective feedback was established.
ALARM	\$30,000	Casual staff were employed to provide time to all staff to embed ALARM into teaching practice. Staff were provided with professional learning on how to use ALARM as a teaching and learning tool and were allocated the time to develop teaching and learning plans to reflect the framework of the ALARM matrix.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	281	285	271	266
Girls	311	310	272	276

Student enrolments remained exactly the same as 2016, with the only difference seeing a small increase in female students and a slight decrease in male numbers.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	91	91.3	88.6	91.4
8	86.6	83.7	87.4	86.6
9	82	81.9	82.8	84.8
10	83.2	72.5	82.2	77.3
11	85.1	76.3	75.4	77.9
12	84.9	84.5	84.4	86.3
All Years	85.4	81.2	83.3	83.8
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Student attendance displayed a slight improvement in 2017 from 83.3 in 2016 to 83.8 in 2017. 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 to school. It is these long term absentees that prevent the school from achieving any significant growth in positive attendance. Long term school refusers have become increasingly difficult to liaise with as parents have disengaged with the school and do not accept phone calls from the HSLO or school staff. Parents are becoming more familiar with the text

system when responding to student absences and this is helping reduce our 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	7	4
Employment	20	23	23
TAFE entry	0	10	27
University Entry	0	0	43
Other	30	15	0
Unknown	50	45	3

Year 12 students undertaking vocational or trade training

In 2017 there were 28 students from Thomas Reddall High School undertaking off school campus Vocational Educational Training. This number represents 37% of our Year 12 cohort.

Industry areas and specialisations included:

Automotive

Hairdressing

Construction

Retail Services

Retail services discrete

Business Services

Animal Studies

Hospitality – Kitchen Operations discrete

Tourism, Travel, Events

Screen and Media

Delivery site included–

Campbelltown TAFE

Liverpool TAFE

Miller TAFE

Year 12 students attaining HSC or equivalent vocational education qualification

In 2017, 95% of all Year 12 students at Thomas Reddall High School completed their Higher School Certificate or Life Skills Higher School Certificate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	8
Classroom Teacher(s)	36.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.4
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	14.08
Other Positions	1

*Full Time Equivalent

In 2017 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

2017 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-five per cent of staff sought external courses to support their professional development, ranging from courses that would increase skills in teacher needs for the 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, and teachers were allocated time within their timetables to develop teaching and learning programs with an ALARM focus. The Head Teacher and Learning also provided all staff with workshops on accreditation and maintenance clarifying any myths associated with the NESA guidelines.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

In 2017, SAS staff were efficient at collecting voluntary contributions through invoicing and follow up phone calls to parents/carers. Sixty per cent of fees were collected netting the school around \$12,000 in income.

Receipts	\$
Balance brought forward	764,684
Global funds	314,229
Tied funds	311,315
School & community sources	68,329
Interest	8,302
Trust receipts	7,465
Canteen	64,946
Total Receipts	774,585
Payments	
Teaching & learning	
Key Learning Areas	74,768
Excursions	8,295
Extracurricular dissections	10,738
Library	4,218
Training & Development	4,132
Tied Funds Payments	297,478
Short Term Relief	72,093
Administration & Office	120,619
Canteen Payments	65,115
Utilities	55,641
Maintenance	16,873
Trust Payments	12,975
Capital Programs	0
Total Payments	742,945
Balance carried forward	796,324

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	1,422,281
Appropriation	1,318,188
Sale of Goods and Services	59,245
Grants and Contributions	43,994
Gain and Loss	0
Other Revenue	0
Investment Income	855
Expenses	-518,704
Recurrent Expenses	-518,704
Employee Related	-312,126
Operating Expenses	-206,578
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	903,577
Balance Carried Forward	903,577

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Funding from EALD approximately \$21,000 was held over from 2017 to go into the 2018 budget. Withholding the 2017 allocation has enabled the school to hire a primary trained teacher for 3 terms to work on fundamental literacy and numeracy strategies with targeted students in 2018.

A full copy of the school's financial statement is tabled at the annual general meeting of the Parent and Community Group. Further details concerning the statement can be obtained by contacting the school.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	5,288,866
Base Per Capita	90,941
Base Location	0
Other Base	5,197,925
Equity Total	1,023,251
Equity Aboriginal	34,140
Equity Socio economic	599,386
Equity Language	71,686
Equity Disability	318,039
Targeted Total	1,298,807
Other Total	108,254
Grand Total	7,719,179

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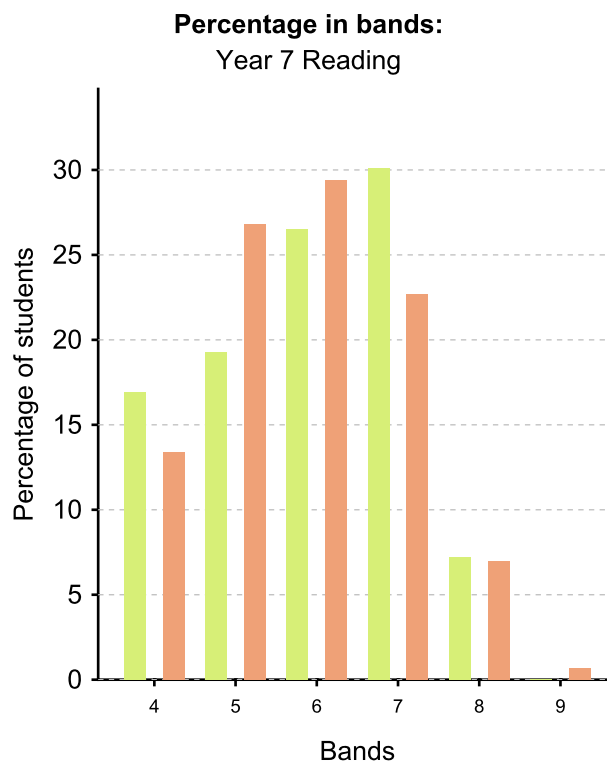
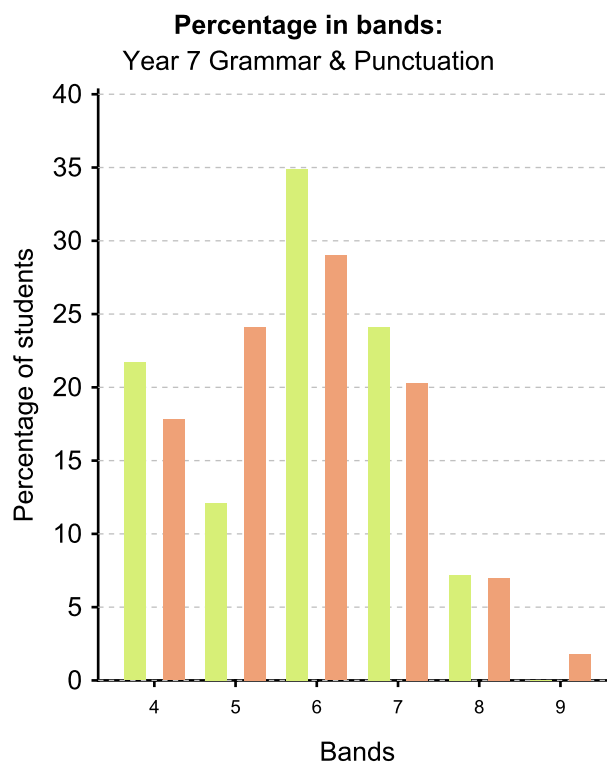
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School performance

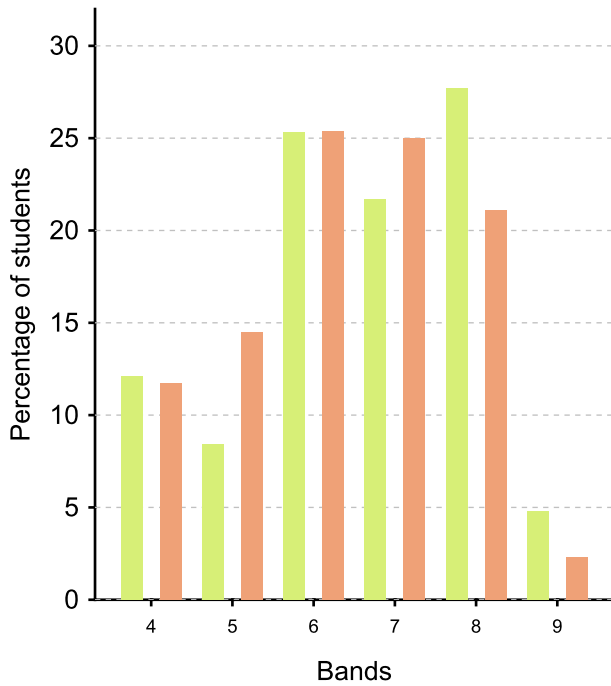
NAPLAN

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.

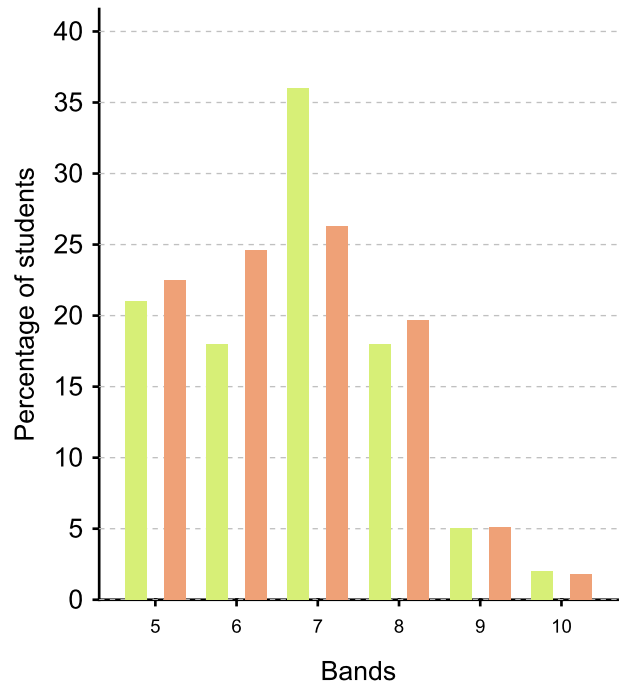
2017 NAPLAN literacy results reflect positive growth for the students of Thomas Reddall High School. The Year 7 data remains consistent, displaying the majority of Year 7 students entering into our school are located in the lower range bands. This has been steady for a three year period and this is especially so in Reading and Spelling. The effect of programs established at Thomas Reddall High School such as ALARM and Reading 2 Learn have had significant positive impact as student results in Year 9 clearly show a shift into the middle range bands with Reading, Writing and Spelling, all seeing increases in 2017.



Percentage in bands:
Year 7 Spelling



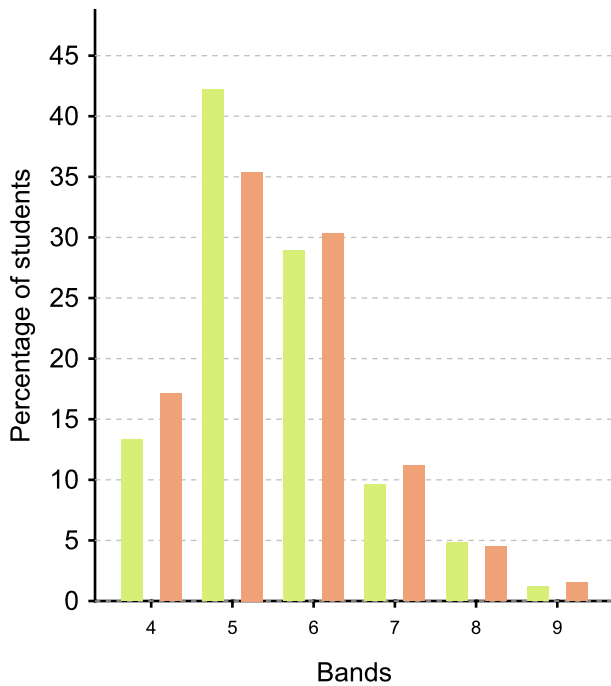
Percentage in bands:
Year 9 Grammar & Punctuation



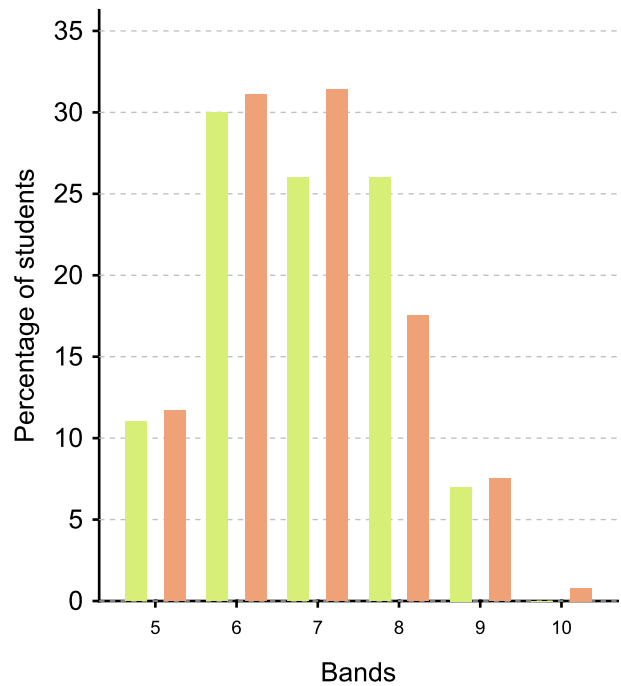
Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Writing



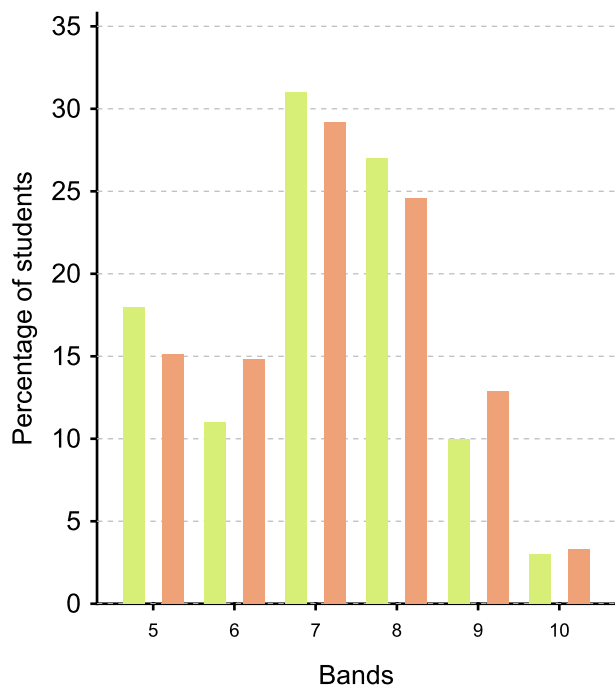
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2015-2017

Percentage in Bands
School Average 2015-2017

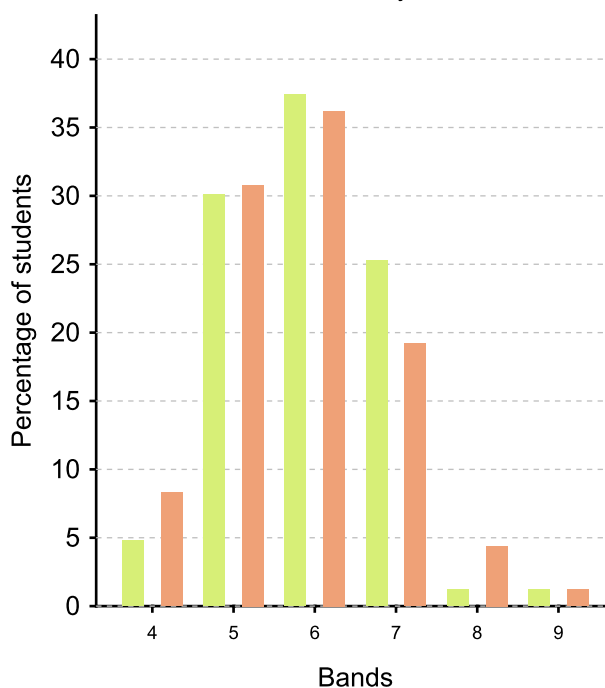
Percentage in bands:
Year 9 Spelling



Percentage in Bands
School Average 2015-2017

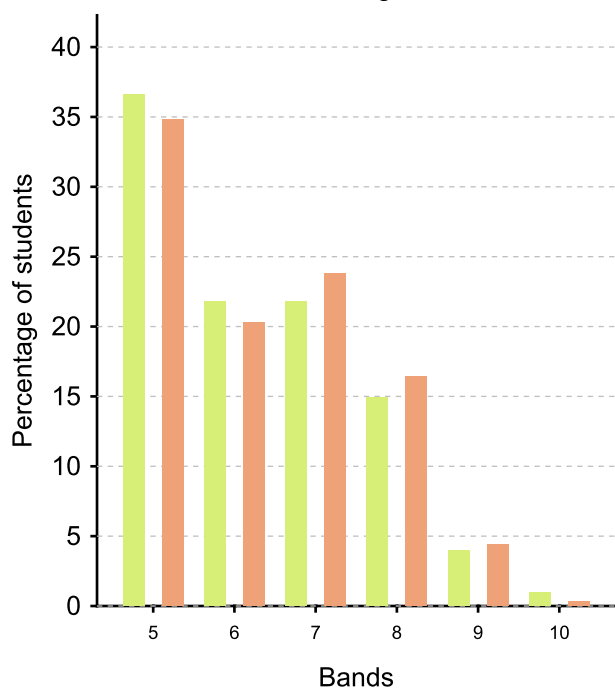
in the middle range bands, and significant growth in the higher range bands as well.

Percentage in bands:
Year 7 Numeracy



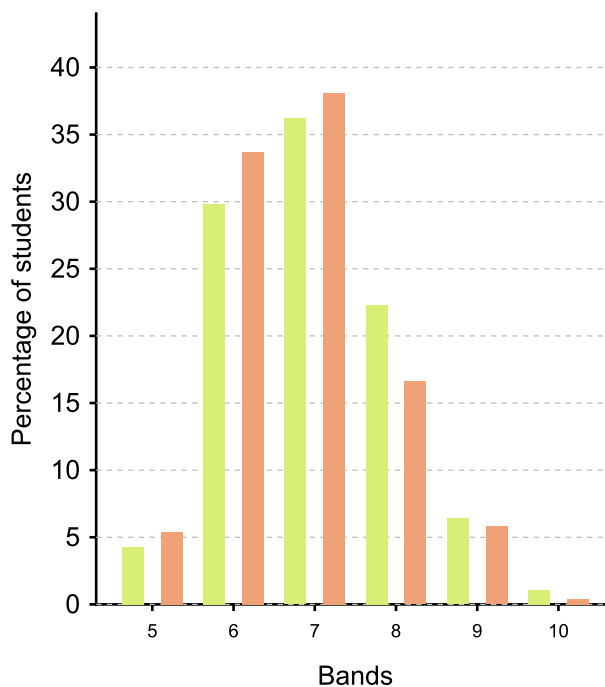
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2015-2017

2017 NAPLAN numeracy data also presents a significant shift in positive student achievement. The schools remedial mathematics program, Quicksmart has led the way in seeing student results improve from Year 7 into Year 9. The 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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

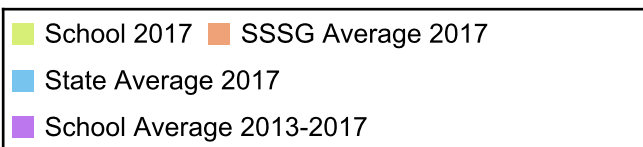
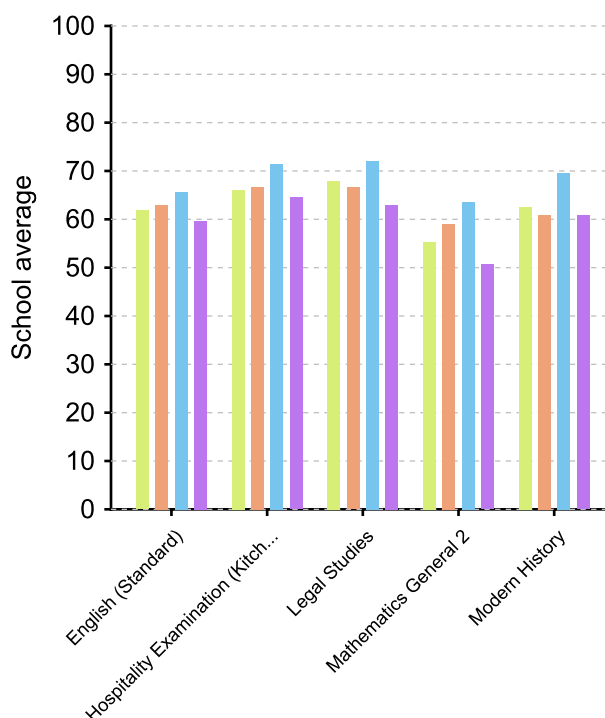
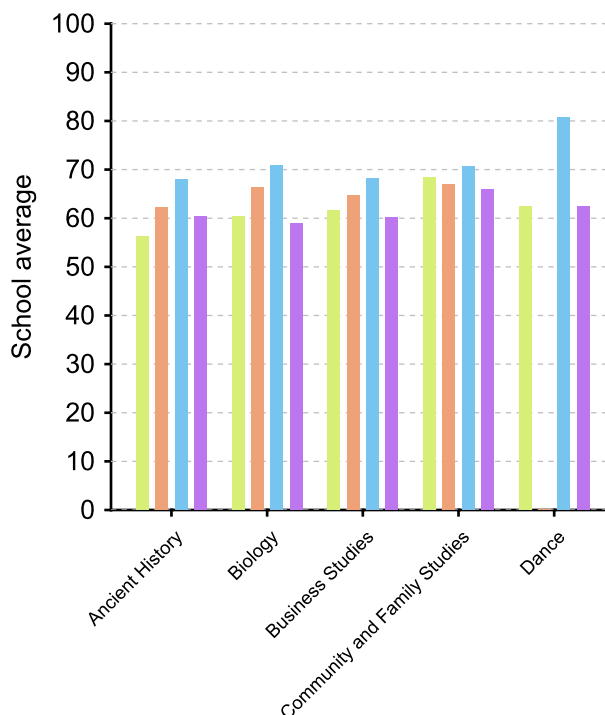
Using Aboriginal funding sources, Thomas Reddall High school has employed an Aboriginal School and Learning Officer (ASLO) to work primarily with students from Aboriginal and Torres Strait Islander students in an attempt to improve students NAPLAN results in literacy and Numeracy. Working through specially designed personal learning plans the ASLO focuses on developing the skills of all the aboriginal students from Years 7–9. The program entails providing support to teachers when developing their teaching and learning programs, supporting the students within the context of the classroom. As a result we are beginning to see subtle improvements in Aboriginal students results, with several achieving in the top 2 bands for Reading and Numeracy.

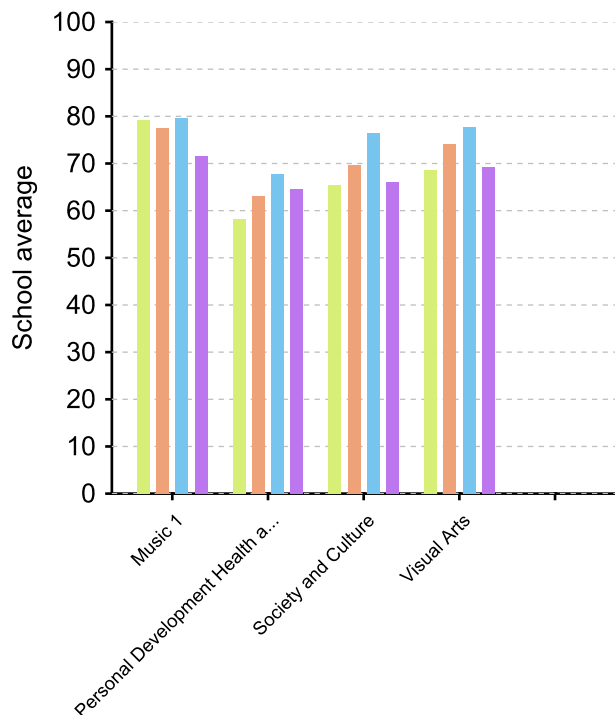
Higher School Certificate (HSC)

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

2017 saw continued positive growth for many of our students in the Higher School Certificate, these results can be attributed to our on going commitment to the ALARM program. Sustained staff training has increased staff confidence and therefore usage, and the students are becoming more familiar with the framework. Hence students are improving the ability to respond various ways in their HSC examinations. The introduction of the Year 12 Study Centre in 2017 has also been a positive step for our Year 12 students. Knowing that each and every lesson there is someone available to support their HSC requirements, and help them with their assessment tasks and time management has made a difference for many of our students. Moving forward, the Study Centre Manager will play a key role in preparing our students for assessment tasks and exams as well.

The better performed Higher School Certificate courses in 2017 were English Standard and Music. Music has long been our highest achieving subject in the HSC, and again in 2017, achieved some excellent individual results. However, it was English Standard that was the best performing subject in the HSC as they made the most significant improvement into closing the gap between our schools mean and the state mean. The subject that showed the most significant improvement and provided the school with some exceptional results was Community and Family Studies, which highlighted the fantastic work being done in that course by some fantastic staff and engaged students.





Positive results were also achieved in Dance, PDHPE, Biology and Legal Studies. With sustained efforts from our staff in working with ALARM and it's framework, and the continued support of our Study Centre Manager we are confident of further positive growth in the future.

Parent/caregiver, student, teacher satisfaction

In 2017 the school sought the opinions of students, parents and staff using the Tell Them From Me Survey tool.

The parent surveys provided a clear endorsement of the learning culture being developed at Thomas Reddall High School, with 82% of parents believing that we set high expectations for students and 80% of parents stating that staff were effective at managing student behaviours and monitored the progress of their children. This was a significant increase from 2016 where only 72% of parents thought we were developing a positive learning culture. Also scoring well was that parents believed we had an inclusive school. Again 80% of parents who responded believed that they felt the school embraced the community which included them. This was slightly up on 2016 figures.

An inclusive school was a telling point for staff as well as 85% of staff agreed that an inclusive environment had been established in the school, this was up 5% from 2016. Staff also identified that that they had worked collaboratively with other staff members, especially in regards to student wellbeing, teacher wellbeing, and improved student performance.

Whilst our parents and staff identified that inclusivity was a strength at Thomas Reddall High School, students were less convinced with only 61% of students indicating that they believed we had an inclusive school. That was 6% higher than the previous year, which is positive as the students are beginning to acknowledge the positive work being done in this area. Students also indicated that 84% of them displayed positive behaviour patterns at school, and this was up from 77% in 2016.

It was great that all three groups were acknowledging the work that was being done to provide our school with a positive learning culture with all three groups figures showing conclusive growth that as a school Thomas Reddall High School focusses on the students well being and their academic performance.

Policy requirements

Aboriginal education

In 2017 Thomas Reddall High School had 51 students who identified as Aboriginal or Torres Strait Islander, which makes up 9% of our schools population. We have indigenous students in the Support Unit as well as the mainstream section of the schools. All indigenous students are provided with the opportunities to engage with the programs that we run at Thomas Reddall High School. Our most progressive of these in 2017 was the establishment of a junior AECG for our Stage 4 and 5 students. The students held a forum at Campbelltown Art Gallery where they discussed school issues relating to them and sought out solutions to the situations they raised. It was a leadership opportunity embraced by our students who had a great day exploring items of importance to them. During the day they were also treated to some traditional aboriginal cultural festivities, which made the yarnning sessions even more authentic for them.

Thomas Reddall High School continues our Koori Flow program on a weekly basis, and our Brospeak and Sistaspeak programs also run through Koori Flow. We have engaged students from Macquarie Universities Nangmuru workshops to come and work with our students in Koori flow and they are received very well by our students who engage enthusiastically with the program provided.

We had one student who was invited to join the Ultimo Aboriginal Dance Ensemble, and she spent several days learning about cultural dance and rehearsing with the group. Students also participated in Drama workshops at Walsh Bay, culminating in a performance for our local primary schools.

During the year our aboriginal students took part in a wider range of mentoring programs such as Fast Forward, Aspirations and some mentoring with Dean from Macarthur Trade Workplace. The school explored all pathways for our aboriginal students and they embraced the opportunities presented to them.

The feeling of pride in being and Aboriginal or Torres Strait Islander is growing within our school, as is the

students self esteem. With our aboriginal students showing growth in their literacy and numeracy results that sense of pride is increases the willing to celebrate their achievements.

Multicultural and anti-racism education

Each year the students from Thomas Reddall High School proudly celebrate their heritage and in 2017 as Multicultural Day was even bigger than ever. Not only did we engage in traditional dancing and food preparation and eating, in 2017 we introduced traditional cultural activities that all students got to explore throughout the day. It was a day of festivities as all students participated in a diverse range of activities that encompassed all the multicultural nationalities of school. 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 cultural dances, songs and food dishes, and everyone explored a culture outside of their own. Multicultural Day is well supported by our wider community with families joining in the celebrations at school. Multicultural Day promotes harmony, understanding and tolerance, not only within our school community, but within the community at large.