

Rooty Hill High School

Annual Report



Participation & Enthusiasm
Excellence
Respect & Responsibility
Success
Innovation & Creativity
Safety
Teamwork & Leadership

ROOTY HILL HIGH SCHOOL

LEARNING
LEADERSHIP &
ACHIEVEMENT

Rooty Hill High School

A Community School Committed to Learning, Leadership and Achievement

School Plan 2015 – 17

As a Learning Neighbourhood school, our overall purpose is to increase expectations, capacity & achievement for students, staff and the community through the following strategic priorities:





A community school in a global context

2017



8908

Introduction

The Annual Report for 2017 is provided to the community of **Rooty Hill 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.

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 2017, Rooty Hill High School had another very successful year, achieving recognition for its innovative and creative work in giving each student the opportunity to do his or her best. For the second year in a row the school was chosen as one of the 40 Most Innovative Schools in Australia by *Educator Magazine* and continued as an exemplary *Social Ventures Australia* Powerhouse School. The school's staff and students were asked to present at conferences, meet with interstate and national delegations, contribute to publications, provide case studies for reports and books and share our work.

It was especially pleasing for the school to be invited by the Centre for Educational Statistics and Evaluation to feature as one of 10 school case studies based on excelling in the majority of the dimensions of the School Excellence Framework at external validation in 2016. In 2017, the school excelled in 13 of the 14 dimensions.

The school met its targets in the school plan and achieved all but 3 of the products and practices. There is a detailed review included later in this report.

I invite you to read the report and to visit the school's website where you can see the best Student and School Achievements of 2017 presented with photographs and stories. That document should be read in conjunction with this report.

Christine Cawsey AM

Principal

School background

School vision statement

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

School Context (Updated for 2017): 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 – 2017 will 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.

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 summary, the school's self-assessment placed the school as excelling in:

- Learning: Learning Culture, Wellbeing, Curriculum and Learning, Assessment and Reporting,
- Teaching: Data Skills and Use, Collaborative Practice, Learning & Development, Effective Classroom Practice, Professional Standards,
- Leading: Leadership, School Planning, Implementation and Reporting, School Resources, Management Practices and 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 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>

School Achievements

1. The school would like to report on 10 outstanding examples of progress:

- **Innovation and achievement:** Our school was recognised for the second year in a row as one of the 40 Most Innovative Schools in Australia by Educator Magazine, and in 2017 we rated as excelling in 13 of the 14 criteria of the School Excellence framework.
- **Creativity:** Our work on creativity was published in the Australian Learning Lecture Series and is the featured case study in a new book by Professor Bill Lucas on Teaching Creativity.
- **Evidence:** Our use of evidence-informed learning was presented at a national ACER and international school effectiveness conference.
- **Skills, capabilities and dispositions:** Our leadership in learning and assessing capabilities was featured in presentations at local, national and international conferences and our students used *My Learning Hub* to evaluate their own progress on the capabilities. The capability driven curriculum was embedded across all subjects in the school and capability based assessment will be in place in 2018.
- **Strengths:** One additional feature of our work was to introduce strengths based student evaluation – with students writing their own reflective report comments.
- **Improved HSC results:** In 2017 we had measurable improvement in the average HSC results compared to 2016 and increased completion of Year 12. We were particularly pleased that 42 students received early or first round offers for university and college places and that there was an increase in the number of Band 6 results.
- **Sporting achievements:** Just over 400 students represented in 18 sports with just over 1200 individual performances. 44% of Year 7 students competed in representative sports compared with 35% the year before. 17 students played representative sport for Sydney West region and 7 were selected for CHS teams. In addition, a further 10 students represented NSW and Australia in sports outside school.
- **Entrepreneurial learning:** The Young Entrepreneurs Program (called YEP) for Year 10 was recognised in the extensive report done by the Mitchell Institute and the students successfully pitched for a \$5000 donation by one of Australia's leading IT entrepreneurs, Bevan Frawley and The Origin Foundation. We were continuing this work in 2017 with a major project on entrepreneurial learning.
- **Partners:** With our other 25 strategic partners we created opportunities for our students including United Way's work with Pacifica Girls, the work of AIME and the AFL Indigenous Academy with Aboriginal students and Social Ventures Australia where we continued as a Powerhouse school.
- **Recognition:** As a school of Professional Practice our leadership and innovation were acknowledged by ACEL NSW in a Leadership award to our Professional Practice Mentors. We hosted visits from 15 schools. We contributed case studies to departmental and government publications on personalised learning; external School Excellence Framework validation and evidence informed learning. Members of our teaching team were also invited to mentor staff in other schools.

The school would also like to report some exceptional individual successes in 2017:

- Principal Christine Cawsey was an invited guest of the Global Education Skills Forum and attended the forum in March 2017. She was also invited to present at 3 national and international conferences.
- Deputy Principal Conny Mattimore used the prestigious NSW Deputy Principal Association scholarship to undertake a study tour in England including spending time visiting other schools with an interest in creativity.
- Deputy Principal Brenda Quayle was elected to the NSW branch executive for ACEL and the regional Deputy Principal Association coordinating team.
- Yasodai Selvakumaran was named as one of 30 Rising Stars in education by Educator Magazine and was invited to apply for the 2018 Commonwealth Bank Teaching Scholarship. She is the recipient of the 2017 Leadership for Learning award.
- Dr Smita Shah continued to work with students on #SALSA and also on new approaches to reaching families and community leaders. As a result, she was chosen as the person to receive the Community Contribution award given by the School Council.
- Alison Gamsby won a Premier's ANZAC Memorial Scholarship and will travel to the battlefields of Europe with other Australian students in April 2018.
- Jasmine Bayliss won one of the 12 prestigious ABCN scholarships which will provide her with both an industry mentor and additional funding for her senior studies.
- Imico Pablico, Dux of Year 11, received the WSU Scholarship valued at \$20 000.

2. Due to changes in the NSW Department of Education Annual Reporting template software that has limited the inclusion of photographs and the community recognition of student achievements the school has published a special Missing Link – 2017 Achievements – which, with the Missing Link editions for Terms 1–4 2017, 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.

The overall purpose of this strategic direction was delivered with the achievement of the following products and practices in the 2015–2017 school plan:

- **Practice:** 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:** Every subject taught in the school has high quality, NESA aligned program and assessment documents aligned to school wide platforms.
- **Practice:** Teachers embed capabilities and creative, higher order student learning activities into each subject program to ensure skills develop into capabilities and dispositions.
- **Practice:** 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:** 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:** The products of each targeted program are embedded as platforms within the school and subject-based curriculum.

The following products were on track for completion early 2018 and will be embedded in the 2018–2020 school plan:

Product 4: 40% of students achieve Cluster 16 or equivalent on internal and /or external measures by the end of Year 10 in literacy, numeracy, ICT and critical and creative thinking.

The implementation of the capability driven curriculum and the appointment of *Capability Coordinators* in every faculty resulted in a significant increase in the number of students achieving capability benchmarks in literacy, numeracy, ICT and critical and creative thinking. External and internal data including student evidence submitted for validation in *My Learning Hub* reflected a deeper understanding of capabilities by students. The 2018–2020 school plan will focus on developing teacher understanding and implementation of capability assessment. One immediate strategy to be implemented will be the reporting of capabilities in each subject in Years 7 – 10.

Product 8: Every student will be able to use any device, anywhere, anytime to learn and create high quality academic work.

The school data collected for the review showed a decrease in the number of students bringing their own device to school as the year progressed. As a result of the review, new systems have been implemented to monitor the BYOD program, including the allocation of equity devices and new procedures for faculty device management. To support the ongoing implementation of the BYOD program, the role of the *Google Guru* will be redeveloped to include provision of subject-specific, high quality professional learning in ICT.

Product 9: There is evidence that the school's assets, technology infrastructure and learning environments better support an innovative connectivity and capacity for 21st century learning

The school conducted a review using the NSW DoE Evaluation Essentials Framework and has evidence to support the value of redesign of learning spaces, improved network connectivity and the appointment of *Google Gurus* in every faculty in creating a strong technology pedagogy supported by a productive learning environment focused on innovative connectivity and capacity for 21st century learning. The evaluation also indicated that there is more work to be done in improving connectivity and the redesign of learning spaces.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. average growth (to within one mark) and value added data (learning trajectories) to within 1 standard deviation of state average.	<p>Staffing</p> <p>Other resources –</p> <ul style="list-style-type: none"> • Faculty teams • Executive and aspiring leadership teams • Lead faculties • Professional Learning Teams 	<p>Detailed faculty and team reports were completed by all teaching staff to indicate progress against the key performance measures.</p> <p>Overall progress towards the measures in 2016 continued to be positive with the average results in the HSC z-scores within one standard deviation of the state mean rising from 69% in 2016 to 82% in 2017.</p> <p>NAPLAN Reading growth was above state average.</p>
2. 40% of all students achieving Band 4+ in external tests and an average GPA of 3.5 on internal academic reports.	<ul style="list-style-type: none"> • BYOD and Google Classrooms • In-house consultancy team • Learning Support –Senior Study, Learning Centre 	<p>In 2017 the overall result in terms of 40% of students achieving Band 4 or above was reached in Year 7–11, and 37% of Year 12 students were at or above Band 4 compared with 32% in 2016. Faculty reports indicated that the Grade Point Average of 3.5 was not met because the school introduced more rigorous bench-marking of capabilities in Year 7–9. More work will be done on capability driven assessment in the 2018–2020 school plan.</p>
3. 80% students achieving benchmark standards in ACARA/BOS capabilities.	<ul style="list-style-type: none"> • <i>My Learning Hub</i> development and maintenance costs • Professional learning sessions including School Development Days 	<p>In 2017, data from <i>My Learning Hub</i> (student portfolios) indicated that 93.8% Year 7 students, 90.7% Year 8 students, 74.4% Year 9 students, 91.0% Year 10 students and 42.2% Year 11 students demonstrated stage appropriate evidence against the ACARA capabilities.</p>

Next Steps

The focus in 2018 will be to improve connectivity, increase supervision of the BYOD program and continue to redesign learning spaces.

In the new school plan for 2018–2020, the following strategic direction will build on the success of the capability driven curriculum:

Signature platforms and pedagogies: Building on the successful implementation of a capability driven curriculum we will initiate and deliver new ways of knowing, doing and being that create innovative subject based universal, targeted and intensive teaching and learning platforms and programs and increase student learning trajectories.

1. Literacy – Reading, Writing, Thinking
2. New HSC
3. Subject Based Pedagogies
4. Capability Driven Assessment

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 century 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.

The following products and practices are now embedded:

- **Practice:** From enrolment all students participate successfully in creating and implementing their own digital personalised goal setting, learning improvement, transition and tertiary study plans.
- **Product:** Students demonstrate on the ACARA capability benchmarks and in *My Learning Hub* that they are successful learners, confident and creative individuals and active citizens.
- **Product:** 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:** The school is successful in implementing innovative systems and practices where students, school and community assume a greater voice in the school.

The following products were on track to completion in 2017 and will be embedded in 2018:

Product 3: Students transitioning from high school in Years 10 –12 demonstrate academic & social dispositions and readiness for life beyond school and for tertiary study.

There is evidence that universal, target and intensive programs have been successfully completed including personalised learning, careers education and VET. The Transitions PLT collaborated to ensure all year group programs were linked to the ACARA capabilities and embedded in the personalised learning matrix. The introduction of the *Strengths Program* provided opportunities for students to write self-reflective comments on their own academic reports for the first time because they had developed their understanding of their strengths and capabilities. Closer monitoring of student subject selections to align choices to relevant career pathways resulted in students being more prepared for life beyond school.

Year 10 students uploaded over 1000 pieces of evidence for validation in *My Learning Hub* in 2017. This will be extended in 2018 to include Years 11–12. As teachers continue to develop their expertise in embedding capabilities into faculty programs, lesson design and assessment tasks and students becoming more familiar with capability descriptors, we anticipate an increase in the number of students achieving capability benchmarks.

The Year 10 cohort achieved an 8-mark average growth in overall scientific achievement on the 2017 VALID assessment, compared to 3.4 state average growth. They achieved outstanding overall results in the literacy component of VALID, the extended response, exceeding the state average growth by 8.3 marks.

Practice 5: As the result of the Mitchell Institute Shifters Program, the school has delivered creative solutions to develop students' entrepreneurial skills.

The partnership with SVA and the Mitchell Institute continued to grow and provide real-world opportunities for students. Professional learning delivered by Professor Yong Zhao, Professor Bill Lucas and Dr Michelle Anderson provided international perspectives on the changing employment landscapes for young people and opened up opportunities to collaborate with other schools. Building on the success of 2016 YEP, 95% of Year 10 students participated in the program this year, creating 28 social enterprises that addressed a local community need. Students uploaded evidence of their work, enterprise skills and dispositions to *My Learning Hub* for validation.

Practice 6: The expectations, capacity and achievements of Aboriginal students meet and exceed school benchmarks in academic achievement, retention, further training and employment.

Year 9 NAPLAN data for Aboriginal students showed school average scaled score growth in Reading in 2017 was 66.1

marks compared to 33.5 state average. 85.7% of Aboriginal students exceeded their expected growth in Reading. 71.4% of students exceeded their expected growth in Numeracy. Aboriginal students did not perform as well as expected in Writing with only 14.3% of students performing at or above the expected growth. More attention will be given to this in 2018.

45 students were enrolled in the AIME program this year, with 7 students selected to be AIME mentors. A Year 9 student received the AIME Deadly Award. 18 students participated in the AFL Indigenous Academy and 3 students joined the NRL School to Work program.

Overall attendance for Aboriginal students in 2017 was 83.5% compared to 81.9% in 2016. This was influenced by one student in Year 10 who had significant absences due to exceptional family circumstances.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
40% of students seeking university entry and 90% planning tertiary education after leaving school.	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.	Of the 131 Year 12 students who completed the HSC in 2017, 44 students were offered university places (including 20 early offers). 24% of the cohort accepted a university placement, 29% accepted TAFE, 13% accepted WSU college, and 34% went directly into employment or were seeking employment.
All students demonstrate progress in their digital portfolios towards being successful learners, confident and creative individuals and active and informed citizens.	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 prepare an electronic resume.	All students in Year 7–11 had opportunities to demonstrate their progress on <i>My Learning Hub</i> and 87.5% had their evidence validated against ACARA capability benchmarks. In addition, the school issued 16211 merit recognition certificates, (up 1000 on 2016) and there were 2640 Significant Achievement awards. There were 95 PERSIST awards and over 400 students were recognised for 1000 sporting achievements representing the school.

Next Steps

Most of the products and practices in strategic direction 2 have now been embedded. For 2018, the school will continue to update *My Learning Hub* to include disposition statements for Stage 6 focused around the 7 new job clusters for Australia and to provide a repository for students to create and upload personal statements in preparation for university applications, scholarships and job applications.

In the new school plan for 2018–2020, the following strategic direction will build on the success of the personalised learning strategy:

Expansive learning: Building on the successful personalised learning strategy we will create opportunities for all students to become educated adults, prepared for life at and beyond school with the capacity to demonstrate and articulate their strengths, their own learning and their dispositions using new ways of knowing, doing and being.

1. Student Pathways
2. Student Agency
3. Entrepreneurial Learning
4. Country, Culture and Curriculum

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

There was significant milestone progress made towards the Products and Practices in the school plan, as reported in detailed quarterly reports.

The following products and practices are now embedded:

- **Product:** The NSW DEC *Performance and Development Framework* and professional learning plans for individuals, teams and the school underpin ongoing, deep professional learning and staff practice.
- **Practice:** The ongoing use and development of school wide learning and change platforms are informed by values driven action research.
- **Product:** There is evidence of individual career growth and accreditation against professional standards at graduate, proficient, accomplished and lead career stages.
- **Practice:** 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:** 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:** 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.
- **Product:** The school provides leadership to the wider educational community as an endorsed provider in the design, delivery and publication of BOSTES registered courses at proficient, highly accomplished and lead levels.
- **Product:** The school has deeply embedded strategic partnerships with parents, the wider educational, university, business and philanthropic community that add value to the school's purposes.

The following practice is not on track to completion in 2017 and will be revised for 2018:

Practice: Increasing expectations, capacity and achievement by working together with the Learning Neighbourhood schools in 3 key areas: curriculum and capabilities, connections and community.

The Learning Neighbourhood events program has been very successful with large numbers of students from across the four schools participating. However, a recent evaluation of the program highlighted the enormous cost to the school in terms of staffing, transport costs and time. The professional practice component of the plan has not been successful due to differing needs of each school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Teachers' Professional Learning: \$112 791 Shifters Program: \$33 535 S.V.A. Powerhouse School: \$5 000 Learning Neighbourhood: \$30 000 (school funded)	The school was recognised for the second year as one of the 40 most innovative schools in Australia by Educator Magazine. Other indicators include: <ul style="list-style-type: none">• use of the school's redesigned PDP and PLP by Department of Education as exemplary models of practice.• Publication of articles, videos, books and conference presentations featuring the school as a case study.• Educational visits by local (17), national (8) and international (2) delegations.• Professional Practice Mentor Team was awarded the NSW ACEL Leadership Award in 2017.

Next Steps

In 2018, we will work with individual partner schools on targeted programs to deliver contextually specific programs.

In the new school plan for 2018–2020, the following strategic direction will build on the success of the Leading for Learning strategy:

Adaptability and Creativity: Building on our values and our recognised disposition to innovation and creativity we will respond to emerging challenge and change by committing to sustaining an innovative and successful school culture that has the capacity to identify, design and provide evidence for new and adaptive ways of knowing, doing and being.

1. Evidence Informed Culture and Practice
2. Strategic Partnerships
3. Adaptive Leadership and Expertise
4. Community Engagement

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$49 621	<p>Key messages for 2017:</p> <p>Partnerships were realised with universities as a result of the success of the targeted programs. Targeted program participation:</p> <ul style="list-style-type: none"> • AFL Indigenous Academy (18 students) • AIME (45 students). • NRL School 2 Work Program (6 students) • Bangarra Dance Workshop (9 students) • ANZ Financial Traineeship (SBAT, 1 student) • Sydney University Wingarra Mara Summer Program (2 students) • NRL Mirrimiri Indigenous Youth Leadership Summit (1 student) • Indigenous Careers Market (2 students) • Aboriginal & Torres Strait Islander Students' Explore Uni Day (2 students) • Widening Participation Outreach (Sydney University Compass Program): Year 10 B Inspiring workshops (30 students), Year 12 Promote Yourself workshops (1 student). <p>3 students completed Year 12 and made successful transition from school to apprenticeships (1 student), TAFE (1 student) and employment (1 student).</p>
English language proficiency	\$84 127	<p>Key messages for 2017:</p> <p>44 students in Years 10–12 and 48 students in Years 7–9 received targeted and intensive support. 2 Year 12 EAL/D students received early entry university offers, with one receiving an E12 Sydney University Scholarship. Overall, 7 EALD students in Year 12 received offers for university.</p>
Low level adjustment for disability	\$407 821	<p>Key messages for 2017:</p> <p>This funding was used to supplement the overall equity funding budget with 3.2 FTE teaching and 1.0 FTE school learning support officers providing support to 447 students, including 101 students with significant health issues, 11 students living in out of home care, and 82 students on individual learning plans. 4 English classes and a range of other classes were supported by 1.0 FTE school learning support officers.</p> <p>Taste of TAFE was offered to 15 students targeted by the Year Adviser and Deputy Principal.</p> <p>8 students with ILPs or Health Plans received HSC special provisions. 1 student with an ILP received an early entry offer to university and the WSU Jim Anderson Scholarship.</p> <p>The early intervention and familiarisation programs prepared selected Year 6 students for high school, in consultation with primary schools and parents.</p>
Socio-economic background	\$730 836	See Strategic Direction 2 Personalised

Socio-economic background	<p>This is the full budget for the school's Personalised Learning Strategic Direction 2.</p>	<p>Learning Report.</p> <p>Additional messages for 2017:</p> <p>This funding was used to fund 4.2 FTE teachers. There were over 1400 formal individual/group bookings to the Learning Centre and Senior Study, in addition to senior students accessing support in their study periods, and students in regular groups receiving targeted and intensive support. There were 82 students with individual learning plans, over 100 with Health Plans and almost 1000 students with personalised learning plans on <i>My Learning Hub</i>. 93% of Year 11 students accessed the Senior Study in 2017, with 70% of students choosing to attend at least once per fortnight. New initiatives in 2017 included:</p> <ul style="list-style-type: none"> • The Homework Centre supported students 4 days per week before and after school. • The Year 8 Bright Sparks Program targeted 50 middle-high ability students to focus on reading and writing. Improvement data demonstrated significant improvement in writing.
Support for beginning teachers	<p>Allocation: \$81 259</p> <p>Expenditure: \$96 952</p>	<p>Key messages for 2017:</p> <p>In 2017 the school had 2 teachers in their second year as permanent or temporary beginning teachers and 8 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. 2 staff members achieved proficiency against the APST standards. A detailed report on the school's Professional Practice program is included in the report for Strategic Direction 3.</p>
Targeted student support for refugees and new arrivals	<p>\$826</p>	<p>Key messages for 2017:</p> <p>The school supported all refugee students with targeted and intensive EALD support within the Learning Centre and Senior Study.</p> <p>One Year 12 refugee student accessed daily support in the Senior Study, and as a result received the SSI Allianz Scholarship and an offer to university.</p>
Wellbeing services funding	<p>1.0 FTE counsellor</p> <p>\$49 600</p>	<p>Key messages for 2017:</p> <p>The school allocated this funding to increase year adviser allowances and grow the impact of its universal, targeted and intensive year based programs of support. The result was improved wellbeing, academic and transition measures as reported in the full Personalised Learning Annual Report.</p>
High level adjustment for disability	<p>\$18 653</p>	<p>Key messages for 2017:</p> <p>A 1.0 school learning support officer was employed to provide intensive support for students in 8 supported classes as well as</p>

High level adjustment for disability	\$18 653	<p>support being provided through the Senior Study and Learning Centre. One student with high level adjustment graduated from Year 12 and others continued the successful transition to the next year of study.</p> <p>The Multilit program targeted 4 Year 8 students requiring intensive support in reading, resulting in an increase in students' confidence, phonemic awareness and knowledge, without error, of the first 1000 of the basic sight words. Students have continued onto the Multilit Extension Program.</p>
---	----------	--

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	577	556	554	539
Girls	521	527	541	550

Overall enrolment remained consistent with previous years and the number of girls in the school continued to increase. 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	2014	2015	2016	2017
7	92.8	91.3	92.2	92.5
8	89.5	90	89	89
9	89	87.4	89.3	89.1
10	90.1	89.7	88.4	89.9
11	95.1	87.1	90.3	89.9
12	94.5	91.4	88.3	90.1
All Years	91.7	89.4	89.6	90.1
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

The school's attendance remained at or close to state averages in 2017. 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 Year 12 was as expected and it was pleasing that 3% of students in Year 10 and 17% of students in Year 11 made a transition to apprentice based employment in 2017.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	4
Employment	3	17	30
TAFE entry	0	0	29
University Entry	0	0	37
Other	0	0	0
Unknown	0.5	0	0

The post-school destination data for Year 12 was collected in December 2017 and February 2018. It is not as robust as in previous years. The percentage of students accepting university rose from 29% to 37%, and TAFE from 20% to 29%. 20 students had early offers to university and 2 received the University of Sydney E12 Scholarship. With a large 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. In general, they do not proceed directly to an Australian university.

Year 12 students undertaking vocational or trade training

40% 2017 HSC cohort studied one or more VET subjects. 15 students studied 2 or more VET subjects. 43 students completed VET courses provided by EVET, down slightly from 2016 (54). 6 students completed school-based traineeships (SBAT), twice the number enrolled in 2016.

Year 12 students attaining HSC or equivalent vocational education qualification

131 students in the Year 12 cohort completed the HSC in 2017 and 6 students completed a RoSA qualification with less than 10 Units of study.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	12
Classroom Teacher(s)	54.5
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.6
Teacher Librarian	1
Teacher of ESL	0.6
School Counsellor	1
School Administration & Support Staff	12.97
Other Positions	1

*Full Time Equivalent

Using RAM funding the school employed a 0.8 Business Manager for 6 months in 2017 and using RAM equity funding employed 4 additional part-time learning support officers.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	60
Postgraduate degree	40

Professional learning and teacher accreditation

In 2017 the school allocated \$112 791 funding to professional learning, \$34 225 above the RAM allocation. The school's professional practice program was supplemented by 1.6 FTE additional allowance to appoint a Professional Practice Mentor in each faculty. All teaching staff completed comprehensive professional development plans that included opportunities to evaluate and review their own work, complete action research and work in cross-faculty professional learning teams. All administrative staff completed professional learning plans which enabled them to address goals and work

paraprofessionals. Both programs were recognised by the Department of Education as exemplary practice. In addition, teaching staff had the opportunity to complete 30 hours of school-based professional learning registered at the Highly Accomplished level of the teacher standards.

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	1,249,501
Revenue	11,324,441
Appropriation	10,980,633
Sale of Goods and Services	95,201
Grants and Contributions	223,012
Gain and Loss	0
Other Revenue	6,118
Investment Income	19,476
Expenses	-11,264,777
Recurrent Expenses	-11,013,876
Employee Related	-10,470,079
Operating Expenses	-543,797
Capital Expenses	-250,901
Employee Related	0
Operating Expenses	-250,901
SURPLUS / DEFICIT FOR THE YEAR	59,664
Balance Carried Forward	1,309,166

The school's financial position remained strong in 2017 and the expenditure is carefully managed to ensure the school could achieve its priorities. This included almost 1.5 million dollars committed to universal, targeted and intensive personalised learning and equity programs.

In particular, the school continued its funding to redesign classrooms and learning spaces for the BYOD learning environment.

The school allocated \$170 000 to air-condition the school auditorium which was unable to be completed by the Department of Education in 2017 and will remain a project in 2018.

In 2018 the school will need to commit funds to the

resurfacing of the school ovals and to the provision of additional car parking on site. This expenditure is the result of the loss of street parking.

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	9,444,580
Base Per Capita	167,314
Base Location	0
Other Base	9,277,265
Equity Total	1,272,404
Equity Aboriginal	49,621
Equity Socio economic	730,836
Equity Language	84,127
Equity Disability	407,821
Targeted Total	19,478
Other Total	151,346
Grand Total	10,887,808

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.

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 2017 implementation of the school plan, the school continued to refine 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 2017 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 2018 and beyond.

The school's external performance profile is impacted by its enrolment pattern. In 2017, 40% of Year 7 students were below grade average in reading on entry to the school. This was an improvement over previous

years.

As a result, the school focused its self evaluation on progress, growth and improvement data. the following highlights in 2017 should be noted.

1. Year 10 VALID Science assessment results were above state average.

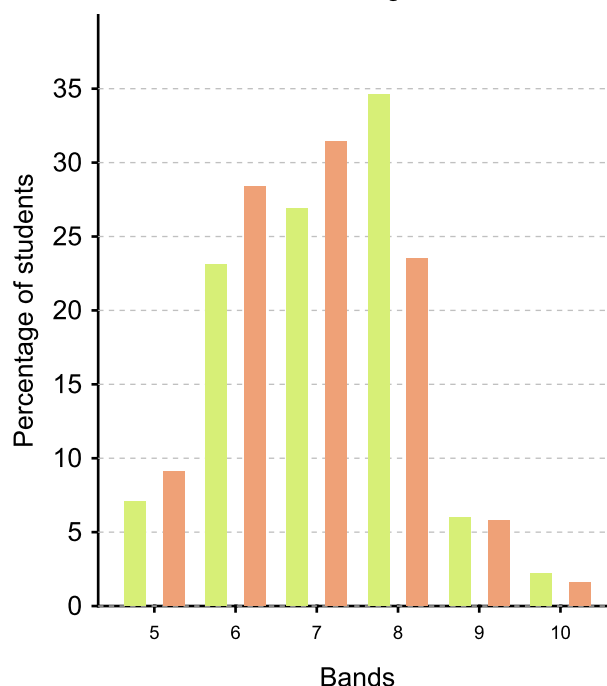
2. There was strong growth from Year 7 to Year 9 in NAPLAN Reading.

3. The HSC results showed improvement from 2016 and following subjects were at or above state average: Society and Culture, Community and Family Studies and Mathematics Extension 1 with 20 of the 25 subjects being within 1 standard deviation of the state average. The school met its target with these results in 2017.

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.

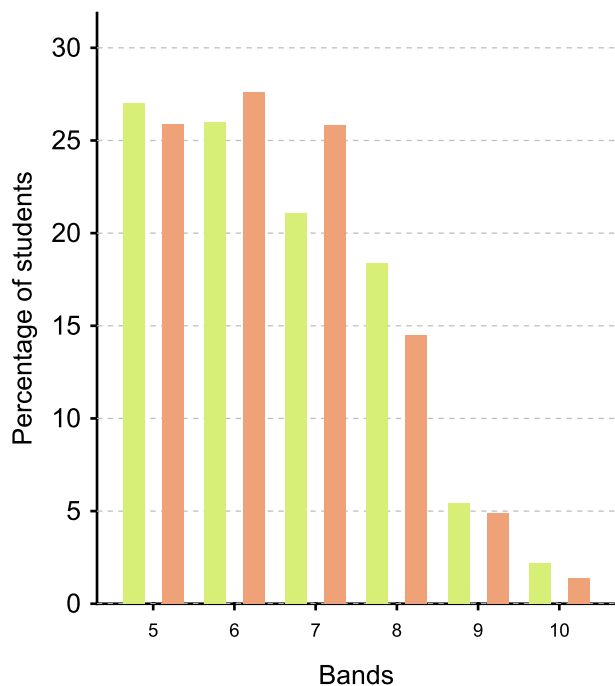
Percentage in bands:
Year 9 Reading



■ Percentage in Bands
■ School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	7.1	23.1	26.9	34.6	6.0	2.2
School avg 2015-2017	9.1	28.4	31.4	23.5	5.8	1.6

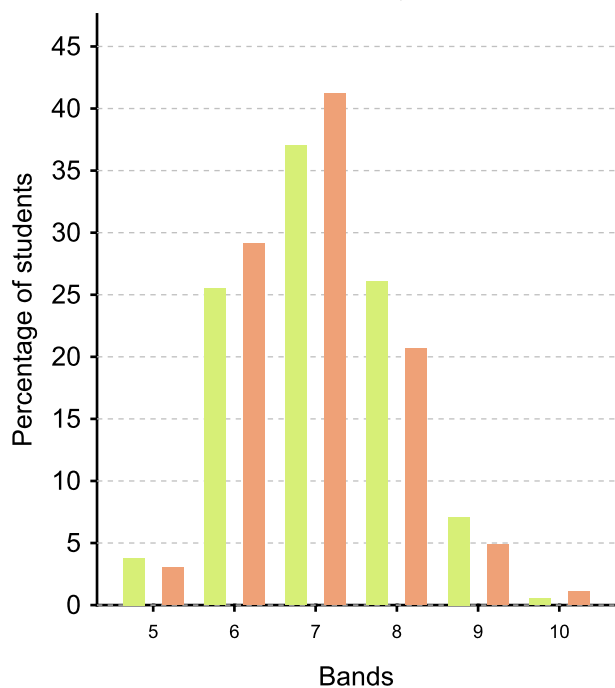
Percentage in bands:
Year 9 Writing



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	27.0	26.0	21.1	18.4	5.4	2.2
School avg 2015-2017	25.9	27.6	25.8	14.5	4.9	1.4

Percentage in bands:
Year 9 Numeracy



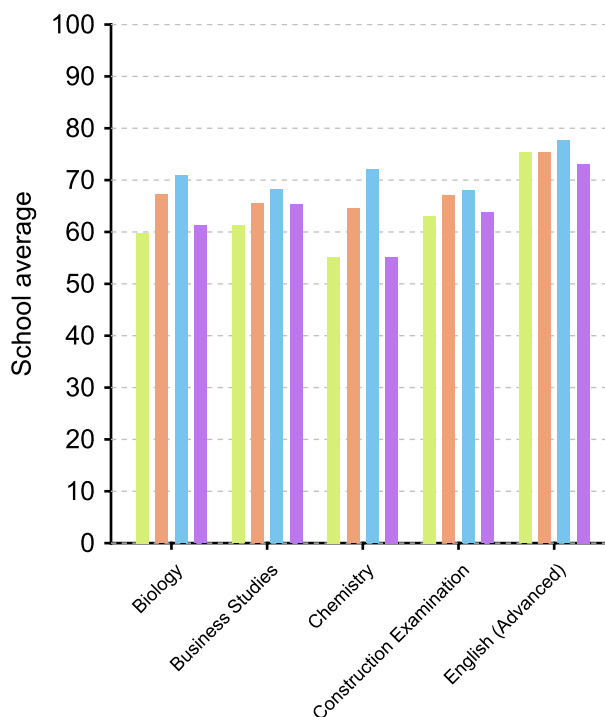
Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	3.8	25.5	37.0	26.1	7.1	0.5
School avg 2015-2017	3.0	29.1	41.2	20.7	4.9	1.1

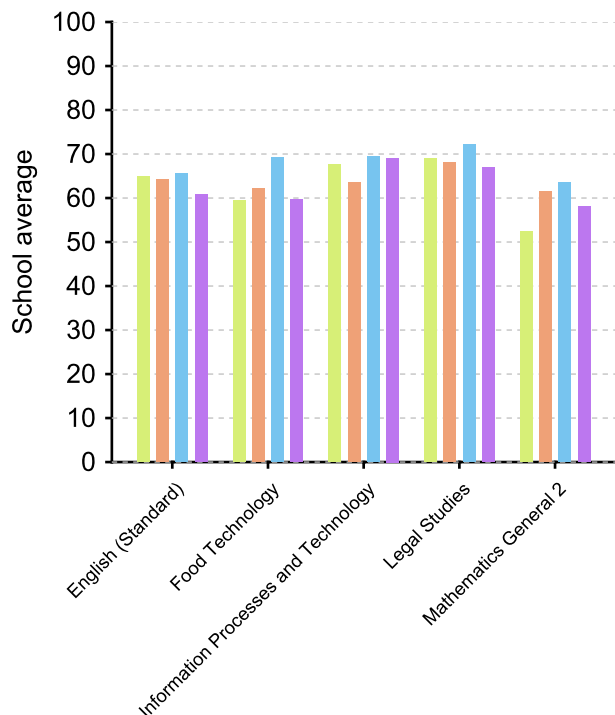
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Higher School Certificate (HSC)

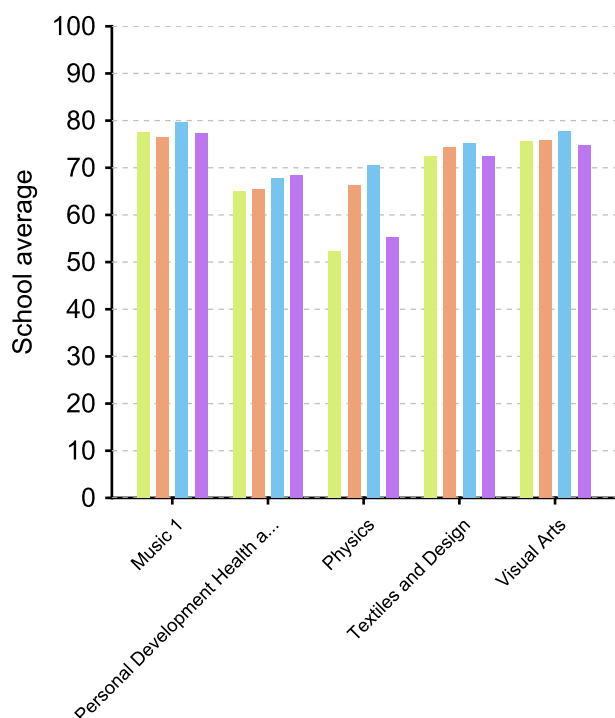
The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).



School 2017 SSSG Average 2017
State Average 2017
School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
 ■ State Average 2017
 ■ School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
 ■ State Average 2017
 ■ School Average 2013-2017

Subject	School 2017	SSSG	State	School Average 2013-2017
Biology	59.8	67.3	70.9	61.2
Business Studies	61.2	65.5	68.2	65.3
Chemistry	55.2	64.5	72.1	55.2
Construction Examination	63.1	67.1	67.9	63.8
English (Advanced)	75.3	75.3	77.6	73.1
English (Standard)	64.8	64.2	65.6	60.8
Food Technology	59.5	62.2	69.3	59.6
Information Processes and Technology	67.7	63.6	69.4	69.1
Legal Studies	69.0	68.1	72.1	67.0
Mathematics General 2	52.3	61.5	63.6	58.1
Music 1	77.4	76.5	79.7	77.2
Personal Development Health and Physical Education	64.9	65.5	67.7	68.4
Physics	52.2	66.3	70.4	55.2
Textiles and Design	72.5	74.4	75.2	72.5
Visual Arts	75.5	75.7	77.7	74.7

Parent/caregiver, student, teacher satisfaction

The school used the following data to assess parent and student satisfaction in 2017:

- Almost 200 alumni and families joined staff to celebrate the school's 55th anniversary in March. From alumni engaged with students in a series of programs, including the Young Entrepreneurs Program.
- The *Tell Them from Me* survey 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 2017 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 continued in recess in 2017 from the NSW P&C Association and the school ran other activities to engage parents in forums.

- Parent and student feedback on the use of social media and the school's newsletter *Missing Link* was very positive with Facebook, Instagram and Twitter now recognised as a major sources of communication. *MissingLink*, which is now predominantly written by students, moved fully online in 2017 and it remains a wonderful record of the life of the school each term.
- In 2017, the school made a number of video clips for use in marketing and learning. The response was very positive and in 2017, as part of the 55th Anniversary an Alumni website was built to house the school's archives which will become fully electronic and accessible online by the end of 2018.

Policy requirements

Aboriginal education

Key points of the year included:

- AFL Indigenous Academy (18 students)
- AIME (45 students).
- NRL School 2 Work Program (6 students)
- Bangarra Dance Workshop (9 students)
- ANZ Financial Traineeship (SBAT, 1 student)
- Sydney University Wingarra Mara Summer Program (2 students)
- NRL Mirrimirri Indigenous Youth Leadership Summit (1 student)
- Indigenous Careers Market (2 students)
- Aboriginal & Torres Strait Islander Students' Explore Uni Day (2 students)
- Widening Participation Outreach (Sydney University Compass Program): Year 10 B Inspiring workshops (30 students), Year 12 Promote Yourself workshops (1 student).

3 students completed Year 12 and made successful transition from school to apprenticeships (1 student), TAFE (1 students) and employment (1 student).

Multicultural and anti-racism education

44 students in Years 10–12 and 48 students in Years 7–9 received targeted and intensive support. 2 Year 12 EAL/D students received early entry university offers, with one receiving an E12 Sydney University Scholarship. Overall, 7 EALD students in Year 12 received offers for university.