

Rutherford High School

Annual Report



2018



8572

Introduction

The Annual Report for **2018** is provided to the community of Rutherford Technology High School as an account of the school's operations and achievements throughout the year.

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

Michael Whiting

Principal

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Message from the Principal

It was another great year at Rutherford Technology High School with some fantastic accomplishments.

We continued to upgrade our outstanding facilities. We had a new roof installed on both the Hall and C Block and extensive painting and floor covering work completed throughout the school. Air conditioning was installed through K block and we have built a wonderful outdoor gym to further support learning programs. There was, also, a substantial commitment from the school to upgrade technology resources across the school.

This year we commenced the implementation of our new 2018–2020 Strategic Plan. The plan focuses on the following three strategic directions:

- Quality Teaching and Learning
- Wellbeing
- Community Partnerships and Leadership

During the year we have expanded on our great relationships with our partner primary schools. Again this year our Rutherford Learning Community education week award evening was a fantastic success. We have continued to expand the number of activities where students from Rutherford Technology High are working with students from our partner schools. I would like to thank our partner primary school Principals for the continuous support they give to us.

Our cultural and sporting successes have continued in many areas. The school musical "Back To The Eighties" was a fantastic success and everyone involved needs to be congratulated.

The work of the school's P&C has again been outstanding this year, and our student leadership group has, again, played an important role in school governance and fundraising.

Thank you to all members of the school community (students, staff, parents, partner schools, community members and our business supporters) for all the things we have achieved together this year, whether they be academic, sporting or cultural.

Let's continue to make our school a great school!

School background

School vision statement

RTHS will promote a culture of high expectations working closely with our school community through:

Building a supportive and innovative environment where young people are prepared to lead rewarding and productive lives in a complex and dynamic world.

Enhancing a strong foundation of literacy and numeracy that strengthens student confidence in their ability to adapt and be valuable citizens.

Adopting a culture of communication and cooperation where every student, every teacher and every leader strives to improve each year working in close collaboration with our school families.

Our students developing a strong sense of belonging and the social and emotional skills to adapt to work, higher education and the challenges of life after school.

School context

The core values of the school community are Respect, Responsibility and Commitment. The school has a Positive Behaviour for Learning (PBL) program operating. As a comprehensive, co-educational secondary school of approximately 1130 students, the school services diverse and geographically widespread communities. With our partner primary schools we form a very strong and innovative Local Management Group with a strong K–12 focus.

Approximately 19% of our students are Aboriginal, and Aboriginal cultural and educational programs are a strong priority. The school receives significant socio-economic equity funding that is directed towards providing students the opportunity to reach their highest possible outcomes in all aspects of their education – academic, vocational, personal, sporting, cultural and civic. Focus on reading, writing, targeted sport, targeted CAPA and Careers and Transition are significant programs in the school. Professional learning for staff is a major focus based around classroom observations, future focused learning skills and enhancing literacy and numeracy. An innovative Learning Support Team runs a number of highly regarded student wellbeing programs in the school, such as Drumbeat, Peer support, and Peer mediation. Senior students are catered for with mentoring and a fully staffed senior study area.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning: Learning Culture

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

Theme: High expectations (Delivering). *Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning.*

Theme: Transitions and continuity of learning (Sustaining and Growing). *The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk.*

Theme: Attendance (Sustaining and Growing). *Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.*

Learning: Wellbeing

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

The descriptors chosen are:

Theme: Caring for students (Sustaining and Growing). *Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.*

Theme: A planned approach to wellbeing (Sustaining and Growing) *The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.*

Theme: Individual learning needs (Sustaining and Growing). *Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.*

Theme: Behaviour (Sustaining and Growing). *Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.*

Learning: Curriculum

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

The descriptors chosen are:

Theme: Curriculum provision (Sustaining and Growing). *The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.*

Theme: Teaching and learning programs (Sustaining and Growing). *Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.*

Theme: Differentiation (Sustaining and Growing). *Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.*

Learning: Assessment

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

The descriptors chosen are:

Theme: Formative assessment (Delivering). Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.

Theme: Summative assessment (Sustaining and Growing). Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.

Theme: Student engagement (Sustaining and Growing). Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

Theme: Whole school monitoring of student learning (Delivering). There is a whole school assessment strategy in place that is designed to ensure that the learning of all students is systematically monitored.

Learning: Reporting

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

The descriptors chosen are:

Theme: Whole school reporting (Sustaining and Growing). The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis.

Theme: Student reports (Sustaining and Growing). Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.

Theme: Parent engagement (Sustaining and Growing). Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.

Learning: Student performance measures

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

The descriptors chosen are:

Theme: Value-add (Working towards Delivering). Working towards delivering.

Theme: NAPLAN (Working towards Delivering). Working towards delivering.

Theme: Student growth (Delivering). The school identifies growth targets for individual students, using internal progress and achievement data.

Theme: Internal and external measures against syllabus standards (Sustaining and Growing). School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.

Teaching: Effective classroom practice

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

The descriptors chosen are:

Theme: Lesson planning (Sustaining and Growing). Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.

Theme: Explicit teaching (Delivering). Explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class.

Theme: Feedback (Delivering). Teachers respond promptly to student work. They check that students understand the feedback received and the expectations for how to improve.

Theme: Classroom management (Sustaining and Growing). A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

Teaching: Data skills and use

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

The descriptors chosen are:

Theme: Data literacy (Delivering). Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.

Theme: Data analysis (Delivering). The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.

Theme: Data use in teaching (Delivering). Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, ICAS, PAT, HSC) with internal measures to build consistent and comparable judgement of student learning.

Theme: Data use in planning (Delivering). Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.

Teaching: Professional standards

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

The descriptors chosen are:

Theme: Improvement of practice (Sustaining and Growing). Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.

Theme: Accreditation (Sustaining and Growing). The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.

Theme: Literacy and numeracy focus (Sustaining and Growing). Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

Teaching: Learning and development

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

The descriptors chosen are:

Theme: Collaborative practice and feedback (Sustaining and Growing). Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

Theme: Coaching and mentoring (Sustaining and Growing). Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.

Theme: Professional learning (Sustaining and Growing). Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.

Theme: Expertise and innovation (Sustaining and Growing). The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.

Leading: Educational leadership

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

The descriptors chosen are:

Theme: Instructional leadership (Sustaining and Growing). Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school

improvement and build a strong pipeline of leaders.

Theme: High expectations culture (Sustaining and Growing). *The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance.*

Theme: Performance management and development (Delivering). *The leadership team undertakes annual staff performance and development reviews for teaching and non-teaching staff. Poor performance is identified and managed promptly and effectively.*

Theme: Community engagement (Sustaining and Growing). *The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.*

Leading: School planning, implementation and reporting

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

The descriptors chosen are:

Theme: Continuous improvement (Sustaining and Growing). *The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.*

Theme: School plan (Sustaining and Growing). *The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.*

Theme: Annual report (Sustaining and Growing). *In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.*

Leading: School resources

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

The descriptors chosen are:

Theme: Staff deployment (Sustaining and Growing). *The leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school.*

Theme: Facilities (Excelling). *The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.*

Theme: Technology (Sustaining and Growing). *Technology is effectively used to enhance learning and service delivery.*

Theme: Community use of facilities (Sustaining and Growing). *Use of school facilities by the local community delivers benefits to students.*

Theme: Financial management (Excelling). *Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.*

Leading: Management practices and processes

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

The descriptors chosen are:

Theme: Administrative systems and processes (Sustaining and Growing). *The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need.*

Theme: Service delivery (Sustaining and Growing). *Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction.*

Theme: Community satisfaction (Sustaining and Growing). *The leadership team analyses responses to school community satisfaction 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>

Strategic Direction 1

Quality Teaching and Learning

Purpose

To improve student learning outcomes by knowing our students and how they learn. Embedding evidence-based quality teaching, learning and assessment practices.

Overall summary of progress

Literacy and Numeracy

Literacy and numeracy skill development was supported in classrooms by embedding Super Six strategies from Focus on Reading and some Focus on Writing elements into teaching programs. In addition, evidence-based literacy and numeracy lessons were designed and then accessed via the online learning management system (Canvas) and implemented by staff on a weekly basis throughout the year.

Positive results were seen in pre and post data collected on students engaging in these lessons. Average growth of 3:07 years in reading for year 9 students. Average growth of year 12 students in spelling is 1:03 years. Pre and post writing samples from 7 Steps to Writing Success are showing development in writing.

Survey responses identified that there is a mixed level of confidence in embedding skills within subject-specific lessons, and also in implementing literacy and numeracy lessons from Canvas.

There was some improvement across NAPLAN in numeracy, reading and language, however results in writing did not meet expectations. Internal results of higher achieving students do not reflect performance in NAPLAN, with lower than expected numbers positioned in top two bands.

Data Analysis

A data team was established with representatives from each KLA area. All staff have been given the opportunity to access a variety of data sources, and staff have been professionally developed in how to access and use SCOUT. All executive staff from Rutherford Technology High school and some executive staff from partner primary schools were trained in "Understanding Data With Confidence" through CESE. A calendar and flowchart of data analysis are still in the developmental stage.

Explicit Teaching and Formative Assessment

Feedback from staff surveys indicate some faculties are further down the track than others. The team needs more time to meet outside allocated times to implement the professional development plan in both explicit teaching and formative assessment.

Stage 4 GATS programs reviewed and refined to meet the needs of current cohort in line with PBL focus. Stage 5 and 6 action plans delayed due to time. Project based learning reviewed for 7R and 8R and a plan established for expansion in 2019. Differentiation was a focus of the term two optional staff development professional learning session.

Professional Learning and Performance

The Performance Development Framework (PDF) process for staff was reviewed and a new process developed that incorporated SharePoint, a new lesson observation model and the incorporation of PDF data into developing the staff professional learning plan for the year. The Australian Standards for Teachers were incorporated into all PDPs. A professional learning model was developed using the PDPs and standards. A large proportion of staff had similar goals based around curriculum, differentiation and innovation. A new and beginning teacher coordinator was appointed and a new improved teacher orientation guide was developed. Classroom walkthroughs were conducted, by teams of staff and students, around the focus of Positive Behaviour for Learning (PBL) strategies in the classroom. Instructional leadership training took place over two days for all executive staff with Brian Miller.

Future Focused Learning

In STEM not all LMG schools completed their development plan. Further time is needed for in school team to expand on knowledge. Review line management of senior executive to come in line with areas of expertise.

In our CCC program first year data indicated high satisfaction from staff, students and community. Negative referrals for Year 7 down in some areas. Staff on CCC have a lower rate of absenteeism.

In the implementation of the CANVAS learning platform there are various levels of expertise across the school, resulting in the formation of the CANVAS CAG group.

With the 7A/8A pilot groups work avoidance in the 7A class, at times, impacted on the whole class. Persistence, structure and routine were paramount along with all teachers having the same expectations. Chunking and regular lesson transitions are required for student engagement and on task management. Teacher meetings were important for future planning and assessment of student progress. Meetings at all times had a solution based focus.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the percentage of Year 9 students (including Aboriginal) in the top 2 bands of NAPLAN: <ul style="list-style-type: none"> • reading increase from 7% to 12% • Aboriginal reading increase to 5% • numeracy increase from 6% to 12% • Aboriginal numeracy increase to 5% • Writing increase from 3% to 10% • Aboriginal writing increase from 4% to 10% 	<ul style="list-style-type: none"> • Head Teacher Literacy and Numeracy – \$136,000 (Equity) • Writing initiative 0.2 release – \$21,000 (Equity) • LaST 0.6 – \$63,000 (Equity) • SLSO 2.2 – \$131,000 (Low Level adjustment) • Stage 6 1.0 – \$104,000 (Equity) • ELP –0.1 – \$10,500 (ELP) • TPL – \$10,000 (TPL funds) • Aboriginal tutors 1.8 – \$109,000 (Aboriginal) • (Aboriginal) LaST 0.6– \$66,000 (Aboriginal) 	<ul style="list-style-type: none"> • Reading has increased from 7% to 7.55% • Unfortunately writing and numeracy percentages have not increased.
Increase the of Year 7 – 9 scaled growth score in NAPLAN: <ul style="list-style-type: none"> • Writing increase to above state DoE (2017 30.5/42.3) • Numeracy increase to above state DoE (2017 48.8/50.7) • Aboriginal numeracy increase to above state DoE (2017 43.5/51.2) 	As above	<ul style="list-style-type: none"> • Numeracy scaled growth is above state (52.7/47) • Aboriginal numeracy scaled growth is above state (57/47.7) • Unfortunately writing growth is still significantly lower.
Decrease the percentage of Year 9 students below NMS in NAPLAN: <ul style="list-style-type: none"> • Reading less than 10% • Writing less than 25% 	As above	<ul style="list-style-type: none"> • Reading is still sitting at around 17%. • Writing still requires significant improvement.
The schools value added trend is positive from Year 9–12.	As above	The trend in between Years 7 and 9 is positive moving to the "sustaining and growing" category. Hopefully this will flow on to future Year 9 to 12 data.
Internal literacy and numeracy testing shows improvement between pre-test and post-test scores.	As above	Continuum data and diagnostic records are showing students are developing skills in numeracy, reading and spelling. Pre and post writing samples from "7 Steps to Writing Success" are showing development in writing.

Next Steps

Literacy and Numeracy

Results from internal data collected on spelling and reading ages of students after engaging in focused literacy and numeracy learning, show that this should be a continued strategy at a whole school level. Although there were some positive results in NAPLAN, improving overall NAPLAN results will be a continued focus in 2019, particularly for writing results for all students, and also to move capable students into the top two bands.

To increase confidence to explicitly teach literacy and numeracy as part of subject-specific content, teachers will be provided with additional professional learning and support on a regular basis. A focus will be on developing teacher knowledge and expertise in the literacy and numeracy progressions, and then supporting teachers to successfully embed within learning content. To monitor student growth, teachers will collect data via formative assessment methods which will then be entered onto PLAN2 by Head Teacher Literacy and Numeracy.

Data Analysis

Data team is to develop a calendar and flowchart of data analysis activities in the school. The team is going to work deeper into SCOUT analysis with staff.

Explicit Teaching and Formative Assessment

Modelled, Guided, Independent introduction delayed until term 1 2019.

GATS transition focus in 2019 as students moving from stage 4 into 5 2019. Careers and transition plans established for Stage 5 and 6 students.

Professional Learning and Performance

The school is looking at ways to streamline the PDP process and their upload to SharePoint. Further staff development in the Australian Teaching Standards is needed, and the encouragement of staff to take up higher levels of accreditation. There will be the introduction of the instructional leader model for executive in 2019 and this will be facilitated through decreased teaching loads. Classroom walkthroughs will focus on explicit teaching in 2019.

Future Focused Learning

STEM needs to be made a focus of LMG in 2019. School team to be reviewed and staff to attend professional learning.

Need to sustain momentum of a very small future focused team. The 2019 Year 7 cohort is very large, and there is a need to introduce more CCC projects. Professional learning time for new staff coming into the program.

Staff identified they need professional development time to create courses with CANVAS CAG experts. Further time allocated at optional SDD sessions in 2019 to support staff.

Strategic Direction 2

Wellbeing

Purpose

To foster a culture of respect, responsibility and commitment. Promoting a supportive environment that creates a sense of belonging and resilience across the whole school community.

Overall summary of progress

Wellbeing Framework

The categories in Sentral, our wellbeing administrative tool, were matched to staff needs and PBL recommendations. .

Positive Behaviour for Learning (PBL)

Effective and constant PBL team meetings allowed for the PBL action plan to be established. The PBL Hub , comprising all schools in our learning community, highlighted similarities and differences for all feeder primary schools and the high school around PBL expectations. Staff and students are now using PBL language that is matched to the schools expected behaviours. The school fortnightly focus has allowed for expectations to be embedded, with PBL lessons being taught across the school. Fortnightly newsletter articles have ensured that our community is aware of our commitment to PBL.

Student Wellbeing

A significant number of student wellbeing activities were held during the year. Peer support, peer mediation, Lovebites and Lovebites Junior, Love me Mission, Brainstorm productions (conflict), Smashed (dangerous anti-social behaviour), Tantrum theatre (DV) , Reach, Brett Lee (cyber-safety), elevate education for our seniors, Drug and alcohol forum for seniors.. Student evaluations from SSO programs indicate that students felt an increase in self worth including an ability to better manage their own personal needs.

The school, also, organised activities on Bullying No Way and RUOK Day

The Head Teachers Wellbeing liaised with numerous external agencies to support many high needs students. The Student support Officer ran a number of targeted group activities. These included Drumbeat, Resilience Project, Rage and Younique.

A scope and sequence was developed to plan Wellbeing interventions for each learning stage, our new anti bullying policy and plan was developed by the Head Teachers Wellbeing.

Staff wellbeing

A whole school structured staff wellbeing and wellness activity as well as professional learning has had an impact for positive staff morale. Mindmatters has been replaced nationally with "Be You" and will have staff professional development to implement in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students reporting a sense of belonging, expectations of success and advocacy in the school through the Tell Them From Me survey.	<ul style="list-style-type: none">• HT Wellbeing higher duties -\$32,000 (Equity)• Transition 0.6 – \$63,000 (Equity)• Transition strategies -\$21,000 (Equity)• Consumables – \$5000 (Equity)• Student Support Officer -\$84,000 (Flexible wellbeing)• SLSO support 3.2 –	<p>Student evaluations from SSO programs indicate that students felt an increase in self worth including an ability to better manage their own personal needs. TTFM data from 2017 to 2018 indicated:</p> <ul style="list-style-type: none">• Sense of belonging increased by 1%. Highest increases were from Years 10 to 11, and Years 11 to 12.• Positive behaviour increased by 3%• Advocacy decreased by 0.3%• expectations of success increased 0.1%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students reporting a sense of belonging, expectations of success and advocacy in the school through the Tell Them From Me survey.	\$15286(Integration funding) • Aboriginal Education Officer 1.0 x 3 terms – \$52,00(Aboriginal) • Attendance 0.2 –\$21,000 (Equity) • Wellbeing Programs – \$51,670 (Equity) • Student Assistance – \$15000 (Equity)	Student evaluations from SSO programs indicate that students felt an increase in self worth including an ability to better manage their own personal needs. TTFM data from 2017 to 2018 indicated: • Sense of belonging increased by 1%. Highest increases were from Years 10 to 11, and Years 11 to 12. • Positive behaviour increased by 3% • Advocacy decreased by 0.3% • expectations of success increased 0.1%
Increased student participation in positive wellbeing programs.	As above	
Increase the number of students demonstrating positive core values through our reward system.	• PBL strategy implementation – \$17,000 (Equity)	
Staff who feel supported in their workplace.	• \$7000 (Equity)	A whole school structured staff wellbeing and wellness activity as well as professional learning has had an impact for positive staff moral.

Next Steps

Wellbeing Framework

Flow chart to be considered in 2019 responding to negative behaviours. Staff development was spent on 4:1 positive rather than focusing on negative.

Staff require more TPL with effective strategies for negative behaviour.

"Who is an RTHS student" to be addressed after classroom priorities are addressed and staff to determine how this will be defined. The use of sentral categories must be consistent for all staff.

Wellbeing Framework action plan needs to be across the whole school not just "wellbeing" as a faculty.

Self assessment tool to be used to assess all large whole school programs.

Positive Behaviour for Learning (PBL)

Sentral reporting is now ready for 2019. This will allow for data to be collected each term to address current needs and trends in the school that will correspond with negative behaviours.

Student Wellbeing

Embedding a whole school preventative approach to wellbeing, resilience and mental health concerns.

Professional development to address key strategies in the Anti-Bullying plan.

Utilise the Wellbeing Framework to evaluate programs and strengthen scope and sequence for stage wellbeing programs.

Staff wellbeing

Continue to focus on positive psychology in order to build teacher and student wellbeing and resilience.

Strategic Direction 3

Community Partnerships and Leadership

Purpose

To develop and maintain shared leadership and decision-making that enhances positive community involvement.

Overall summary of progress

Learning Community Programs

A major focus in 2018 across our learning community, with our partner primary schools, was to be STEM implementation. All schools received surveys, but only two returned them because of time restraints. It was decided to move the STEM focus to 2019. RTHS worked independently on enhancing, and resourcing two STEM areas within the school.

A learning community writing initiative working with support from Maitland District Office was undertaken.

Communication

A communication team was established with representatives from across the school. Initial surveys indicated positive feedback on the school newsletter and Facebook site as communication tools. It was indicated that our website needs improvement. Some aspects of communication plan were not completed as we are waiting on a DoE communication and engagement project that we have been selected to participate in. The school also introduced a Rutherford Technology High School Twitter account.

Parent Engagement

A number of parents engaged in a parenting program run by the Student Support Officer. The P&C was the main decision-making body for parents and was involved in our strategic planning and financial processes. We would like to see an increase in the number of parents involved in school activities and the P&C. There was increased parent involvement in the Aboriginal PLP meetings.

Leadership

Students took on increased leadership opportunities. Two leadership development days were held for the student leaders from all schools in our learning community, with very positive feedback.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A significant number of students and staff skilled in STEM practices across the learning community.	<ul style="list-style-type: none"> • Staff professional learning \$4,000 • Increased STEM resources \$40,000 	<ul style="list-style-type: none"> • Learning community STEM initiative postponed till 2019. • Increased funding on STEM training for RTHS staff.
Value add to the current percentage of parents and community members participating in school decision-making processes and school activities.	<ul style="list-style-type: none"> • Funding for student leadership days \$2000. 	<ul style="list-style-type: none"> • Student leadership opportunities have increased and interactive days with leaders across the whole learning community were beneficial.

Next Steps

Learning Community Programs

STEM – initiative put back to early 2019.

Communication

DoE communication and engagement project to occur with learning community in 2019.

Parent engagement

Still need to work on strategies to increase parental involvement. The DoE communication and engagement strategy will give us some strategies through the feedback from parent forums across the learning community.

Leadership

It is planned to run the learning community student leadership activities again in 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • 1.8 x Aboriginal SLSOs – (\$108,00) • Aboriginal LaST – 3 terms (\$78,00) • Aboriginal Education Officer – 3 terms (\$51,000) • Brospeak/Sistaspeak/Coordinator release (\$21,00) • Brospeak/Sistaspeak programs ((\$4,000) • Aboriginal signage (\$2,00) • Teaching resources (\$2,000) • 8 x staff Connected to Country professional development(\$15,000) • Cultural celebrations (NAIDOC, Reconciliation) (\$3,000) • Aboriginal background loading (\$284 000.00) 	<p>Findings:</p> <ul style="list-style-type: none"> • 97% of ATSI students have a PLP • Attendance rates showed a slight decline from Semester 1 to Semester 2 in years 7 and 9, slight increase other year groups • Active JAEKG which holds regular meetings <p>Implications:</p> <ul style="list-style-type: none"> • Aim to have 100% PLP's completed • Strategies for improvements in ATSI student attendance across all year groups • Continue transition program. • JAEKG to increase parent engagement/communication (newsletters?) • Increase focus on cultural celebrations (outside of NAIDOC)
Low level adjustment for disability	<ul style="list-style-type: none"> • 2xSLSO – \$124,000 (Equity) • 0.4 x LaST – \$43,000 (Equity) 	A combination of SLSO and LaST time was used to support students with identified learning needs.
Socio-economic background	<ul style="list-style-type: none"> • Head Teacher Literacy and Numeracy – \$136,000 (Equity) • Writing initiative 0.2 release – \$21,000 (Equity) • LaST 0.6 –\$63,000 (Equity) • Stage 6 1.0 – \$104,000 (Equity) • Careers and transition – \$84,000 (equity) • HT Wellbeing higher duties –\$32,000 (Equity) • Transition 0.6 – \$63,000 (Equity) • PBL strategy implementation –\$15,000 (Equity) • Attendance 0.2 –\$21,000 (Equity) • Wellbeing Programs – \$30,000 (Equity) • Executive development – \$10,000 (Equity) • STEM professional learning –\$4,000(Equity) • CLO – \$40,000 (Equity) • TSO – \$75,000 (Equity) • Student leadership –\$5,000 (Equity) • Targeted sport staffing – \$42,000 (equity) • Targeted sport programs 	<ul style="list-style-type: none"> • Embedding effective practice guide strategies. • Implemented professional learning structures based on identified PDP needs and strategic plan. • The key initiatives for literacy and numeracy are being embedded in teaching practice. • The programmed literacy mini-lessons were implemented and will be reviewed to see if they have made a difference. • An action plan for literacy and numeracy progressions has been developed. • There are improvements in some areas of literacy and numeracy, particularly value-added data from Year 7 to 9 in NAPLAN. We have moved from "working towards delivering" to "sustaining and growing". • Staff have increased knowledge of formative assessment and explicit teaching practices. • An action plan for project based/future focused learning is being developed with projects occurring in Stage 4 GATS and 7A. • Careers and transition processes are constantly being strengthened. Strong links have been established with partner primary schools and local businesses. • Our cross school learning platform CANVAS continues to be implemented. • Processes for wellbeing have been analysed and changed. Changes have occurred to behaviour and learning monitoring procedures, and behaviour flowcharts have been revised. • Staff wellbeing continued to be enhanced

Socio-economic background	<p>-\$20,000(Equity)</p> <ul style="list-style-type: none"> Targeted CAPA staffing – \$21,000 (Equity) Targeted CAPA programs -\$14,000(Equity) 	<p>Challenge.</p> <ul style="list-style-type: none"> Staff, student and parent knowledge of PBL has increased. Strategies for PBL data collection and PBL lesson development are occurring. Strategies are constantly reviewed for at risk students. A number of student wellbeing programs covering a variety of relevant needs were run over all Year groups. Considerable resources have gone into endeavouring to improve student attendance, but there has been a decline in 2018. The learning community plan for STEM has been postponed to 2019. The learning community writing initiative took place. Initial work occurred on improving communication and community involvement. This has been put on hold as the DoE is running an engagement and communication program with us early 2019. The CLO and AEO roles have made a difference with parent engagement and communication. Two Learning community student leadership training days have taken place with very positive feedback. Parents have engaged in positive parenting programs with the Student Support Officer. Our targeted sports programs are motivating student engagement and leadership. Feedback from Stage 3 is extremely positive, and the number engaging in Stage 4 and 5 are extremely positive.
Support for beginning teachers	<ul style="list-style-type: none"> Beginning teacher release 0.6 – \$63,000 (Beginning Teacher) New teacher coordinator 0.2 –\$21,000 (Equity) 	<p>Findings: A coordinator for new teachers role was created. The coordinator worked closely with new staff on orientation to the school and teacher accreditation. New teacher orientation procedures were significantly revamped. Professional learning needs of new staff were mapped through the PDP process.</p> <p>Implications: Continue coordinator role in 2019 and revise procedures.</p>
Principal Support	<ul style="list-style-type: none"> Principal support money – \$54,000 for Business Manager Redundancy – \$40,000 put aside \$15,00 (Equity) for Business Manager Additional SASS administration support (\$8,000) 	<p>Findings: A Business Manager Grade 7/8 was employed for terms 2 and 3. They provided great administrative support in the areas of finance, assets management, compliance and WHS. This significantly freed the time of the Principal to concentrate on educational leadership.</p> <p>Additional administrative support time was funded to help with the introduction of LMBR/SAP.</p> <p>Implications: There is a need to review and fine-tune various administrative roles. Look at professional learning needed to enhance roles.</p>
Technology	<ul style="list-style-type: none"> Technology – \$125,000 (6100 Unassigned) STEM – \$40,000 (6100 	<p>Findings: Planned upgrading of technology hardware continued across the school. Staff and student devices, enhanced networking,</p>

Technology	Unassigned)	and sound and lighting upgrades occurred. A third STEM area was established and equipment upgraded in both spaces. Robotics, 3D printing and movie-making capabilities were significantly increased. Implications: Continued cyclic review of needs.
School enhancement	<ul style="list-style-type: none"> • Outdoor gym/grounds – \$90,000 (6100 unassigned) • Air conditioner/capital plant replacement – \$30,000 (6100 unassigned) • Asset replacement – \$30,000 (6100 unassigned) • School bus contribution \$60,000 (6300 school funds) 	<p>GROUNDS UPGRADE</p> <p>Findings: Outdoor gym completed and funds committed to landscaping work, which has been delayed to early 2019. Signage and line-marking added to carpark to meet WHS needs.</p> <p>LEARNING SPACES</p> <p>Findings: Significant funding to STEM infrastructure and the creation of a third STEM space in the School.</p> <p>Replacement of various assets occurred.</p> <p>BUS PURCHASE</p> <p>Findings: A 25 seater bus has been ordered through fleet services, with delivery at the start of 2019. \$60,000.00 contributed by P&C.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	514	509	503	507
Girls	462	467	499	514

Enrolment is showing a significant trend to increased numbers. The Year 7 cohort is our largest ever student intake, and the intake for 2019 is projected to be even higher.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	88.7	91.2	89.1	87.5
8	88.2	87.5	86.9	83.3
9	85.2	86.1	84.4	81.1
10	88.8	84.7	81.6	79.8
11	86.6	85.8	82	78.1
12	87.5	88.3	86.8	84.2
All Years	87.5	87.2	85.2	82.7
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

RTHS takes a positive approach to improving student attendance within a framework of student wellbeing. Updated annually, the school Attendance Plan clearly outlines attendance practices and processes, and specifically defines the roles for each member of the attendance team. Regular attendance is supported and promoted with staff, students and the local community through wide ranging intervention strategies implemented by the Head Teacher Wellbeing, Head Teacher Administration, HSLO, Year Advisers and Assistant Year Advisers, teaching and SASS staff. Rolls are marked electronically every period and SMS

messages sent daily to parents for absent students. Truancy and late arrivals are tracked by the Head Teacher Administration. Reward activities are held each term to acknowledge excellent attendance and strategies to support those students with poor attendance are implemented through the Learning Support Team.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	16.25
Employment	0	12.4	43.75
TAFE entry	5	5	10
University Entry	0	0	20
Other	4	18.3	5
Unknown	1	2	5

Year 12 students undertaking vocational or trade training

In 2018, 55.00% of Higher School Certificate students undertook at least one vocational education or trade training course which contributed toward their HSC studies. Students undertook training in the areas of Business Services, Construction, Hospitality (Kitchen Operations), Metals and Engineering, Primary Industries, Retail Services and Sports Coaching.

Additionally, 1.25% of students undertook Vocational education courses through external providers such as TAFE and 3.75% of students participated in vocational education through a school-based traineeship arrangement.

Year 12 students attaining HSC or equivalent vocational education qualification

Of the 115 students who were enrolled to study for the Higher School Certificate in 2018 69.57% completed their HSC studies. 97.50% of these students attained their HSC and 2.25% obtained a Record of School Achievement.

In 2018, 57.5% of HSC students studying vocational education courses attained their full VET qualification (Certificate I, II or III qualification). The remaining 22.5% of vocational education students received Statements of Attainment toward their Certificate I, II or III qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	13
Classroom Teacher(s)	58.5
Learning and Support Teacher(s)	3.4
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	19.97
Other Positions	1

*Full Time Equivalent

The current workforce includes six teaching staff and three non-teaching staff that identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

During 2018 12 teachers(3 permanent, 7 temporary, and 2 casual) obtained accreditation at proficient using the Australian teaching standards. A significant number of staff completed maintenance requirements of accreditation.

Staff undertook extensive professional development during the year. The professional development was based around the three strategic directions in the school plan and needs identified in staff PDPs. In the school setting professional learning occurred at school development days, staff professional learning meetings, and through OLT courses. A number of staff also engaged in external professional learning activities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,537,515
Revenue	14,075,131
Appropriation	13,709,316
Sale of Goods and Services	35,025
Grants and Contributions	319,167
Gain and Loss	0
Other Revenue	1,876
Investment Income	9,747
Expenses	-13,556,109
Recurrent Expenses	-13,556,109
Employee Related	-12,381,267
Operating Expenses	-1,174,842
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	519,022
Balance Carried Forward	2,056,538

Substantial funds were carried over from 2018. This was caused by:

- the inability to find staff to fill roles in some key initiatives, and several positions such as the Business Manager starting half way through the year..
- delays in several infrastructure projects that have been carried to the following year.
- outstanding payments such as awaiting the arrival of a 25 seater bus.

The creation of new roles such as a third Deputy Principal and extra Learning and Support Teachers have been targeted in 2019 to assist the goals in the strategic plan. Significant planning around enhancing the school's learning environment and student access to technology are included in the 2019 plan

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	8,848,197
Base Per Capita	204,322
Base Location	0
Other Base	8,643,876
Equity Total	2,058,388
Equity Aboriginal	213,131
Equity Socio economic	1,300,000
Equity Language	10,601
Equity Disability	534,656
Targeted Total	1,680,346
Other Total	357,108
Grand Total	12,944,039

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

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.

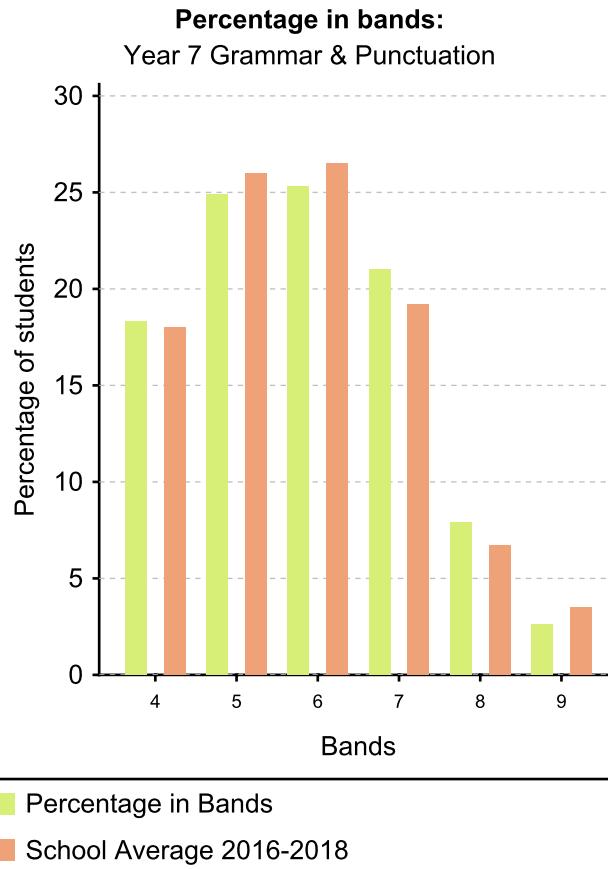
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

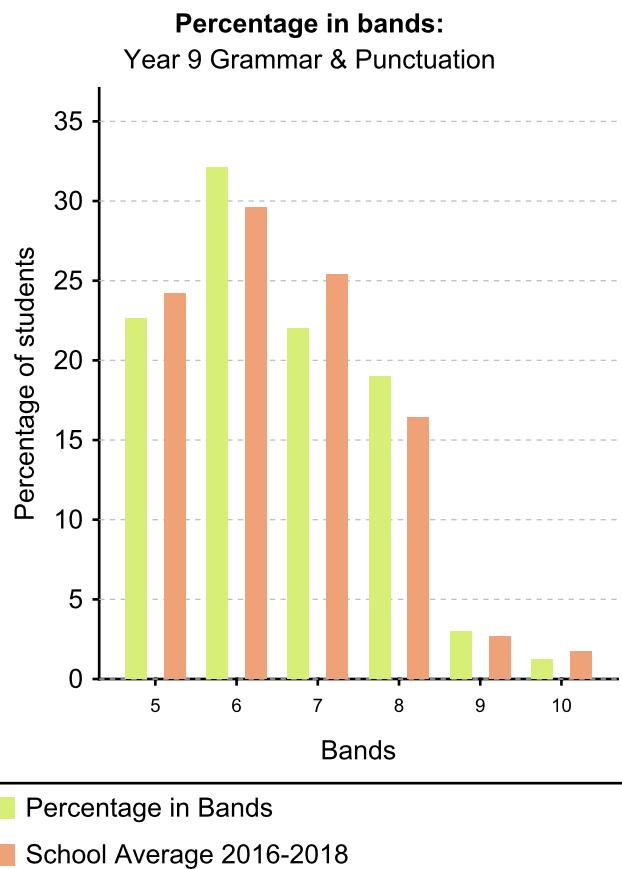
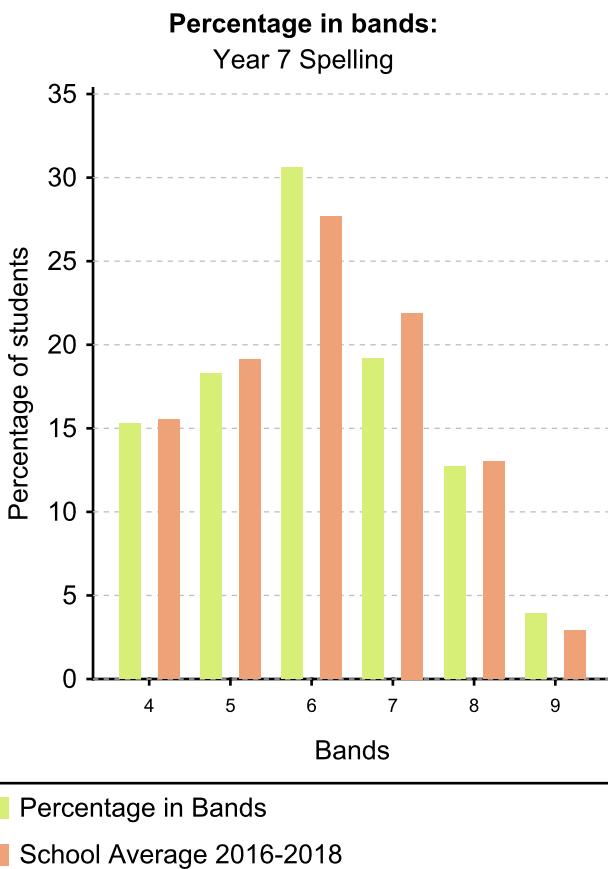
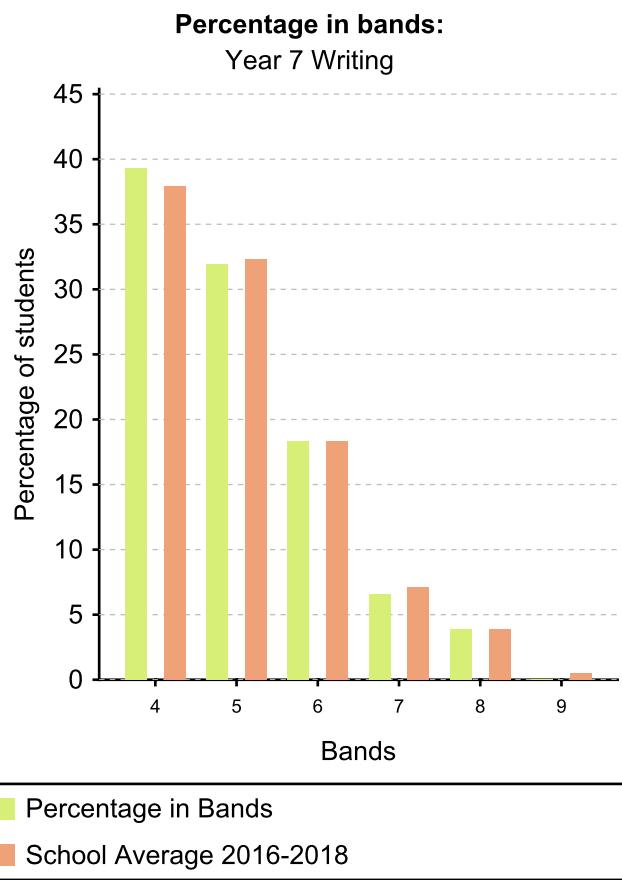
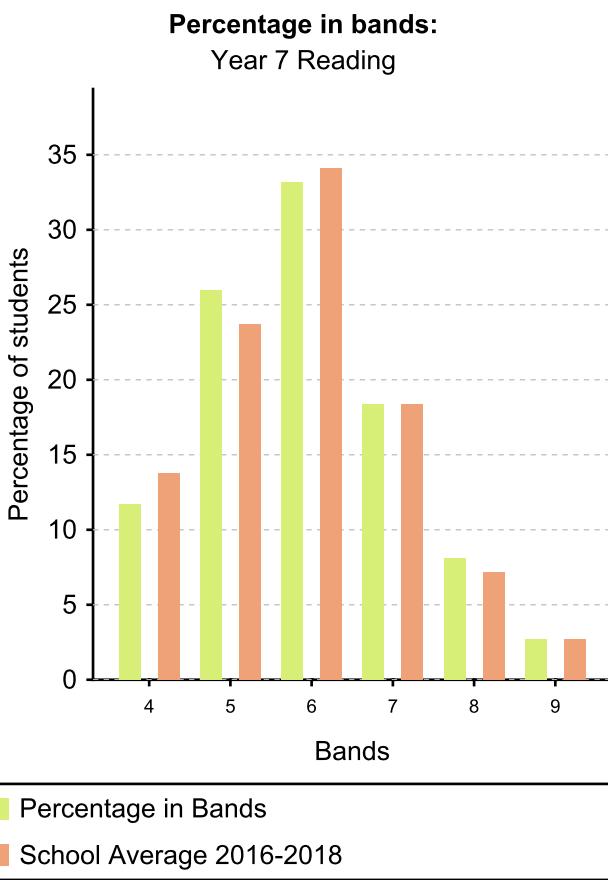
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

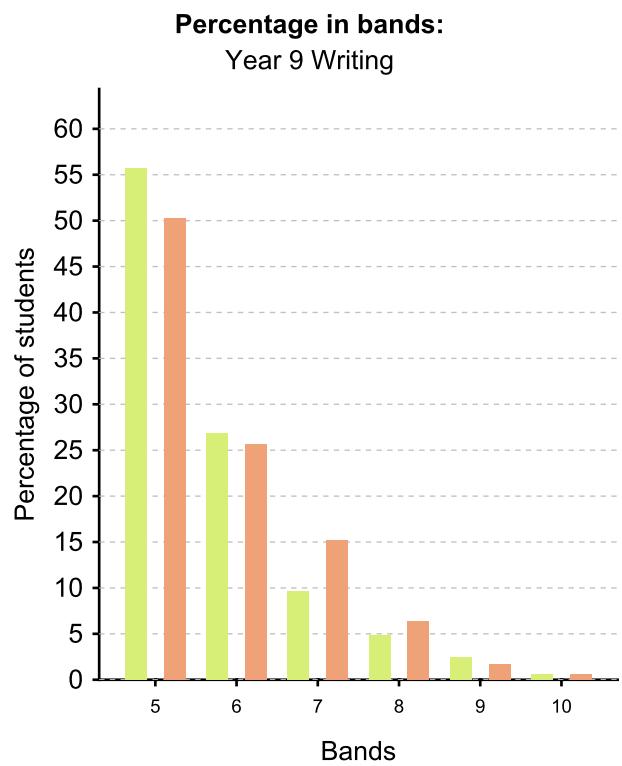
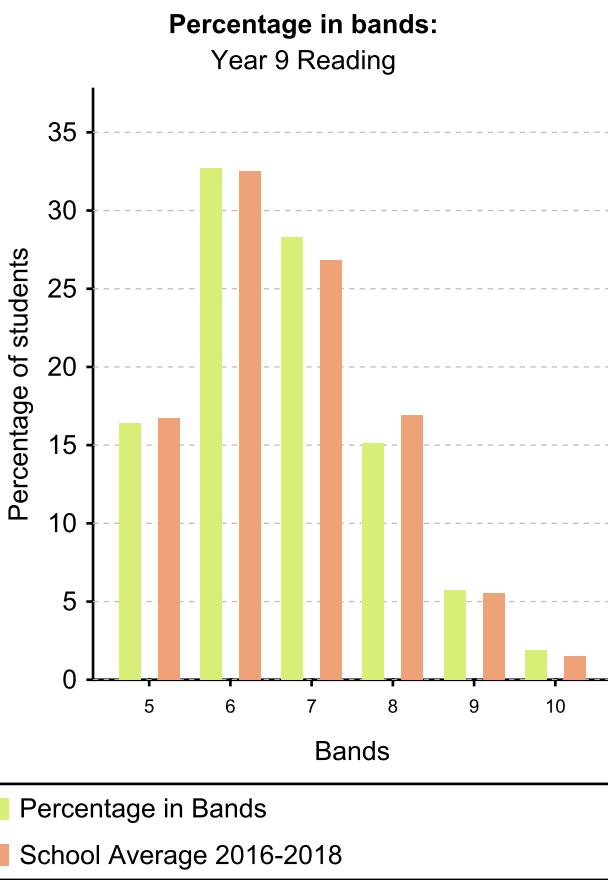
Positive literacy data:

- Value added data Year 7–9 has moved from working towards delivering to sustaining and growing.
- In Year 9 reading there has been a 9% increase in students in the top three bands from 2015 to 2018.
- Year 9 grammar 10% increase in the number of

- students in the top three bands 2015 to 2018.
- Year 9 Aboriginal reading average scaled growth score above state. School 57.3 (state 41.2)
- Year 9 Aboriginal writing average scaled growth score double state. School 15 (state 8.7)
- Year 9 Aboriginal grammar average scaled growth score above state. School 51.4 (state 40.3)
- Year 9 Aboriginal students at or above expected growth RTHS students higher than both like schools and state in all areas except spelling.
- Year 9 Aboriginal grammar 21% decrease in students in bottom two bands 2015 to 2018.

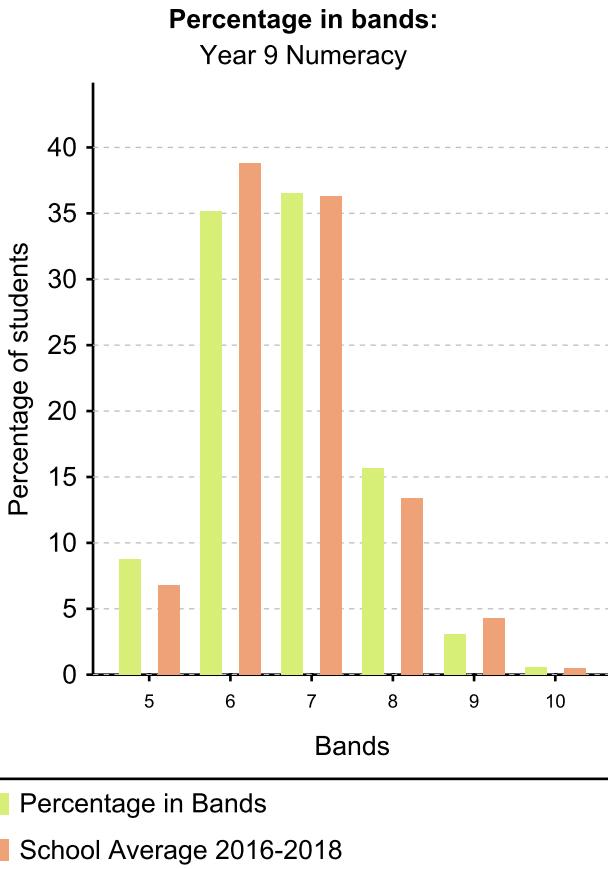
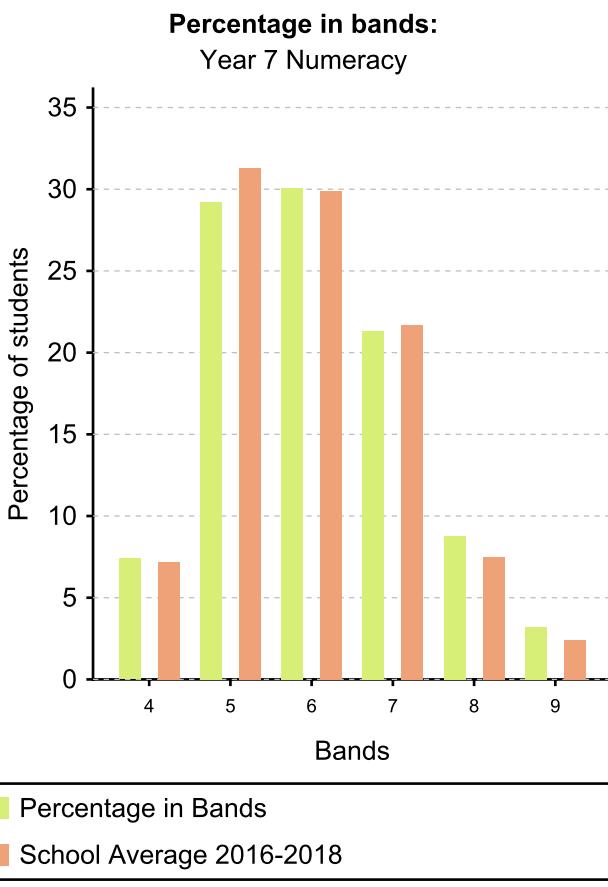






Positive numeracy data:

- Value added data Year 7–9 has moved from working towards delivering to sustaining and growing.
- Year 9 NAPLAN average scaled growth in numeracy is above like schools and state. School 53% (state 47%)
- 62% Year 9 students at or above expected growth in numeracy.
- Year 9 numeracy 6% increase in students in the bottom three bands from 2015 to 2018
- Year 9 Aboriginal numeracy average scaled growth score above state. School 57 (state 47.7)
- Year 9 Aboriginal students at or above expected growth higher at RTHS than both like schools and state.. In numeracy 71.4% RTHS students are at or above expected growth (like schools 48%, state 56%)
- Year 9 Aboriginal numeracy 10% decrease in students in bottom two bands 2015 to 2018



In Year 7:

- Reading – 14.04% of students in the top two bands compared to 13.4% in 2017 (8.45% 2016).
- Numeracy – 12.2% of students in the top two bands compared to 11.41% in 2017 (8.76% 2016)

In Year 9:

- Reading – 8.59% of students in the top two bands compared to 8.4% in 2017 (7.69% 2016)

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). There was a significant increase in Band 5 and Band 6 results from 2017 to 2018.

Subjects with an average HSC score greater than both like schools and state included:

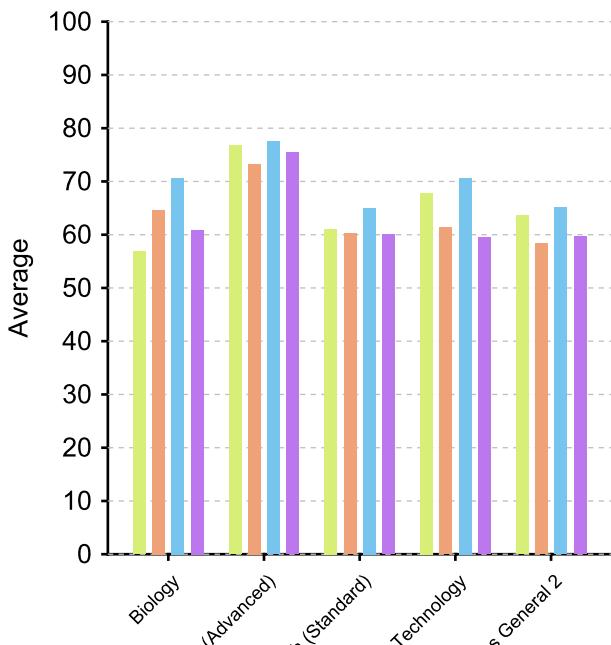
- Community and Family Studies (upward trend 3 Years)
- Earth and Environmental (upward trend 2 years)
- English Extension 1 (upward trend 2 years)
- Hospitality exam
- Visual Arts

Subjects with an average HSC score greater than like schools included:

- Design & Technology
- English advanced (upward trend 3 years)
- Food technology
- English standard
- History extension
- Legal studies
- Maths Ext 1
- Maths general 2
- Music
- Retail
- Software design and development

Premier's Priorities

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands:

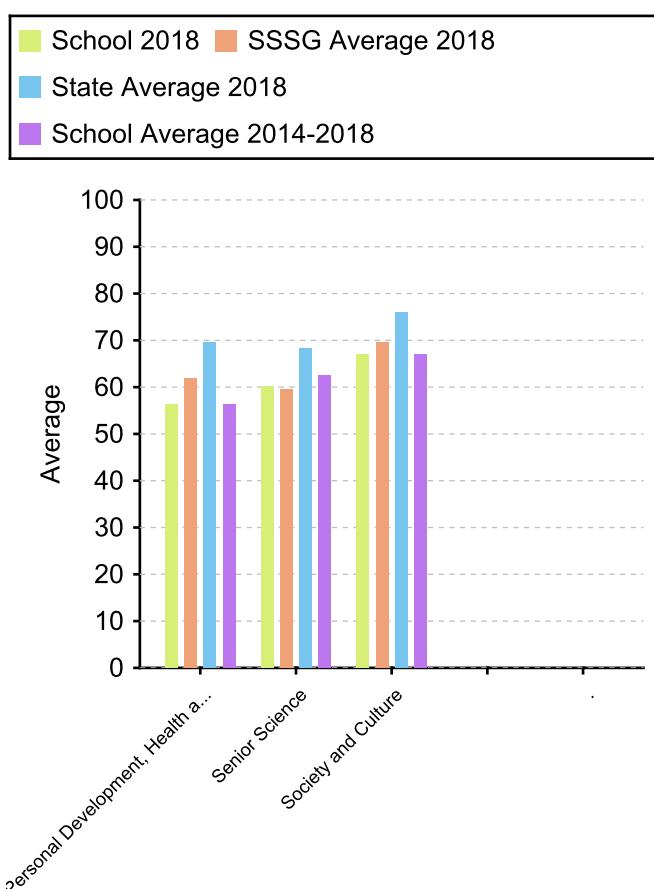


Parent/caregiver, student, teacher satisfaction

In 2018 the school sought the opinions of parents, students and teachers about the school. This was incorporated into planning changes for the 2018–2020 school plan. Mechanisms utilised were staff surveys including all executive undertaking the AITS 360 degree surveys, Tell Them From Me for students, parents and staff and parent and student forums.

A summary of responses are represented below:

- Students felt the school was very good at building positive relationships, with a positive increase in their sense of belonging.
- Students were generally supportive of the advocates in the school, relationships with teachers and the learning climate with a three percent increase from 2017
- Students were very supportive of the facilities, technology and the many curricular and extracurricular opportunities they are presented with.
- Students raised concerns with disruptions, consistency of behaviour management and conflict.
- Parents were very supportive of the facilities and opportunities now offered in the school
- Parents too raised disruptions to lessons and conflict as concerns. Staff wanted clearer communication of the school's vision and expectations. They were generally very supportive of the quality facilities in the school.
- Time to implement change was raised as a need and has been addressed in the timetable for executive staff and beginning teachers in 2019.



Policy requirements

Aboriginal education

Aboriginal and Torres Strait Islander students represented approximately 18% of the school's 2018 population. Programs operated successfully to improve student's knowledge of their Aboriginal culture, literacy and numeracy skills and attendance rates.

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

Literacy and numeracy remained a focus of Aboriginal education through our senior and junior Aboriginal tutoring programs that support student wellbeing, engagement and academic attainment. Identified

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students were included in class tuition programs that scaffolded literacy and numeracy. NAPLAN data improved in some areas with intensive Multilit programs and targeted Aboriginal numeracy programs designed to enhance literacy and numeracy levels for those students not meeting National Benchmarks were introduced. Steady improvements are occurring, bringing students closer to National Benchmarks. Students have taken great advantage of this initiative and are seeking assistance where required to achieve their own individual levels of success. The mentoring and support of students created a significant reduction in 'N' awards and increased assessment completion throughout the year.

The Rutherford Technology High School Junior AECG was active in 2018 and regular meetings were held throughout the year. Junior AECG members were encouraged to take a more proactive role in decision making regarding events such as Harmony Day, Reconciliation week and NAIDOC week for 2018. The incoming senior executive of the Junior AECG were inducted into the SRC and attended meetings to collaborate on whole school initiatives which will allow the Junior AECG more of a voice in whole-school decision making.

The "8 Ways of Aboriginal Teaching and Learning", which promotes the ideas of differentiating lessons and the way we deliver content to Aboriginal students to promote engagement and significance, continued to be a focus throughout 2018. Most faculties now have the 8 Ways embedded in their programs. Cultural awareness continued to be a focus with eight staff members attending the Connected to Country workshops run by Maitland AECG throughout 2018. Staff continued to share the cultural awareness learned with their own faculties.

RTHS continued to promote high expectations for Aboriginal students. Our aim is to have strong and positive relationships between the school and the community, through the completion of Personalised Learning Pathways (PLPs) for all students attending RTHS. 98% of students attending RTHS in 2018 had a current PLP. Staff awareness of where to locate PLPs and how to use them in programming increased due to continuous improvements to the PLP process. Increasing numbers of Aboriginal students have promoted new ideas, and the implementation of focus areas included; engagement of Aboriginal students in learning, teacher professional learning, strengthening school and community links.

Sista Speak continued to run under the guidance of Miss Chris Crump in 2018. The aim of the program has been to inspire young women and encourage their creativity through art, design and dance. Yalawa Wiya, our girls dance group was inspirational, performing and delivering dance workshops to a number of primary schools in the Maitland area. Their performance at Maitland Hospital during NAIDOC week was a particular highlight with the girls performing an original contemporary piece that they designed.

Bro Speak, a program for young men with a primary

focus on school students in Year 7–10 at Rutherford Technology High School, also continued to run under the guidance of Mr Luke Miller. The program is designed to inspire and motivate young men about the importance of education and to raise awareness about the diverse career paths available to them, focusing specifically on issues of self-esteem, identity, hygiene, sexual health, careers, culture, leadership, positive lifestyle choices and economic independence. By exploring different career options and hearing positive stories from successful men in their community as well as taking part in team activities. The *Bro Speak* program also helps build the relationship between the school and the community.

With the assistance of Michael Heitmeyer, three groups of boy's participated in the program. Each group were involved for approximately 11 weeks and had experiences that focused on the following aspects:

- What is Aboriginality – Introduction and sharing of stories
- What is Aboriginality – Boys will learn about traditional practices as well as exploring their identity and nation
- Focus on the boy's roles and responsibilities both at home and at school
- Respect of country and recognising the land they live on
- Relationships with females. Roles and responsibilities
- Kinship structure
- Education. Then and now
- Modern Day Warrior

The school community celebrated NAIDOC week throughout week 4 of term 2. Throughout NAIDOC week we had many activities happening throughout the school. We conducted a full school assembly in order to build staff and student knowledge and empathy for Aboriginal issues. Many Aboriginal and Torres Strait Islander students were recognised for their dedication and achievements at RTHS. Our Aboriginal and Torres Strait Island students did an excellent job assisting in the running of our NAIDOC activities. We painted large Aboriginal and Torres Strait Islander flags in our assembly area to promote cultural awareness in the school. Students, also, participated in boomerang throwing, Aboriginal dance, Johnny cakes, and traditional games were played during sport. It was pleasing to see the support given to our Staff v Indigenous Allstars touch football match by staff, students and community members who cheered on both staff and students. RTHS was also successful in winning the annual NAIDOC Week 3 v 3 Basketball Competition held at Hunter Valley Grammar School.

Other activities that occurred in 2018 include; 7A attending a cultural awareness day run by Michael Heitmeyer, Reconciliation Week, Indigenous careers market, painting murals with Up and Up, Acknowledgement to Country/Welcome to Our School (in Language) signage was installed at the front of the school, attended Walk A Mile Koori Style, students continuing to work towards completing School Based Traineeships and Trya Trade day.

Multicultural and anti-racism education

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

Other school programs

Targeted Football Program

During 2018 the Targeted Sport Program Football continued to grow at Rutherford Technology High School. There were 45 Year 7, 26 Year 8, 25 Year 9 and 18 Year 10 students participating. The highest numbers of students yet. eq. 2018 saw the introduction of the first all girls group in Year 7, with 16 Girls significantly improving the number of female athletes in the program by 100% from 2017 to 2018.

Students in this program also extended our reach to the six LMG partner primary schools for TSP taster lessons and a successful LMG Gala Day with all six schools attending. On the day eighty RTHS students managed, refereed, coached and performed general duties for over two hundred Stage 3 girls and boys, and these students were highly praised by the LMG staff.

The numbers of students in the program this year allowed for showcase games each Semester where stages would compete in a competitive fixture for bragging rights against their fellow peers. The pinnacle of this, coming with a Year 9 Victory against Year 10.

The Open Boys Football Team comprised of almost entirely Year 9 and 10 TSP students with only two seniors joining the side. The team has

a successful run in the Knockout competition eventually losing to Toronto in Round 4. An impressive effort for such a young team.

The Bill Turner Cup side was very strong, however drew eventual Hunter Region Finalists, St Peters in Round 1. Our boys pushed St Peters all the way, eventually losing out 4–5 in a penalty shootout after the match finished in a draw.

Old Boys day for 2018 was again a massive success with the whole school attending the match. Twenty-six alumni students dating back to 2011 attended the day to raise money for former student Kallan Egar. The Open boys side won the match in a penalty shootout after the match finished in a 2–2 draw. Another great result for the open boys football team.

Students in the program were treated to numerous sessions by Paul DeVitis, Hamilton Olympic FC 18s premiership winning coach , who was extremely impressed with the squads and identified several players for NPL trials later in the year.

Paul Wade OAM, ex Socceroos captain with 118 national team caps also graced us with his presence

and put fifty RTHS TSP Football students aged 14 and above through their grassroots coaching qualifications. This certificate allows these students to coach 5–9 year-olds.

Several of our students were identified by NPL clubs throughout the year and gained trials at Hamilton Olympic, Charlestown City Blues, Weston and Maitland Football Clubs. Nine students were successful in gaining 2019 NPL contracts, including two female students who gained WPL contracts as a result of being identified by coaches during TSP football sessions in 2018.

The program was consistently featured on Facebook and the school website, along with featuring in eight of this year's school newsletters..

The true depth and quality of the students in this program can be summed up by the Hunter/Upper Hunter Regional under 16 Futsal final. RTHS entered a Year 9 and a Year 10 class into this competition. Both teams winning their pools and semi finals to set up an all RTHS grand final and qualify both teams for the state championships.

On the back of the Year 10 Futsal Team, Open Boys Football team, and LMG taster lessons successes, TSP Football member, Callan Fry, was voted by the sports staff as 2018 Sports Person of the Year.

The early predictions for numbers in 2019 look very strong with a large number of Year 6 students identifying they will be attending in 2019. Along with large 2019 Year 9 PASS and Year 10 PASS elective classes, a large Year 8 elective class and a Year 11 VET Sports Coaching class which will include eight students specifically targeting football qualifications.

Targeted Rugby League Program

The Rugby League Targeted Sports Program maintained a number of positive results in 2018 as well as an exciting new initiative with highlights including the following:

- Rutherford continued its strong partnership with The Rugby League Academy as one of six schools within the entire Hunter/Central Coast Region to have exclusive access to the academy programs and coaches. This partnership saw students participating in Rugby league TSP during Thursday sport for the whole year. The benefits were evident in the results that some school teams were able to achieve.
- The under 14 boys Buckley Shield team were successful in winning their zone gala day and thus qualifying for the 'super 8s' final series, the first team in this age group to do so for a number of years.
- The girls' teams carried on the success of previous years and continued to significantly increase in the numbers of participants. The under 16 girls made it through to the zone final in the All Schools competition before being narrowly beaten by eventual state finalists, St Peters High school. The under 14 girls also made it through to

the semi-final stage of the All Schools competition.

- The talent identification gala day for our LMG partner primary schools was again a success with strong participation numbers. Once again, the RTHS TSP students were outstanding in helping coaches from the Rugby League Academy run a skills clinic for all the students, as well as the general running of the day. Our Year 10 PASS Rugby League students also achieved outstanding marks for their planning, and coordination of this day as part of their assessment for the Event Management unit.
- School visits into the local partner primary schools to run skills clinics were successful with many schools taking advantage of the opportunity. This was significant in the continued promotion of the program to prospective students and families in considering RTHS for enrolment as their high school of choice.
- The flow on effect of both the gala day and school visits has resulted in the participants in Year 7 for 2019 being the highest on record, with sufficient numbers for separate boys and girls' classes.
- A new initiative in 2018 was the first Rugby League TSP camp that was held at Kurri Kurri TAFE over two days. The camp gave students an opportunity to have two days of intensive training as well as covering theory topics that are essential to successful teams. Topics such as team-building, goal-setting, empathy, personal responsibility and the importance of positive communication were explored through a variety of challenges, activities and presentations. New friendships and an appreciation of others were just some of the life lessons that resulted from this camp, with many students eagerly anticipating the next camp.
- Multiple staff were able to attend the NRL National Coaching Education conference to keep up-to-date on the latest coaching techniques and strategies, as well as network with other coaches from around the country. Attending this conference has been of significant benefit to the Rugby league TSP program, with many topics covered at the conference then applied back into the program such as foundational skill development, incorporating games and fun into training sessions as well as planning effective sessions.

2018 CAPA Highlights

Drama

- It was again a school musical year. This year it was "Back to the 80s". The musical had rave reviews and we managed to make some substantial links for our music program. We established links with Gosford Musical Society for costumes and props. There was, also, links with a professional videographer for video sequence filmed pre-show. We continued our link with Lifelike atmospheres with sound and lighting.
- Drama Ensemble started with a record number of students auditioning and attending two hours of rehearsals every Wednesday after school.
- HSC Trial night in August with HSC Drama

markers from other schools and all students having parents attend this night.

- Drama Ensemble worked with Year 6 partner primary schools with a focus on conflict/bullying in our transition program.
- Drama Ensemble made appearances at a number of in-school presentations. Students created and performed self-devised work.

Music

- Links with National Music Academy provided ongoing lessons to students in the Music GATS program.
- Continued our Specialist Band Program – working with National Music Academy and community group Revelling Wanderers.
- There was a performance at Walka Grange (Sunday afternoon with residents and 30 family and friends of the Specialist Band)
- HSC night in August with parents of the class attending this evening.

Targeted CAPA Program

- Year 8 TCAPA focused on running and organising our MADD showcase on tour, including running the sound gear.
- TCAPA students were all involved in production and/or performance in School Musical. Two Year 7 TCAPA parents helped backstage at the musical.
- Linked with Stage 5 photography class to take digital images of all RTHS special events.

Visual Arts, Photography, Visual Design

- Worked closely with the primary school with Ceramics professional learning and kiln use to help upskill staff.
- R.T.BALD portrait prize for whole school and Rutherford Learning Community.
- A HSC student selected into ART EXPRESS Sydney show, exhibited at the State gallery AGNSW. This student also obtained a Band 6 for Visual Arts – Kimberley Delaney
- A HSC student Body of Works selected in Lake Macquarie Gallery "First Class Exhibition" – Jorell Hammond
- Stage 6 Photography class exhibition in Art Block.
- Designed and Published the school magazine through the CCC initiative in Year 7.
- Worked closely with Branxton Public School to create a 5.5m long mural for a K/1 kinaesthetic learning environment (fairy garden).
- Organised and hosted the annual Year 12 major works exhibition which included works from Visual Arts and Wood Work students.