

# Rooty Hill High School

## Annual Report



## Rooty Hill High School Strategic Plan 2018-2020

**Our Vision: Their Present, Our Future**  
Preparing students for the present and our school-community for its future

**Our values: PERSIST**

**Our Belief:** We have a moral contract with families to give every student the opportunity to do his or her best. We are disposed to be creative and innovative in providing the right opportunities for each student.

**Our Overall Purpose (Mission):** To increase learning expectations, capacity & achievement for students, staff, the school and the community through new ways of knowing, doing and being.



2018



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## Introduction

The Annual Report for **2018** is provided to the community of Rooty Hill High School as an account of the school's operations and achievements throughout the year. On many measures the school had a "signature" year in 2019 where its work was recognised in case studies, representations, visits and interest from academic and professional associations. Staff and students were also recognised for achievements at regional, state, national and international events and awards.

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.

Significant achievements are outlined in the Self Assessment and School Achievement section below and at the bottom of this page is a list of case studies and links. For the community, this school report should be read in conjunction with the 2018 Achievements Report (*Missing Link*) available on the following link: <https://issuu.com/rootyhill>

### **Rooty Hill High School: Case Studies and Grants for Study in 2018**

#### **1. Creating a culture of excellence: Rooty Hill High School**

Centre for Education Statistics and Evaluation – NSW Department of Education

[https://www.cese.nsw.gov.au//images/stories/PDF/Creating\\_Culture\\_Excellence\\_Rooty\\_Hill\\_AA.pdf](https://www.cese.nsw.gov.au//images/stories/PDF/Creating_Culture_Excellence_Rooty_Hill_AA.pdf)

#### **2. Building critical skills at Rooty Hill High School**

Australian Learning Lecture

<http://www.all-learning.org.au/programs/building-critical-skills-rooty-hill-high-school>

#### **3. Growth to Achievement: on-demand resources for teachers**

Review to Achieve Educational Excellence in Australian Schools

Australian Government Department of Education and Training

[https://docs.education.gov.au/system/files/doc/other/growth\\_to\\_achievement\\_on-demand\\_resources\\_for\\_teachers\\_.pdf](https://docs.education.gov.au/system/files/doc/other/growth_to_achievement_on-demand_resources_for_teachers_.pdf)

#### **4. Why PISA is moving toward creativity**

Professor Bill Lucas Winchester University UK

<http://musictrust.com.au/loudmouth/why-pisa-is-moving-toward-creativity/>

#### **5. Two Australians in Global Teacher Prize top 50**

Teacher Magazine, ACER

<https://www.teachermagazine.com.au/articles/two-australians-in-global-teacher-prize-top-50>

#### **6. Thinking skills in an AI world: preparing students to shape their future**

Thinking skills in an AI world: preparing students to shape their future – NSW Department of Education and the UNSW Sydney Grand Challenges Program

<https://education.nsw.gov.au/our-priorities/innovate-for-the-future/education-for-a-changing-world/events?fbclid=IwAR1RIo6dUmHsO1gxwCPyfdiafroW8WGcUMxA34sEOiM5SsXWY-3vOZmfEM>

#### **7. ACARA Illustration of Professional Practice: Careers Education**

ACARA: To be published in 2019

#### **8. ACARA Illustration of Professional Practice: Creative and Critical Thinking**

ACARA: To be published in 2019

## **9. ACARA Illustration of Professional Practice: My Learning Hub**

ACARA: To be published in 2019

## **10. ACARA Illustration of Professional Practice: Young Entrepreneur Program**

ACARA: To be published in 2019

## **11. Showcase: Virtual reality immersion experiences**

NSW Department of Education

<https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-for-the-future/virtual-reality-immersion-experiences/secondary/rooty-hill-high-school>

## **12. Nurturing the entrepreneurial skills of students**

The Mitchell Institute at Victoria University , ABC Radio

<https://www.abc.net.au/radionational/programs/lifematters/nurturing-the-entrepreneurial-skills-of-students/9909966>

## **13. School Community Business partnerships**

NSW Department of Education grant for strategic partnering and student agency prototype: to be published in 2019

## **14. Nurturing the entrepreneurial skills of students**

The Mitchell Institute at Victoria University , ABC Radio

<https://www.abc.net.au/radionational/programs/lifematters/nurturing-the-entrepreneurial-skills-of-students/9909966>

Christine Cawsey AM

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# School background

## School vision statement

### **Our Vision: Their Present, Our Future**

Preparing students for the present and our school–community for its future.

### **Our Values: PERSIST**

**Our Belief:** We have a moral contract with families to give every student the opportunity to do his or her best. We are disposed to be creative and innovative in providing the right opportunities for each student.

**Our Overall Purpose (Mission):** To increase learning expectations, capacity and achievement for students, staff, the school and the community through new ways of knowing, doing and being.

## School context

**School Context updated for 2019:** Rooty Hill HS is a large, co–educational, comprehensive community school in western Sydney experiencing rapid demographic change. The enrolment for 2019 is 1100 students. Over 50% of the students enrolled in 2018 are 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 2019 is 122, with 72% of students coming from families in the lowest 2 quartiles. 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. In 2016 and 2017 the school was voted as one of the 40 Most Innovative Schools in Australia by Educator Magazine and was recognised as a Social Ventures Australia Powerhouse schools case study (2014–2018). Over the last 3 years the school has been recognised for its achievements and innovation as a school of professional practice, its work in quality teaching and leadership, its exemplary personalised learning programs, its work with strategic partners and its commitment to innovation. Students are given the opportunity to do their personal best through extensive and expansive curricular, co–curricular and extra–curricular programs. Parent and community support of the school is strong and working parents have valued both the use of social media and the positive contact approach used by the school in personalising learning for each student. The school has had a subsidised BYOD program since 2015 and now has an 80% take up across the whole school. Every student has an electronic capability portfolio– *#MyLearningHub*. 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 non cognitive benchmarks reflecting a strong, positive student culture. The school values, ACARA capabilities and explicit teaching of literacy, numeracy, ICT and creative & critical thinking are embedded in all learning programs, policies and practices. The school's 2019 budget based on the RAM (Resource Allocation Model) is \$11530194. This will be supplemented by additional funding received for permanent beginning teachers, school funded leave management and equity programs. All teachers in the school are registered with NESA. Over the 3 years of the previous school plan (2015–2017) students showed growth and progress on external measures of student performance. In Years 9 & 10, students improved from an average of 1.5–2.0 standard deviations below the mean to an average of 0.5. At HSC the school average mark gap was 0.59 in 2017 before the start of the new plan. In 2018 this improved to within 0.5 for every subject and this was largely due to the eliminations of Bands 1 and 2. New strategies focused on growth and progress initiatives and continue to focus on increasing and measuring each student's learning trajectory.

## 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. 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.

In 2018, the school analysed evidence and, in consultation with the Director, students, parents, staff and the community rated itself as excelling on all 14 of the elements in the School Excellence Framework across the three domains of Learning, Teaching and Leading. . This reflected the continuous improvement and innovation to school has pursued since its last External Validation (2016). In 2019 the school will undertake external validation, presenting the 2018 and

2019 self assessments as evidence.

For more information about the School Excellence Framework:

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

## Significant School and Student Achievements

The school continued to be recognised for its leadership in secondary education and for its progress and impact in key areas of school, staff and student practice and achievement.

- In 2018 our school was recognised by Social Ventures Australia as a case study for the Powerhouse Schools program. The recognition plaque we were given says: Social Ventures Australia acknowledges the outstanding contributions and commitment to excellence and equity in Australian education of Rooty Hill High School.
- In 2018 the school worked with United Way in a program funded as a Social Ventures Australia collaboration targeted at improving post-school choices for young women of Pacifica background. The program was highly evaluated and resulted in a regional award for the program coordinator.
- In 2018, the school was asked to participate in state and national initiatives and research studies including:
  - ACARA video case studies for Career Education (Entrepreneurial Learning) and Capabilities (Teaching creativity and student evidence portfolios)
  - Australian Learning Lecture Passion Index research – the school was represented by the Principal
  - Department of Education – Community Business Connections
  - Recognition of the school's work on creativity by the federal government and an invitation by the Victorian Curriculum Authority to be a trial school in NSW for assessing creative and critical thinking.
- In 2018 the school rated as excelling in 14 of the 14 criteria of the School Excellence framework. (see above.).
- In 2018 we successfully hosted the @Google Summit with over 250 educators and learners working together. This was the first time a public high school in western Sydney had been given this opportunity and it was so successful, it will be held at the school again in 2019.
- In 2018 we had measurable improvement in the average HSC results with every subject achieving results within one standard deviation of the state mean for all subjects and 48 students received early and first round offers for university. We are continuing to work towards reducing the number of students in Bands 1 and 2 and ensuring that each student has the opportunity to do his or her best.
- In 2018 we achieved each of the six key performance measures in our school plan and our use of evidence informed learning extended to students in Years 7–10, who studied the statistics of their own learning and, in second semester, wrote their own academic report comments. To do this they annotated the evidence they uploaded to #MyLearningHub.
- In 2018 the capability driven curriculum was embedded across all subjects in the school and capability based assessment (linked to each Year 7–10 syllabus document) was achieved in all but one subject.
- In 2018 we worked to understand and use our strengths and began new work with Professor Bill Lucas on "tenacity".
- In 2018 our students worked with innovators in the energy sector as part of the Origin *Free Electrons* program and they participated in strategic partnering with major not for profit and university programs. Our entrepreneurial learning programs will be featured in video case studies for other schools in 2019.
- In 2018 we had amazing success for our teams. Teacher teams were recognised at the ACEL awards and presented at conferences. Student teams in E-Sports, dance, sport and debating were recognised in state and national achievements.
- In 2018 the school's *Bring It On* Dance team won the final with outstanding choreography and performance. As students have to organise the whole event themselves this was an outstanding example of increasing student agency.
- In 2018 406 students played representative sports and the culture of team work, collaboration and excellence was embedded in their efforts and results. The school wants to make a special note of the U14s girls' rugby league team who were state champions and the U13s boys' relay team who were CHS champions.
- In 2018 Aboriginal elders, community members and students worked together to develop the school's first Reconciliation Action Plan (RAP) which will be launched in Reconciliation Week in 2019.
- The administrative staff of the school designed their Professional Learning Plans using the Excellence Framework and shifted the quality of their work from the perception "office ladies" and "caretakers" to "para-professionals". Teacher professional learning was co-designed and delivered at the Highly Accomplished level of the Australian Professional Standards for Teachers (APST).
- In 2018 the school hosted visits by 30 schools, an Open Day for 50 visitors, a conference on tenacity to which local school leaders were invited and presented at 10 major conferences including NSW Secondary Principals Conference on creativity and capabilities, 2018 Google Summit, Data-driven evidence based teaching conference, National ACEL conference, Department of Education HR workshop and the Renaissance Women's Leadership Network.

## Individual Achievements in 2018

- Individual student achievements were reported in detail in the annual Achievement Report published in Missing Link in February. Particular achievements included Dux of the School – Caitlin Puckeridge; ABCN scholarship winner – Jasmine Baylis; CHS Volleyball MVP – Emily Stirk.
- Deputy Principal Conny Mattimore, Co-deputy principal John Meng and the school's Wellbeing team, led by Sarah Andrews and Kylie Munzenberger were all awarded state leadership awards by Australian Council of Educational leaders (ACEL) NSW.
- Yasodai Selvakumaran was named as one of the 2018 Commonwealth Bank Teaching Scholars and was a top 10 finalist in the Global Prize in 2019.
- Deputy Principal Brenda Quayle was elected to the executive of the NSW Deputy Principal Association and the executive of NSW ACEL. She was also the recipient of the NSW Department of Education Aspiring Leaders scholarship.
- Joanna Wilkins was the recipient of the RHHS Teacher Leadership award for her ongoing success teaching senior classes in HSIE and her co-leadership in transforming the professional learning and work practices of the administrative staff.
- The principal received the National ACEL Presidential Citation for her leadership and contributions to the work over ACEL over many years, particularly as chair of the National Awards Committee. She was also invited to co-author a paper with Professors John Hattie and Geoff Masters for the federal government on learning progressions and formative assessment directly as a result of the work done in the school on capabilities, creativity and adolescent learning.

## Progress towards our overall purpose

None of this would have happened without a remarkable staff and executive who balanced their operational and day to day work with a willingness to go for risk in the delivery of an innovative school plan. If our students have agency, our teachers, staff and leaders need to model it every day. Staff from a range of levels of experience in our Professional Learning and Leadership teams are creating new products and practices through 3 strategic directions and 12 projects. The 2018 evaluation suggests that by "delegating ownership" and "sharing thinking" the school is delivering innovation in the school plan and thinking creatively, not to solve today's educational challenges, but to understand and create opportunity for tomorrow and beyond.

## Strategic Directions

The school plan was designed to ensure that the 12 projects would reflect a "weft and warp approach", an approach that was very successful in the previous plan. While each project has its own focus (set of products and practices), it also has links to other projects (within and across the strategic directions) and to the overall purposes of the plan. In 2018 each project team conducted research, designed a Theory of Practice, met with consultants, created professional learning at APST Highly Accomplished, identified evidence (including case studies, observational reports and school based measures) and planned strategies and actions that would change, improve and achieve new benchmarks of practice and new products. The next section outlines this in more detail.

Please Note: PLLT – professional learning and leadership team.

## Strategic Direction 1

### Signature Pedagogies

## Purpose

Building on the successful implementation of a capability driven curriculum (2015–2017) we will initiate and deliver new ways of knowing, doing and being that create innovative subject based universal, targeted and intensive teaching, learning and assessment platforms, programs and practices.

## Overall summary of progress

Strategic Direction 1 was implemented in 2018 through 4 projects that were focused on subject based practices, were lead by project teams and were then implemented through each subject by faculty teams. The design of this work ensured that school wide research and professional learning was then adapted and implemented in each faculty and subject. There was an emphasis on deep subject based professional learning and creating time for new ideas, prototypes and evaluation to be based in each subject. The 2018 focus was on changing and improving subject based teacher knowledge and practice.

### Strategic Direction 1 Project 1.1 Rigorous Reading and Writing

In 2018, the focus of the project was reading and included:

- Research into effective reading strategies for secondary students in each subject identified "Rigorous Reading" as suited to the context of the school.
- Strong focus on deep professional learning for Capability Coordinators, Rigorous Reading leaders and use of "Learning Sprints" (short cycle planning, acting and reviewing) with staff.
- There was an increased reporting of teacher confidence in teaching reading in each secondary subject.
- Collection of base line reading data using new tools and learning progressions

Key evidence showing progress

- 100% of PLLT members completed Corwin online Rigorous Reading Course and planned the subsequent "learning sprints" for teachers in each subject/faculty.
- Year 9 reading growth was above state average (school 48.3, state 44.6)
- All faculties (except Maths) evaluated the "complexity of text" and more complex tasks have been added in each subject where appropriate

### Strategic direction 1 Project 1.2 Rigorous HSC

Overall progress

- Deep professional learning delivered in subjects and faculties to develop deep understanding of "rigour" as the removal of failure and the design of teaching and learning to accommodate the full range of student needs in each subject.
- Based on research the PLLT team used work of Barbara Blackburn and Bill Lucas to develop a theory of practice based on eliminating "failing grades" and shift more student achievements towards meeting and exceeding grade average.

Key evidence showing progress

- Reduction in number of bands 1 and 2 in HSC (There were no Band 1 results in Standard English and Advanced English. There were no Band 2 results in Advanced English).
- 97% of Advanced English students received Band 4 or higher.
- Band 1 HSC results across the school dropped from 15.9% in 2017 to 6.8% in 2018.
- 73% of students successfully completed the HSC minimum standards test during the first round.
- Year 10 VALID results were above state average highlighted by the elimination of Bands 1 and 2

### Strategic direction 1 Project 1.3 Signature Subject-based Pedagogy

Overall progress

- PLLT members conducted extensive research into signature pedagogies.
- An exemplary video to be used in professional learning was created by Ben Diaz video – *Musician or music student?*



- Professional learning on subject based teaching and learning was designed at APST HA and collaboratively implemented by subject teams through a school development day program.
- Milestones were refined based on feedback from critical friends and academic partners Professor Bill Lucas and Dr Linda Hobbs.
- A subject based "Knowing, doing and being wheel" was developed for each subject to act as a platform for deeper explorations of the ways teachers teach and students learn in in each secondary subject.

#### Key evidence showing progress

- Feedback from the school development day professional learning program indicated a significant shift in teacher thinking about signature pedagogies.
- A Subject-based lens was completed by each faculty and refined by PLLT members in collaboration with key staff in each faculty team.
- There was evidence in feedback and survey responses from Professional Practice Mentors in each faculty, Head Teachers and PLLT members that teachers regularly engaged in professional dialogue around signature pedagogies and subject based teaching and learning.
- A deep review of the shifts since an initial 2017 survey on Learning Design indicated a significant shift in teachers' ability to identify the signature pedagogy (ways of teaching and learning) in each subject. 'Am I better able to identify each signature pedagogy?' (74% agree/strongly agree)

### Strategic direction project 1.4 Capability Driven Assessment

#### Overall progress

- A school development day using professional learning delivered at APST Highly Accomplished level ensured all but one faculty was able to select "capabilities" from the syllabus, introduce students to "annotation" and design assessment tools to assess progress towards ACARA benchmarks in capabilities in each subject in Years 7–9.
- Toolkits were designed and implemented in each subject to improve teacher understanding of assessing capabilities in secondary classrooms.
- Teachers reported increased confidence in their ability to embed capabilities into "learning intentions" and "success criteria" in designing lessons and teaching and learning sequences.

#### Key evidence showing progress

- 70% of students in years 7–9 were at or above grade level when assessed against capability reporting outcomes.
- Students annotated almost 9000 pieces of evidence for uploading to My Learning Hub

Detailed faculty, year based and team evidence reports were completed for 2018 and these are available at the school. The evidence below is a sample of the evidence showing progress.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1a. Average growth in academic performance (to within one mark) of state average.	<ul style="list-style-type: none"> <li>• Staffing</li> <li>• Time and resources allocated for meetings and professional learning               <ul style="list-style-type: none"> <li>– Faculty teams</li> <li>– Capability Coordinator</li> <li>– Professional Practice Mentors</li> <li>– Professional Learning and Leadership Teams</li> <li>– Consultancy support (0.6 FTE)</li> <li>– Learning Support (0.5 FTE)</li> </ul> </li> <li>• Professional learning sessions including School Development Days</li> </ul>	<p>Evidence set:</p> <p>Overall progress towards the measures in 2018 were very positive with 100% of HSC courses achieving Z score within 1 standard deviation of the state mean, a rise from 82% IN 2017.</p> <p>Year 10 VALID school average score was 90.94, 2 marks above the state average and 3 marks above the group average of similar schools.</p>
1b. Growth and progress data	<ul style="list-style-type: none"> <li>• Staffing</li> </ul>	2018 Year 9 NAPLAN showed Reading growth was



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
(learning trajectories) to within 1 standard deviation of state average	<ul style="list-style-type: none"> <li>• Time and resources allocated for meetings and professional learning               <ul style="list-style-type: none"> <li>– Faculty teams</li> <li>– Capability Coordinator</li> <li>– Professional Practice Mentors</li> <li>– Professional Learning and Leadership Teams</li> <li>– Consultancy support (0.6 FTE)</li> <li>– Learning Support (0.5 FTE)</li> </ul> </li> <li>• Professional learning sessions including School Development Days</li> </ul>	<p>4.6 scores above state average, Writing growth was 12.3 scores above state average. In numeracy, while 94% of students were at or above expected growth, the overall growth remained 6 points below state average.</p> <p>In 2018 Year 10 VALID 73% students demonstrated growth at or exceeding the expected level.</p>
1c. 40% of all students achieving Band 4+ in external tests and	<ul style="list-style-type: none"> <li>• Staffing</li> <li>• Time and resources allocated for meetings and professional learning               <ul style="list-style-type: none"> <li>– Faculty teams</li> <li>– Capability Coordinator</li> <li>– Professional Practice Mentors</li> <li>– Professional Learning and Leadership Teams</li> <li>– Consultancy support (0.6 FTE)</li> <li>– Learning Support (0.5 FTE)</li> </ul> </li> <li>• Professional learning sessions including School Development Days</li> </ul>	<p>In 2018, 37% of year 12 students were at or above band 4, a result comparable with 2017. It should be noted that as a result of a focus on eliminating lower bands, the number of students receiving band 1 at the HSC dropped from 15.9% to 6.8% and a smaller reduction from 21% to 19.5% in the number of students receiving band 2.</p>
1d. 50% of all students achieving above the average GPA of 3.25 (grade average) on internal academic reports and ROSA.	<ul style="list-style-type: none"> <li>• Staffing</li> <li>• Time and resources allocated for meetings and professional learning               <ul style="list-style-type: none"> <li>– Faculty teams</li> <li>– Capability Coordinator</li> <li>– Professional Practice Mentors</li> <li>– Professional Learning and Leadership Teams</li> <li>– Consultancy support (0.6 FTE)</li> <li>– Learning Support (0.5</li> </ul> </li> </ul>	<p>After achieving the target in the 2015–2017 plan of 40% of students in Years 7–11 achieving a grade point average of 3.0, the school increased the target for the 2018–2020 plan to 50% of students above 3.25 in 2018. The grade point average target was achieved for students in years 10 and 11. 38% of the Year 7 students, 46% of Year 8 students and 41% of Year 9 students achieved average GPA at or above 3.25. More students achieved grade C and above in each of those years – Year 7, 97%; Year 8, 98%; and Year 9, 96%.</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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## Next Steps

In 2019 the key project plans in Strategic Direction 1 include:

### Project 1.1 Literacy

- Deeper analysis with teaching and learning support staff of data (using the ACER PAT assessments, 2018 NAPLAN and GPA (grade point average), 2019 NAPLAN and GPA data and learning progressions) in reading and writing aimed at building the capacity of all staff to use data from internal and external student assessments to improve teaching practice.
- Continued implementation and evaluation of the *Learning Sprints* professional learning and delivery program in each faculty to ensure Rigorous Reading strategies are visible in learning design (2019) and in all Years 7–10 teaching programs (for 2020).

### Project 1.2 Rigorous HSC

- Working with colleagues in every subject, to continue to develop deeper understandings of "rigour" through subject based professional learning activities.
- Enhancing the capacity of teachers to link understandings of rigour to the design and delivery of effective programming, teaching, learning and assessment practices that encourage students to pursue challenging goals in all aspects of their education.
- The identification of school wide, high leverage strategies and refinements to senior school assessment practices that will continue to shift student progress and achievement in each subject.

### Project 1.3 Signature Subject-based Pedagogy

- Refining academic understandings (through faculty based professional learning activities designed for the project) of subject based pedagogy in each subject.
- Exhibiting exemplary practice and leading subject-based practice by teachers in Years 10–12 to plan, implement and review the effectiveness of subject based learning and teaching programs and evaluate the impact of subject specific pedagogies on student knowledge, understanding, skills, capabilities and progress.
- Coordinating a "secondary" conference in October 2019 to explore "signature" subject based pedagogies with leading professionals and professional associations.

### Project 1.4 Capability driven assessment

- Undertaking further research to support and develop understanding of capability based assessment in each subject.
- Exploring new thinking and practice in the use of learning progressions and short cycle formative assessment.
- Continuing to provide professional learning at APST Highly Accomplished and creating opportunities to share good practice across faculties.

## Strategic Direction 2

### Expansive Learning

#### Purpose

Building on the successful personalised learning strategy (2015–2017) 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.

#### Overall summary of progress

Strategic Direction 2 was implemented in 2018 with a focus on identifying best practices in student agency and applying them to the design and implementation of each of the 4 projects. At the heart of the work in Strategic Direction 2 was an underpinning theory that signature experiences and experiences linked to the cultural and linguistic diversity of the school were best driven with students. The establishment of critical partnering relationships, the identification of strengths, a continued focus on Creativity and developing a culture of trust in students were significant features of this work.

It is important to note that, as a result of a deepening connection between students of Aboriginal background, teachers and the community, the school's first Reconciliation Action Plan was developed (see below).

#### Strategic direction 2 Project 2.1 Student Pathways

##### Overall progress

- Professional learning and year based programs increased teacher and student understanding of how a good knowledge of values and strengths are critical in developing other capabilities needed for success at high school.
- Evaluation tools were created to ensure year group programs include opportunities for students to demonstrate their strengths.
- The PLLT worked with Professor Bill Lucas to explore the elements and applications of "tenacity" in preparation for more work on "signature experiences" in 2019.

##### Key evidence showing progress

- Students reviewed and reflected on strengths during personalised learning weeks and wrote their own strengths comments (in each semester)
- An understanding and application of "Strengths" and "Creativity" was embedded in welfare programs and in a range of subjects.
- Student analysts in each year group studied the Tell Them from Me survey results and the work of the school was featured as a case study by The Learning Bar. A small group students then participated in developing a feedback tool – 'What I want my teachers to know about me. – that supported work being done by the Student agency PLLT (see below).
- 87% of students had the opportunity to build on their strengths though year based universal, targeted and intensive programs.
- 100% of teachers reported an increased confidence in using strengths based language.
- The quality of year based programs was reviewed and the reviews presented as part of the school's annual review and reporting program.

#### Strategic direction 2 Project 2.2 Student Agency

##### Overall progress

- Research and practice into "student agency" was reviewed and prototypes for exploring "student agency" (as opposed to student voice) were funded by a \$5000 grant from DoE– School Community Business Partnerships.
- Collaborative teacher professional learning (APST Highly Accomplished) took place at a twilight session to increase understanding of student agency. It featured strong student feedback on school academic reporting and resulted in significant changes to academic reporting in semester 2.
- Students developed much high order capacity to reflect on their own learning and annotate evidence of their work in each subject against capability benchmarks.

##### Key evidence showing progress

- Students in Years 7–9 wrote own report comments in semester 2 using student annotations in My Learning Hub and subject based templates. Overall 89% of students participated in this initiative. A case study was written that

will provide recommendations for 2019.

- There was an increased number of annotated uploads of evidence to *My Learning Hub*—9000 for 2018.

## Strategic direction 2 Project 2.3 Entrepreneurial Learning

### Overall progress

- Key research into entrepreneurial learning was reviewed for the design of the project including the Mitchell Institute report, The Foundation for Young Australians work on job clusters and research on career education. Theories of practice were developed using learning transfer and job cluster research.
- Strategic partnering with Origin and Origin Foundation focused on, explored and implemented real world learning.
- A collaboration was established with academic partner and critical friend, Dr Michelle Anderson to increase connections and undertake ongoing research into the impact of the initiatives.
- Student personalised learning interviews were expanded to incorporate student understanding and application of the Foundation for Young Australians *New Work Order* job clusters

### Key evidence showing progress

- Multiple opportunities for students to engage in entrepreneurial projects were recorded in *My Learning Hub*. Detailed analytics will be undertaken in 2019.
- Student participation rates in targeted and universal programs increased in Years 8 and 9 in preparation for Year 10. All year 10 students completed YEP and there was a more sustainable Careers program running in Year 10.
- Student feedback reports showed an increase in the awareness of students of the connection between school and entrepreneurial opportunities.
- The school participated in FYA Innovation Nation – 2 teams were selected for future projects.
- A career profile and options database was developed for students in years 9 and 10.
- An entrepreneurial learning matrix was developed to track programs and program participation in Years 7–12.

## Strategic direction 2 Project 2.4 Connecting to Country, Culture and Curriculum

### Overall progress

- Reconciliation Action Plan (RAP) working team was established in consultation with local AECG, staff, community members, parents and alumni.
- PLLT members participated in "Brewongle" professional learning to help deepen understanding of the construction and implementation of the RAP.
- The school's annual Harmony in Diversity festival was modified to include a "smoking ceremony" and additional cultural activities.
- Teaching and SLSO staff participated in professional learning in the AECG approved *8Ways of Learning* program.

### Key evidence showing progress

- 95% of students participated in successful NAIDOC assemblies celebrating the theme (because of her I can...)
- 98% of students participated in year based Reconciliation assemblies that were used to collect data, explore understandings of culture and complete student surveys.
- Students in years 7–12 had the opportunity to learn to sing the National Anthem in Darug language. That version of the anthem is now used for all major assemblies and events.
- A personalised Acknowledgment of Country was developed by each Aboriginal student and the initiative was featured at assemblies and has been modelled to other schools and departmental leaders.

Detailed faculty, year based and team evidence reports were completed for 2018 and these are available at the school. The evidence below is a sample of data showing progress..

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2a. 100% of students have a <i>My Learning Hub</i> portfolio in which they have articulated their strengths, their skills and capabilities, their goals and their own personalised learning journey.	Time and resources allocated for: <ul style="list-style-type: none"><li>• Additional allowance for Head Teacher (Entrepreneurial Learning FTE 0.2)</li><li>• Consultancy support (FTE 0.2)</li><li>• Learning Support and equity – Senior Study, Learning Centre,</li></ul>	100% of students had a my learning hub portfolio created at enrolment and maintained through personalised learning and subject based activities in 2018.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
2a. 100% of students have a <i>My Learning Hub</i> portfolio in which they have articulated their strengths, their skills and capabilities, their goals and their own personalised learning journey.	Personalised Learning Weeks. • Careers Advisor (FTE 1.2) • Consultancy and partnering \$1500	100% of students had a my learning hub portfolio created at enrolment and maintained through personalised learning and subject based activities in 2018.
2b. 60% students demonstrating each of the ACARA/NESA capability benchmarks by the end of Year 9	Time and resources allocated for: • Additional allowance for Head Teacher (Entrepreneurial Learning FTE 0.2) • Consultancy support (FTE 0.2) • Learning Support and equity – Senior Study, Learning Centre, Personalised Learning Weeks. • Careers Advisor (FTE 1.2) • Consultancy and partnering \$1500	At the end of Year 9, ACARA/NESA capability benchmarks were met by 96% of students in literacy, 90% in numeracy, 95% in critical and creative thinking and 66% in ICT.
2c. 60% of students demonstrating each of the RHHS signature disposition benchmarks by the time they transition from the school to work or further study in Years 10, 11 and 12.	Time and resources allocated for: • Additional allowance for Head Teacher (Entrepreneurial Learning FTE 0.2) • Consultancy support (FTE 0.2) • Learning Support and equity – Senior Study, Learning Centre, Personalised Learning Weeks. • Careers Advisor (FTE 1.2) • Consultancy and partnering \$1500	In 2018 baseline data was collected for students in year 10. The NESA minimum standards test was used to provide data on reading, writing and numeracy. The following percentage of students exceeded minimum standards – 94% in reading, 82% in writing, 50% in numeracy. The evidence from My Learning Hub and capability driven assessment data indicates 81.2% of students met grade benchmarks.

## Next Steps

In 2019 the key project plans in Strategic Direction 2 include:

### Project 2.1 Student Pathways

- Embedding "strengths" based learning into the Year 7 social curriculum and embedding "creativity" into year based and faculty programs in years 7–10.
- Developing exemplary annotated documents detailing evidence of the knowledge, skills, capabilities and dispositions for all "wellbeing" initiatives for upload to *My Learning Hub* to ensure that each student is "known, valued and cared for" in all aspects of their learning and transition through secondary school.
- Identifying and designing and providing evidence for new curricular, co-curricula and extra-curricular opportunities for students that align signature experiences demonstrating "tenacity" and "focus" (rigour) with the other elements of the Tenacity Wheel.
- Creating the @RHHS Tenacity Wheel and designing strategies to ensure that "Tenacity" teaching and learning programs use the expert knowledge and experience of students, staff and the community to meet the needs and extend the learning of students from diverse backgrounds.

### **Project 2.2 Student Agency**

- Reviewing timelines for reporting on student progress and refining student self reporting practices in Years 7–9 and extending student self–reporting comments to Year 10 to ensure student agency and personalised assessment for students with diverse physical, social, intellectual and developmental characteristics.
- Engaging the student agency consultative group in higher order project decision making, project design, evidence collection and evaluation.
- Investigating whether 3 way conferencing for parent teacher interviews will add value to each student's agency and understanding of their own learning.

### **Project 2.3 Entrepreneurial Learning**

- Mapping the entrepreneurial learning journey of each student and developing student skills in annotating the development of their work and enterprise skills.
- Expanding the career profile database using research into career clusters, career pathways and the changing nature of employment and the workforce.
- Planning, implementing and reviewing the strategic partnership with Origin Energy and Origin Foundation to deliver the "Career Explorer" program linking Year 8 students to mentors from Origin and other organisations.

### **Project 2.4 Connecting to Country, Culture and Curriculum**

- Launching and implementing the school's first Reconciliation Action Plan.
- Undertaking further professional learning at APST Highly Accomplished to ensure all staff understand the power of culture and can implement *8Ways of Learning* in each subject.

## Strategic Direction 3

### Adaptability and Creativity

#### Purpose

Building on our values and our recognised disposition to innovation and creativity (2015–2017) 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.

#### Overall summary of progress

Strategic Direction 3 has 4 projects that focus on new practices and products that both underpin the first two strategic directions and support key initiatives within those strategic directions and for the school as a whole. To implement the innovations in strategic directions 1 and 2, the school identified 4 high leverage projects whose effective delivery would support a greater capacity to be creative, adaptable and innovative in delivering a shift in school culture and the key purposes of the school plan. The teams leading these projects work across the school–community, with partners and with project teams in the other strategic directions. Their role is to provide high level research, evidence and professional learning and mentoring for others..

#### Strategic direction 3 Project 3.1 Evidence Informed Practice and Culture

##### Overall progress

- The creativity perception survey was designed (reviewed in consultation with Professor Bill Lucas) and completed by all staff and students in Years 7–10. The PLLT team investigated other measures of critical and creative thinking, including the Victorian Curriculum and Assessment Authority toll for implementation in 2019,
- The PLLT designed and delivered whole school professional learning on how to moderate HSC and calculate ATAR. One focus of the program was to explore the importance of Band and grade distributions in understanding school data.
- The PLLT designed and worked with the mathematics faculty to "teach" statistics and data analytics to students using student data including NAPLAN and other external measures.
- The PLLT completed a detailed RHHS student capability mapping based on student performance in Years 7–10 Semester 1 & 2 reports

##### Key evidence showing progress

- Baseline perception survey results collected, analysed and published. Detailed analysis was published in the full school annual report and is available on request.
- Student self-reported and peer-reviewed evidence was collated and analysed in the school's full annual report.

#### Strategic direction 3 Project 3.2 Strategic Partnering

##### Overall progress

- New tools were developed to:
  - identify potential partners and criteria for successful partnering
  - examine and rate trade-offs for the school in entering any new partnering relationship
  - measure significant moments of elevation, insight, pride and connection
- A new strategic partnering policy was designed and will be published early in 2019

##### Key evidence showing progress

- The school was rated as excelling in SEF domain 1.1 and was recognised as a Social ventures Australia Powerhouse School.
- The work was featured in a number of case studies including those to be published by the Australian Curriculum and Reporting Authority, Social Ventures Australia and NSW Centre for Educational Statistics and Evaluation
- The school maintained and supported 26 strategic partnering relationships.

#### Strategic direction project 3.3 Adaptive Leadership and Expertise

##### Overall progress

- The PLLT designed and delivered APST lead level professional learning focused on learning design and



- classroom observations
- The school's exemplary classroom observation package was redesigned.
- 17 senior staff completed the APST Lead Level course delivered by Judy Hatswell and Rob Stones – Adaptive Leadership
- The PLLT used research by Dr Tony Loughland to develop a theory of classroom practice that extended the school's understanding of adaptive practice in classrooms. The team designed a proactive vs responsive adaptive practice cycle to inform classroom observation process that will be "tested" in 2019.

#### Key evidence showing progress

- All faculties created a faculty-specific verb lists to describe what observers would see in each subject.
- 100% of teachers completed lesson observations.
- Higher percentages of teachers were working towards APST HA and/or lead level PDP goals
- New lesson/learning design products were created and uploaded by all faculties
- A new classroom observation tool was reviewed by senior staff for implementation as part of the 2019 PDP process.
- A case study based on interviews with executive staff who completed or did not complete the Adaptive Leadership course was published with 12 recommendations, including one to focus more closely on "doing the role, being the role".

### Strategic direction 3 project 3.4 Community Engagement

#### Overall progress

- Research conducted by PLLT members into family and community engagement was limited by the lack of Australian research and the focus of that research on disadvantaged, rather than "working" communities.
- 250 parents completed the ARACY (Australian Research Association for Children and Young People) survey with results indicating high levels of parent engagement and parents wanting to engage with their own child's learning rather than school committees.
- Social media data indicated that a growing number of parents (and students) like the formats and respond more quickly to information delivered in that medium. Feedback also suggests that they like to be able to "ask questions" at times when the school office is not open.
- All the school's archives were uploaded to an electronic platform in preparation for sharing with alumni.
- Small groups of alumni continued to seek direct contact and opportunities to "give back" to the school.

#### Key evidence showing progress

- ARACY survey results that are published in full in the full school report.
- Archive upload completed.
- Alumni database extended.

Detailed faculty, year based and team evidence reports were completed for 2018 and these are available at the school. The evidence below is a sample of data showing progress.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
3a. Our purposes, people, products, practices, programs and projects will be more imaginative, inquisitive, disciplined, persistent and collaborative measured against the 2017 benchmarks.	Time and resources allocated for: <ul style="list-style-type: none"> <li>Professional Leadership and Learning Teams</li> <li>Rooty Hill High School Professional Open Days</li> <li>Rooty Hill High School NESA registered professional learning at Highly Accomplished level</li> <li>Consultancy Support – Professor Bill Lucas (\$10000)</li> </ul>	In 2018, the whole school creativity perception survey indicated that student self-identified strengths were "Being Collaborative", "Wonder and Question" and "Use Intuition"; staff self-identified strength were "Being Collaborative", "Wonder and Question" and "Explore and Investigate".
3b. We will continue to be rated as "excelling" in 13 of the 14 <i>School Excellence Framework</i> (Version 2) domains.	Time and resources allocated for: <ul style="list-style-type: none"> <li>Professional Leadership and Learning Teams</li> <li>Rooty Hill High School</li> </ul>	2018 <i>School Excellence Framework</i> (Version 2) self evaluation survey showed the school excelled in 14 of the 14 <i>School Excellence Framework</i> domains.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
3b. We will continue to be rated as "excelling" in 13 of the 14 <i>School Excellence Framework</i> (Version 2) domains.	Professional Open Days • Rooty Hill High School NESA registered professional learning at Highly Accomplished level. • Consultancy Support – Professor Bill Lucas (\$10000)	2018 <i>School Excellence Framework</i> (Version 2) self evaluation survey showed the school excelled in 14 of the 14 <i>School Excellence Framework</i> domains.

## Next Steps

In 2019 the key project plans in Strategic Direction 3 include:

### Project 3.1 Evidence Informed Practice and Culture

- Creating the opportunity for students in Years 7 – 10 to participate in the VCAA (Victorian Curriculum and Assessment Authority) assessment of critical and creative thinking.
- Ensuring that evidence of findings from surveys (eg TTfM and school based surveys) is tabled and added to the @RHHSEvidenceFolder for analysis and triangulation with other data sets.
- Building further the capacity of staff to meet APST Standards 3 and 5 at the higher levels, especially in collecting and interpreting evidence from short cycle formative assessment, observations, qualitative measures and impact data.
- Ensuring students continue to have opportunities to see, understand and apply their own learning data and evidence using MyLearningHub and other data sources.

### Project 3.2 Strategic Partnering

- Professional learning with a specialist contractor at APST Highly Accomplished level for senior executive staff and staff partner coordinators to assist them to better understand the measurement of change evidence in understanding the impact of partnering relationships.
- Supporting the newly emerging partnership with Origin Energy and Origin Foundation.
- Collecting and making meaning of evidence of impact and value adding for each of the school's strategic partnering initiatives.

### Project 3.3 Adaptive Leadership and Expertise

- Implementing and evaluating the implementation of the redesigned classroom observation package.
- Overseeing the implementation of the Adaptive Leadership case study recommendations including the analysis of the "APST descriptors" (identified by teaching staff as the practices) they plan to have in place by the end of 2019.
- Ensuring more specific milestone planning and data collection to support more effective use and interpretation of observational and PDP data.
- Evaluating the impact and value of the prototype proposed for the adaptive learning cycle.

### Project 3.4 Community Engagement

- Using the analysis of 2018 ARACY survey to work with ARACY staff to develop a targeted survey for the school.
- Delivering and using recommendations from the amended ARACY survey (including RHHS specific questions on parent satisfaction).
- Extending the partnering relationship with ARACY and using their expertise to underpin new approaches for parent engagement.
- Implementing and evaluating the impact of "School Bytes" online communication with parents.
- Working to support the Student Agency team to investigate new ways of connecting with parents that meet parent needs in a working community and recognise that secondary students increase their own agency as they progress through school.
- Planning and implementing new and redesigned "parent and community" events for each year group such as "Meet and Eat" (Year 7 informal BBQ).
- Establishing a redesigned Parent and Community Advisory Group– PACAG (from Term 2).

Detailed faculty, year based and team evidence reports were completed for 2018 and these are available at the school. The evidence below is a sample of data showing progress.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$45, 975	<p>Key messages for 2018:</p> <p>Partnerships were realised with universities as a result of the success of the targeted programs.</p> <p>Targeted program participation included:</p> <ul style="list-style-type: none"> <li>• AFL Indigenous Academy (12 students)</li> <li>• AIME (42 students).</li> <li>• Bangarra Dance Workshop (2 students)</li> <li>• Sydney University Wingarra Mara Summer Program</li> <li>• NRL Mirrimirri Indigenous Youth Leadership Summit</li> <li>• Indigenous Careers Market</li> <li>• Bunga Barrabagu Summer Program</li> <li>• Aboriginal &amp; Torres Strait Islander Students' Explore Uni Day</li> <li>• Widening Participation Outreach (Sydney University Compass Program): Year 10 B Inspiring workshops, Year 12 Promote Yourself workshops – 5 students completed Year 12 and made successful transition from school</li> <li>• Smoking Ceremony for the HID Festival – increased community engagement</li> <li>• Women in Business Scholarships – international submission Zonta</li> </ul>
<b>English language proficiency</b>	\$70, 529	<p>Key messages for 2018:</p> <ul style="list-style-type: none"> <li>• 39 students in years 7–10 received targeted and intensive support.</li> <li>• 1 international student in Yr 11 received additional support</li> <li>• 1 Indigenous student was included in the 2018 EALD Program</li> <li>• No students in the program were at Beginning phase</li> <li>• The school implemented the Capoeira Angola Program</li> <li>• Students from EALD and LBOTE backgrounds continued to make progress at higher rates than their cohort overall.</li> <li>• A small group of EALD students with health plans and identified disabilities were given additional intensive support.</li> </ul>
<b>Low level adjustment for disability</b>	\$422, 827	<p>Key messages for 2018:</p> <ul style="list-style-type: none"> <li>• In addition to universal teaching, learning, wellbeing and transition programs, the school designed and delivered targeted and intensive equity and personalised learning programs using this funding.</li> <li>• The additional low level disability funding was used to supplement the overall RAM staff funding budget. The school employed an additional 3.2 FTE teaching and 1FTE SLSO to support students, including 103 students with significant health issues (489 overall – health, asthma, allergies, ILPs, OoHC) and 96 students with ILPs.</li> <li>• The equivalent of 1.0 FTE SLSO (3 individuals) supported students in 4 supported English classes (3 periods/ class) and a range of mixed ability classes.</li> </ul>

Low level adjustment for disability	\$422, 827	<ul style="list-style-type: none"> <li>• Taste of TAFE was offered to 20 students in Year 10 targeted for additional transition support. 10 students also received White Card training.</li> <li>• 8 students with ILPs or Health Plans received HSC special provisions.</li> <li>• The Early Intervention and Familiarisation programs prepared selected Year 6 students for High School, in consultation with partner primary schools and parents.</li> </ul>
Socio-economic background	\$695, 724	<p>Key messages for 2018:</p> <ul style="list-style-type: none"> <li>• Of the school's total cohort, 70% of students come from families in the bottom two quadrants based on family occupation and education measures. Of these over 300 students come from the lowest quadrant. Department of Education data records the school as a high equity school – all student share opportunities to succeed.</li> <li>• The socio-economic funding was used to fund 4.2 FTE additional teachers to support additional learning in the Senior Study, Learning Centre and Careers. The school also funded a Community Liaison Officer position to run programs for students – a notable success was the Social Ventures Australia Collaboration to support female students from Pacifica backgrounds and the "Tapas on Dawson" pop up hospitality program.</li> <li>• There were over 1650 formal individual/group bookings to the Learning Centre and Senior Study, additional to the senior students accessing support in their study periods and students in regular groups receiving targeted and intensive support.</li> <li>• There were personalised learning plans on <i>#MyLearning Hub</i> including 96 students with ILPs, over 103 with Health Plans and almost 1000 students with Personalised Plans.</li> <li>• 98% of Year 11 students accessed the Senior Study in 2018, with approx 60% of students choosing to attend at least once per fortnight.</li> </ul> <p>Initiatives in 2018 included:</p> <ul style="list-style-type: none"> <li>• The Homework Centre was set up 4 days per week, before and after school.</li> <li>• Year 8 Bright Sparks Program targeted 50 middle-high ability students to focus on reading and writing. Improvement data demonstrated significant improvement in writing.</li> <li>• The school continued to run the <i>We Are Readers</i> program for all Year 7 students and ran a Challenge program to prepare Year 10 students for the minimum standards tests.</li> </ul>
Support for beginning teachers	<p>DoE funded – \$24, 842</p> <p>School funded – \$120, 000</p> <p>Despite the school receiving less than it expected, each beginning teacher was allocated a period allowance equivalent to 2 hours per week for</p>	<p>Key messages for 2018:</p> <ul style="list-style-type: none"> <li>• The school provided intensive, faculty based mentoring for new and beginning teachers and supported 5 staff to achieve accreditation at Proficient Level.</li> <li>• All "old scheme teachers" made a successful transition to registration.</li> <li>• 4 staff successfully completed maintenance of accreditation.</li> </ul>

<b>Support for beginning teachers</b>	teachers in their first year and 1 hour per week in their second year. The school provided additional support – a Professional Practice mentor in each faculty and in-house consultancy.	<p>Key messages for 2018:</p> <ul style="list-style-type: none"> <li>• The school provided intensive, faculty based mentoring for new and beginning teachers and supported 5 staff to achieve accreditation at Proficient Level.</li> <li>• All "old scheme teachers" made a successful transition to registration.</li> <li>• 4 staff successfully completed maintenance of accreditation.</li> </ul>
<b>Targeted student support for refugees and new arrivals</b>	\$826	<p>Key messages for 2018:</p> <p>There were 12 students with refugee backgrounds who received support in 2018 – none of those students were in the funded beginning phase.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	556	554	539	517
Girls	527	541	550	548

As the enrolment table indicates, the school continues to provide a high quality education for students and the enrolment numbers remain very strong. There was a continuing demand for places in Years 10 to 12 as new families moved into area, often into rental accommodation.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	91.3	92.2	92.5	91.9
8	90	89	89	89.7
9	87.4	89.3	89.1	88
10	89.7	88.4	89.9	90.2
11	87.1	90.3	89.9	89.2
12	91.4	88.3	90.1	89.5
All Years	89.4	89.6	90.1	89.8
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

The school's attendance remained at or close to state averages in 2018. As in previous years, a small number of students with complex needs and poor attendance affected the overall data. As every student has a personalised learning plan, attendance issues are identified early. The monitoring practices put in place by the school were recognised in 2018 for their quality by the Home School Liaison Officers and by parents.

Two significant features of the school are the number of

elite sports competitors and the large number of families with relatives living outside Australia. The demands that are placed on families when relatives are unwell or experiencing difficulties is higher than similar schools. As a result the school has more exemptions granted than other schools because children cannot be left at home alone. To mitigate the impact of extended absence, the school ensures that students who have online access can maintain their studies while travelling with parents.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	1	12
Employment	2	11	21
TAFE entry	6	3	10
University Entry	0	0	43
Other	0	0	14
Unknown	0	0	0

The post-school destination data for Year 12 was collected in December 2018 and February 2019. The percentage of students accepting university rose from 37% to 43%, and TAFE fell from 29% to 10%, reflecting the increased costs and more limited options offered by TAFE. 48 students had early offers to university and 1 received both the Jim Anderson scholarship and the WSU Leaders Academy program. 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

Prior to Stage 6 students from the school engage in a variety of vocational and entrepreneurial learning options. For students who are disengaging from school in Year 10 the school offers alternative pathways including WesTec, Productivity Boot Camp, Certificate 2 and 3 traineeships and the Automotive Trades programs.

In Year 11 in 2018 15 students studied VET in Schools Construction; 25 studied Entertainment Industries; 45 studied Hospitality; and 15 studied Retail Services. In addition 16 students completed a School Based Traineeship and 7 studied EVET courses.

In Year 12 in 2018 22% of students studied a VET in Schools course, a decline of 18% on the previous year. This reflected the academic choices made by that



cohort. Only 3 students completed the School Based Traineeship in which they were enrolled with a number accepting offers in industry based employment and training before completing the HSC. Of the students doing a VET in Schools course, 76% sat for the HSC examination in that course compared to 45% in 2017. The number of Band 1 and 2 student results in VET in Schools examinations was 19%, significantly down from the 36% of results achieved in 2017. This reflects an overall improvement in the delivery and preparation of students studying VET courses.

### Year 12 students attaining HSC or equivalent vocational education qualification

in 2018, the school's HSC results met all school targets. 151 students completed requirements for the award of the HSC; one student received a ROSA as part of a "pathways program" to be completed at TAFE in 2019.

Each course achieved results within one standard deviation of the mean and there was a positive shift in the school's Band distribution (see HSC performance information).

## Workforce information

### Workforce composition

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

\*Full Time Equivalent

The teaching staff in 2018 was characterised by a mix of experience and expertise, with 7 beginning teachers and one Highly Accomplished Teacher. There were 2 staff members of Aboriginal or Torres Strait Islander background and 30 teachers with language backgrounds other than English. This diversity reflects a similar diversity in the student and school community backgrounds.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	65
Postgraduate degree	35

### Professional learning and teacher accreditation

The school continued to use beginning teacher funding and school funding to give allowances to 8 Professional Practice Mentors who supported the school's Performance and Development program, accreditation and classroom practice initiatives. This work was recognised in an invitation for the school to present its work to DoE Human Resources as an example of exemplary practice. The accreditation included 5 teachers who achieved accreditation at APST Proficient in 2018 and 4 who completed Maintenance of Accreditation.

The school spent \$143420 on professional learning for teaching and non-teaching staff. Three School Developments Days and 2 Twilight sessions were registered at APST Highly Accomplished (26 hours) resulting in an increased depth in both school practice and the products developed for faculty and school plan projects. In addition, 13.5 non-registered course hours were entered on MyPL.

The school hosted one professional Open Day for 15 schools and 52 participants from schools in NSW and other states.

The School Excellence Framework for administrative staff was fully implemented with each administrative officer producing a high quality professional learning plan. The impact was a measurable shift in performance and impact for individuals and the team.



## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,309,166
<b>Revenue</b>	11,908,444
Appropriation	11,513,328
Sale of Goods and Services	79,337
Grants and Contributions	293,319
Gain and Loss	0
Other Revenue	1,900
Investment Income	20,560
<b>Expenses</b>	-11,105,977
Recurrent Expenses	-11,105,977
Employee Related	-9,954,506
Operating Expenses	-1,151,471
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	802,467
<b>Balance Carried Forward</b>	2,111,633

The school's financial position remained strong in 2018 and the expenditure was 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. It also included almost \$300000 committed to professional learning and in-built relief for absent teachers.

The school continued its funding to redesign classrooms and learning spaces for the BYOD learning environment and updated staffrooms and staff learning spaces to accommodate technology and improve working conditions.

The Student Trust was supplemented by donations, fund raising and a commitment to ensure all students had opportunities to take part in curricular, co-curricular and extra-curricular programs.

The school allocated \$214 000 to air-condition the school auditorium and this work was completed in time for the return of students in 2019.

In 2019 the school will need to commit further funds to

the regeneration of Cumberland trees, resurfacing of the school ovals and the provision of additional car parking on site. This expenditure is the result of the rapid loss of street parking, and additional restrictions imposed by Blacktown City Council.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	9,729,323
Base Per Capita	210,579
Base Location	0
Other Base	9,518,743
<b>Equity Total</b>	1,235,053
Equity Aboriginal	45,975
Equity Socio economic	695,724
Equity Language	70,529
Equity Disability	422,827
<b>Targeted Total</b>	1,989
<b>Other Total</b>	157,404
<b>Grand Total</b>	11,123,769

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

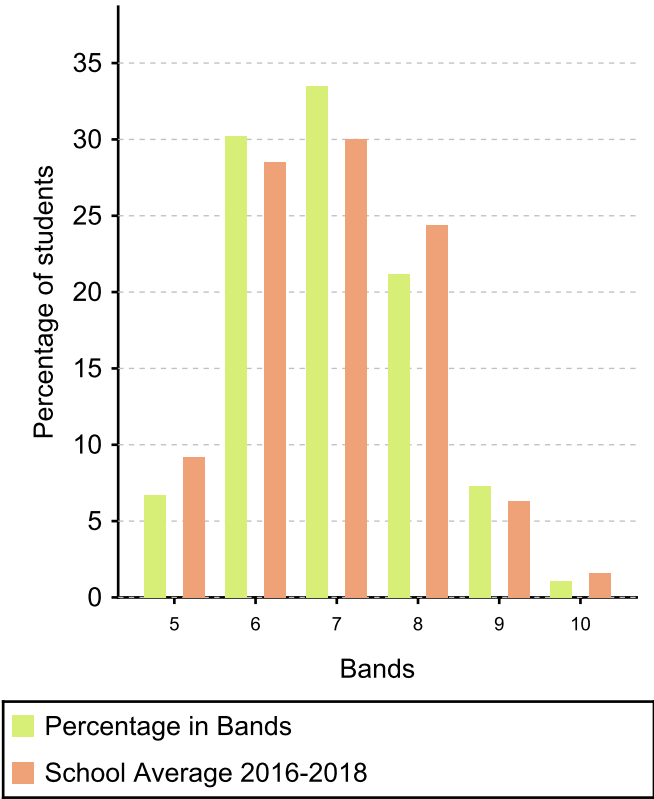
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. Please note that, although the school participated in an online trial of NAPLAN, the decision was made to continue to complete NAPLAN as a pencil and paper test. This decision was made in considering the impact on students. By contrast, the school's students did the VALID test online in Years 8 and 10. Year 10 students also completed the NESA minimum standards and Tell Them from Me surveys online.

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.

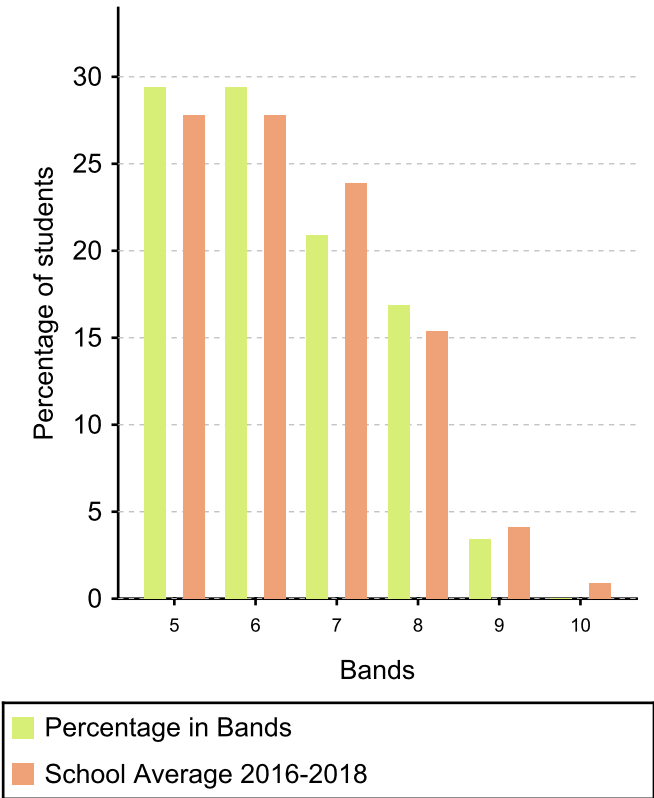
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats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

The growth data from Years 7 (2016) to 9 (2018) was better than previous years. 68% of Year 9 students were above the expected growth in reading. 43% of students were above expected growth in NAPLAN writing although the results for 2018 should be treated with some care as the tests were administered in "paper" and "online" formats. Rooty Hill HS chose to use paper-based testing because there were no options for "special provisions" given for students in the online version.

Percentage in bands:  
Year 9 Reading

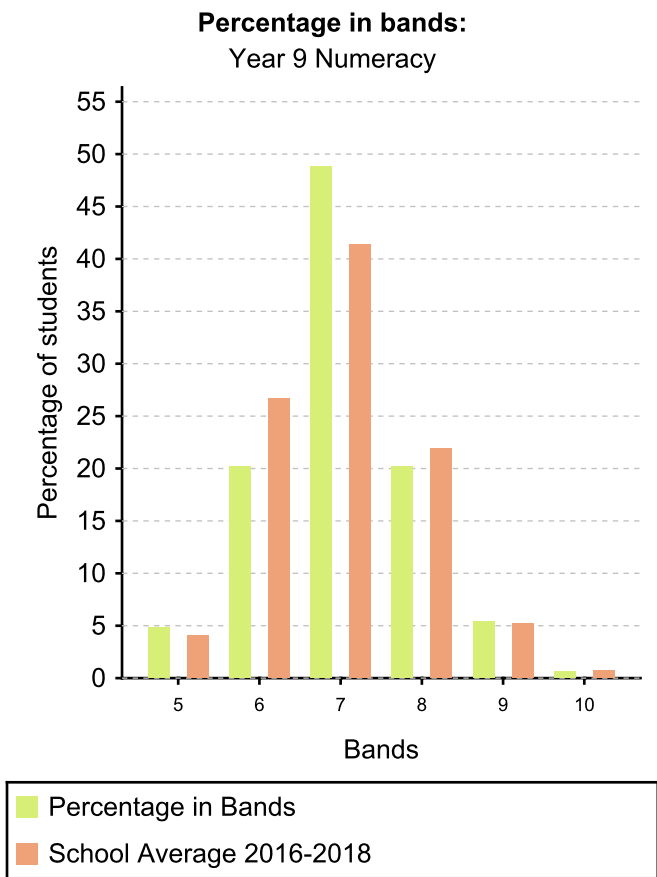


Percentage in bands:  
Year 9 Writing



Growth data for numeracy from Year 7 (2016) to Year 9 (2018) was 54%, ensuring the school met its growth trajectory target. In total 94% of students were at or above expected growth performance in numeracy. Targeted programming to address "gaps" at the time of enrolment in Year 7 can now be mapped over 3 years and the impact has been triangulated through student

self-assessment and grade performance as well as NAPLAN.



The My School website provides some useful information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. Please note there are some limitations in the growth and comparison data for 2018 because the school completed the paper and pencil test when other schools completed online testing. Comparisons prepared using within school the information are accurate.

Improving the number of students in the top 2 bands of Year 9 NAPLAN: The results for 2018 at Rooty Hill High School were comparable to those in 2016–2018 in numeracy, reading and writing, with a small decrease in Band 9 in Reading and an increase in students in Bands 9 and 10 in writing. By contrast, growth data was again above state average from Years 7 to 9 in 2018.

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 pleasing increase in Band 4 and 5 results and a decrease in Band 1 results compared to previous years. This is reflected in the higher numbers of Bands 2 and 3 – a result reflecting an overall lift in student performance in each course. A particular note should be made that Strategic Direction 1 of the School Plan has a focus on increasing overall performance by reducing Band 2 and eliminating Band 1. The 2018 show preliminary evidence of progress towards this target.

In 2018, the overall Band distribution was:

Band 6– 10 results compared to 8 in 2017

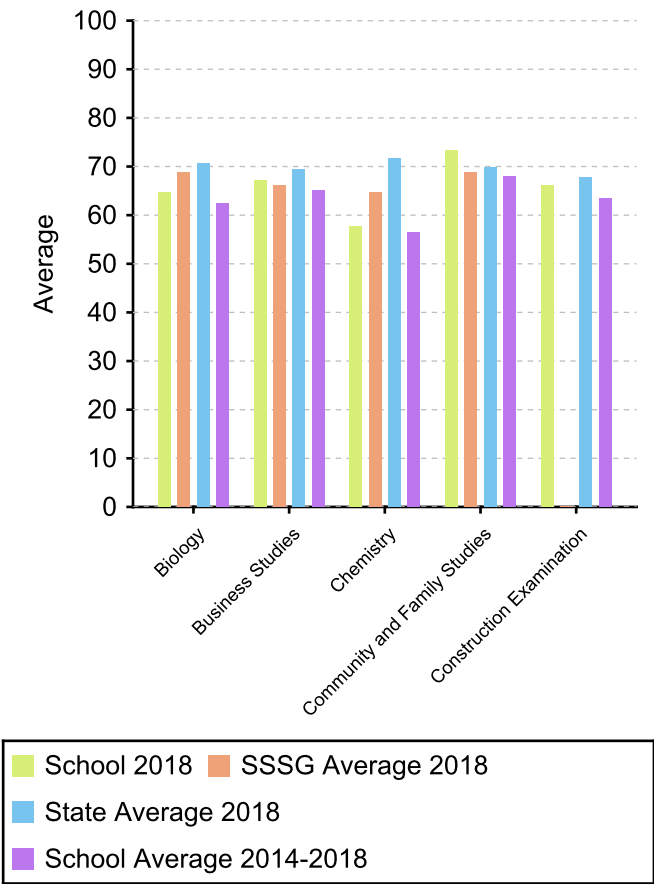
Band 5– 92 results compared to 64 in 2017

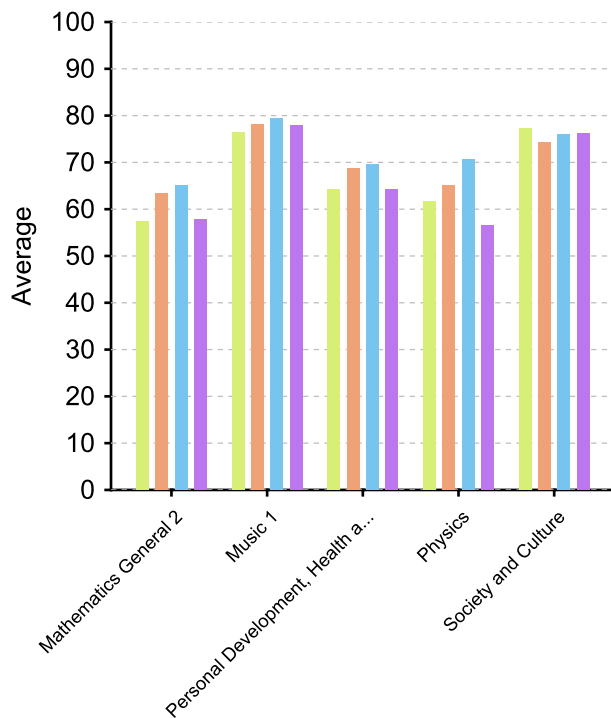
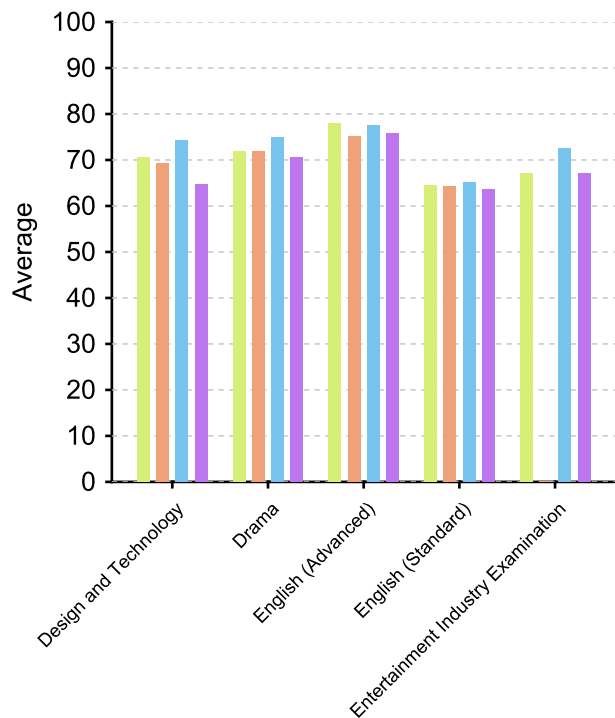
Band 4–145 results compared to 129 in 2017

Band 3– 239 results compared to 136 in 2017

Band 2– 129 results compared to 107 in 2017

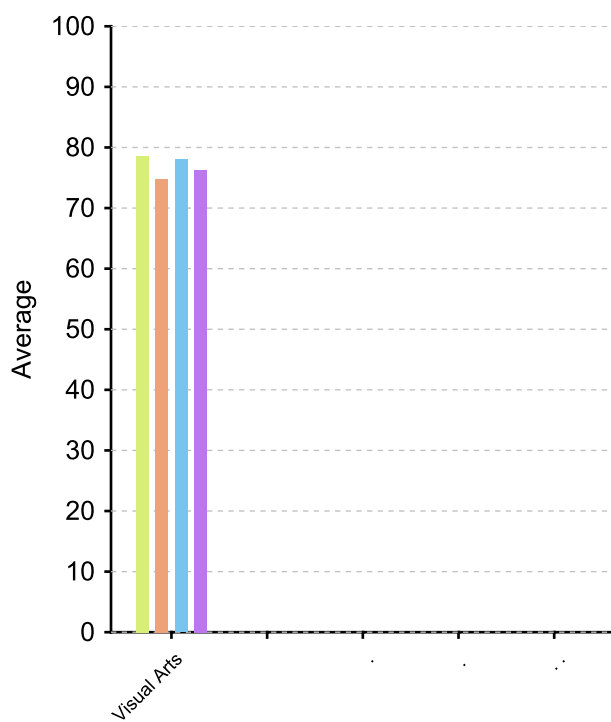
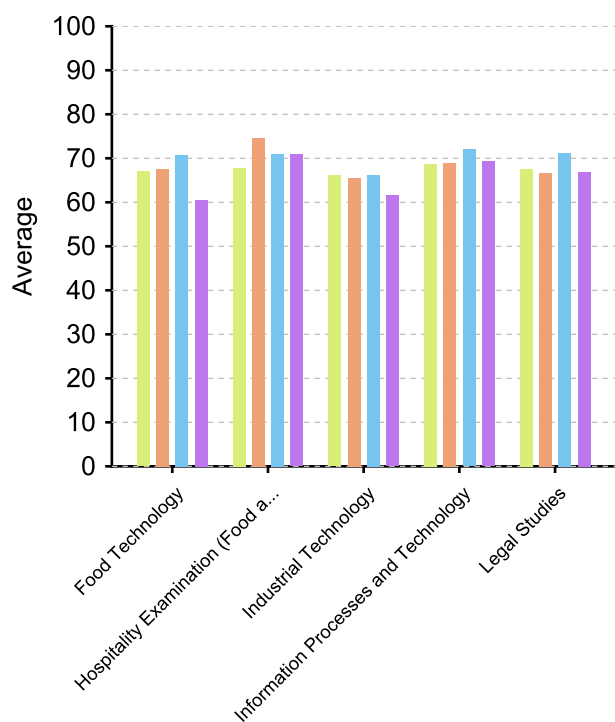
Band 1–45 results compared to 84 in 2017





■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018

■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018



■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018

■ School 2018 
 ■ SSSG Average 2018  
■ State Average 2018  
■ School Average 2014-2018

The school met all targets in relation to HSC in 2018 with the z-scores for all but two courses (those with less than 5 students) being within one standard deviation of the statewide mean. There was a significant reduction in the numbers of students receiving Band 1 as a result of the Rigorous HSC – No Failure strategy introduced by the school.

## Parent/caregiver, student, teacher satisfaction

**Student Engagement:** In 2018 96% (1073) of students completed the Tell Them from Me survey and the school now holds five years of longitudinal data about their responses. In 2018, students at Rooty Hill HS rated significantly above state average in 15 of the 30 indicators used in the survey.

The following highlights should be noted:

- Student advocacy outside of school – rated at 70%, which was 14% higher than the state average. This reflects the belief by students that they have the support of parents and the community.
- Student behaviour – 92% of students said they had positive behaviour and recognition, 5% above the state average. There is evidence from visitors and other measures that the students are seen to be "friendly, helpful and kind", a great testament to the relationship between and expectations of parents, the school's staff and the students.
- Student– staff relationships – 70% of students gave the highest rating in this question, 13% above the state norms. This reflects the strong culture of student agency, values based learning and continuous growth and improvement.
- Positive learning climate– 67% of students gave the top rating on this question, 11% above the state average. The school's strategic focus on capability driven curriculum and assessment, student self assessment and student agency for academic reporting supported by personalised plans and portfolios is a significant, ongoing feature of this culture.
- Persistence – 89% of students said they would persist when they were pursuing goals, even when faced with obstacles. The school's learning culture, supported by the Learning Centre (Years 7–9), the Homework Club and the Senior Study (Years 10–12) remain key initiatives in supporting student effort, progress and attainment.

It should be noted that, in 2018, student analysts were appointed to work with year advisers to interrogate their year-based data in TTfM and they presented their findings to staff and to representatives of the Learning Bar in a case study to be used by other schools.

**Parent Engagement:** Traditional methods of data collection about parent engagement were used again in 2018 with very positive results.

In addition, in 2018 the school was invited to participate in a major research project conducted by the Australian Research Alliance for Children and Youth and the Australian Council for Educational Research into parent engagement. The research methodology was significantly different to previous research as it was advertised and conducted completely online. There were 243 parent responses (25% of parents) that were analysed and actioned by the Community Engagement project team .

- 91% of parents said they felt welcome when

visiting the school and 84% said the school provides high quality two way communication.

- 70.4% of parents said the principal and deputy principals were very supportive of parents and the role that parents play in their children's education.
- 67% of parents feel comfortable about communicating with the school about their child's learning and their academic progress. Given the high numbers of families where parents speak languages other than English and the high numbers of families with limited parent education, this is a very positive result.
- 94% of parents said the school gives clear information about how their children are "getting on". This was interpreted as a very positive endorsement of the personalised learning, strengths-based learning and capability driven approaches to student growth and achievement.

**Staff engagement:** On a range of school held surveys, professional development plans, feedback surveys and staff discussions, staff satisfaction and staff collaborative culture was highly rated. In particular the support and mentoring provided to new and beginning staff and the PDP (professional development plan) processes were considered exemplary and were used as a case study by DoE Human Resources. The school had a moderate response to the People Matters survey and it should be noted that this whole of government survey is not as well suited to schools as to other areas of government.

# Policy requirements

## Aboriginal education

Information on targeted programs can be found above.

In the 2018–2020 school plan, project 2.4 was designed to deliver 'connecting to country, culture and curriculum'.

The project team established a Reconciliation Action Plan (RAP) working party in collaboration with the local AECG (Aboriginal Education Consultative Group), staff, community members, parents and alumni. Their work on the RAP will be ratified and the RAP will be launched in May 2019. As part of this project, all students in the school participated in an intensive Reconciliation Day program where they provided ideas, stories and suggestions for ways we can work together.

The school's Harmony and Diversity Day program was modified to include a smoking ceremony and all students were involved in learning to sing the National anthem in the Darug language. The anthem is now sung in all major assemblies in both languages. In addition, each Aboriginal and Torres Strait Islander student in the school wrote their own personalised Acknowledgement of Country and these are now used in class, year based, school and community events.

In 2019, staff will "revisit" 8Ways of Learning – a teaching and learning approach that embeds Aboriginal values and approaches to learning in each subject.

## Multicultural and anti-racism education

The values of diversity and inclusion underpin the school's cultural and linguistic diversity initiatives, rituals and culture. In addition to major celebrations such as Harmony and Diversity Day, the school's students also engaged in Model UN where the team representing the school reached the national finals. Each class addressed the ACARA capabilities of intercultural understanding, ethical behaviour and interpersonal skills with a strong focus on active citizenship, strengths and participation. The *Tell Them from Me* survey results indicated levels of wellbeing above state average for all students.

The school had no significant instances of racism in 2018.