

# Rooty Hill High School

## 2019 Annual Report

2019 Minister's and  
Secretary's Awards for

**Excellence**



# Rooty Hill High School Strategic Plan 2018-2020

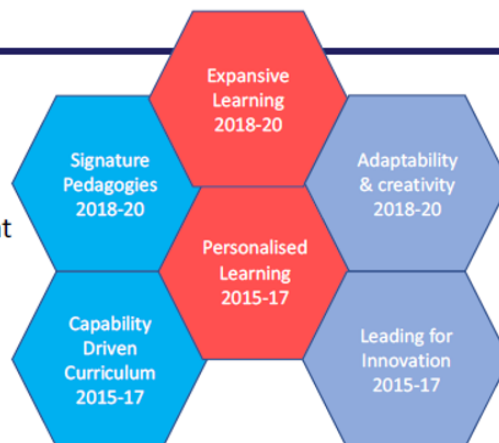
**Our Vision: Their Present, Our Future**

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.



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## Introduction

The Annual Report for 2019 is provided to the community of Rooty Hill High School as an account of the school's operations and achievements throughout the year.

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

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### Message from the principal

In 2019 the school recorded one of its most outstanding years on a range of measures including university offers, external validation and recognition in case studies and national consultations. Throughout 2019, the school had intellectual support and encouragement from the Director of Educational Leadership Karen McSpeerin, who promoted innovation and next practice. The school also enjoyed strong support from the community for the school plan initiatives. In particular, "student agency" became a hallmark of new practice ensuring new ways of doing our capability driven curriculum, personalised learning and professional practice were embedded.

The school's significant student, staff, school and community achievements were recognised at the Excellence Assembly and can be viewed through the school's website (<https://rootyhillhighschool.nsw.edu.au>), on video and in the special edition of Missing Link: Excellence Assembly–Achievements 2019.

There were some strong positive themes and future challenges to emerge from our annual review process including:

1. The school was "externally validated" through the Department of Education External Validation in September 2019 and had the opportunity to validate its approach to school planning, school operations, professional practice, student agency and curriculum delivery. The school achieved the highest rating "Excelling" in all 14 domains (see Section 3 of this report).
2. According to the Family Occupation and Education Index, the families of our students became poorer and less well educated over the last 5 years. They are still highly aspirational for their children and supported the school's decision to focus agency on its students as the link between home and school. In addition, parents gave support for students to self-evaluate by annotating their own work samples and co-constructing their academic reports, a new practice that shifted the way students understand and articulate their own learning.
3. On internal grades (measured by grade point average–GPA) Years 7, 8 and 9 (average GPA 3.1) made significant growth but were still below both state average and the school target of an average GPA of 3.5. It should be noted that students in these three cohorts started Year 7 with 60 – 80% of students performing below grade average and below Stage 3 benchmarks at the end of Year 6. This has significant implications for programming, lesson design and explicit instruction using capabilities, content and concepts, all areas the school plan will continue to address in 2020.
4. While there were some very strong examples of subject analytics in the annual reports prepared by each faculty for 2019, overall there were some gaps in the capacity of faculty leaders and members to explain the "story behind the curve" (why it happened) in every subject and to link to recommendations to changes in practice that were needed. A renewed focus on professional learning, professional development plans and work that will be done on assessment and instruction in subject teams will be a focus for 2020.
5. The Higher School certificate (HSC) subjects in which our most able students enrolled were our poorest performing in 2019, with HSC z-score results all below –1.0 standard deviation from the mean. A range of reasons were addressed in faculty reports and will be a direction for HSC planning and monitoring in 2020.
6. NAPLAN growth to Year 9 was significantly above state average (noting Point 3 above). While any measure using state averages must be treated with some caution, the patterns over the last 3–5 years are robust when used to interpret school trends. This is a very positive school trend and shows the capacity of the school to shift and improve the predicted learning trajectory for each student.

7. Despite some concerns with the lack of higher grades in the HSC, there was a continuing decline in the numbers of students in the lowest bands. University offers also increased to 55% (compared to 43% in 2018). Offers were closely linked to student interest and to subjects that students liked. For example 22 of the 28 students studying a Science subject for the HSC received and accepted an offer for Science related study at university. Further, as the school's submission to the federal government's Review of Senior Secondary Pathways noted – for this school an early offer did not mean students made no effort; it did reduce anxiety and examination stress.
8. Overall results demonstrated that subjects and faculties that best used formative assessment and observation of students' work samples achieved the most authentic results against the ACARA and NESA capabilities. Those subjects also had the most success with students constructing report comments that were personalised and showed insight, not replicating "teacher-style" comments.
9. There is some evidence that a small number of executive staff were unable to implement critical recommendations made in the 2018 and 2019 annual review process and, as a consequence were unable to link the strategies to their own Professional Development Plans (PDPs), the plans of individual teachers and faculty plans. By contrast, the majority of executive staff submitted and delivered exemplary practice. In 2020, the principal will be taking this up through the executive PDP process. Every teacher will have two goals; one related to instruction (improving classroom practice and student progress) and one related to assessment (improving the quality and outcomes of formative and summative assessment).
10. Innovation and impact in wellbeing and personalised learning programs is an ongoing cultural and structural feature of the school. In 2020 the school has asked the Evidence-Informed Culture and Practice Professional Leadership and Learning Team to do more work in identifying the most effective programs and how the school can move beyond perceptions surveys such as *Tell Them from Me* to better measure the impact of universal, targeted and intensive programs on student behaviours and progress.
11. In School Operations (2019) every project in the 9 focus areas in the school operations plan achieved its milestones, indicating that the school was very well organised and managed by the teams delegated to lead and manage each of the projects.
12. The School Plan continued to provide a high-level set of directions and successful projects that were validated in external validation as well as snapshots and measures of progress and impact. The annual reports for each strategic direction and project indicated strong progress in the embedding of practices and the operationalising of products. There is clear evidence of progress against the key performance measures.

I want to extend thanks on behalf of the wider school community and our strategic partners for the leaderships of students, staff and families in 2019.

Christine Cawsey AM

Principal

### Message from the school community

Unfortunately, in 2019 the school's P&C continued in recess. Despite this, the community engagement strategy and the personalised parent program ensured that over 80% of parents had personal contact with teachers, administrative staff and specialist staff in the school. Parents responded to the positive culture of the school as evidenced by their response to students receiving 16 795 merit awards, 3291 Significant achievement awards and 95 PERSIST awards. Parent and community attendance at assemblies, parent-teacher conferences and the graduation was higher than in previous years.

Significantly, the school lodged its first Reconciliation Action Plan in consultation with community elders and ran its first Iftar organised by students and their families during Ramadan.

### Message from the students

The following quotations were shared by senior students who reflected on 2019:

"Leadership is within the people around us, our principal, our teachers, our captains, and future student leaders – all examples of individuals who empower others to achieve goals. Teachers are leaders who aim to educate and ensure students are equipped with the knowledge to make good decisions. Our captains are leaders who aim to be a voice for students and representatives for our school. Our principal is a leader who aims for a school that thrives on academic and sporting success for all students and improving school leadership. I believe great leaders are self-confident and demonstrate a can-do attitude, acknowledging how they can support others so everyone can achieve success together. Leaders are only as great as the positive impact they have on other people – past, present and future.

I'd like to say that leadership is about making others better as a result of your presence and making sure that impact lasts in your absence. Similar to the saying, 'Treat others how you would like to be treated, lead in a way you want to be led.'

— *Amanda Fuiono, Principal's Representative 2019, speaking at Senior Leaders 2020 Induction.*

"We have learned so much about the importance of student agency as members of the Student Data Analyst Team. The high point was leading the presentations for External Validation."

— *Chad Zahra, Tarsha Daly, Memon Rumman reflecting on the presentation at External Validation panel meeting*

"One of the things we know about this school is that our teachers, staff and parents are driving the car as we are navigating our own learning Journeys".

— *Furat Almoail and Will San, School Captains 2019*

## 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

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 and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

The school completed external validation in August 2019. The evidence set was designed, written and presented by staff and students, with input from other key stakeholders. The critical themes that were addressed were student, staff and school agency along with evidence of the school's leading role as an innovator in curriculum, assessment, student voice, entrepreneurial learning and creativity programs. As a result of the quality of the evidence set, the school was rated as "Excelling" in all 14 domains, placing the school among the highest validations in the state.

## 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.

## Improvement Measures

- |  |
|--|
| 1a. Average growth in academic performance (to within one mark) of state average.                                      |
| 1b. Growth and progress data (learning trajectories) to within 1 standard deviation of state average                   |
| 1c. 40% of all students achieving Band 4+ in external tests and  |
| 1d. 50% of all students achieving above the average GPA of 3.25 (grade average) on internal academic reports and ROSA. |

## Overall summary of progress

In 2019 Strategic Direction 1 continued to be implemented through 4 projects that were focused on teaching, learning and assessment in each subject. The design of this work, its implementation and its delivery ensured that the research and planning completed in 2018 created significant innovation in the delivery of the strategy and contributed to the "Excelling" ratings achieved in the school's External Validation.

### Highlights:

- All staff completed professional learning using Learning Sprints to implement the Rigorous Reading Strategy, with data showing improvement in reading growth in both Year 7 and Year 9 NAPLAN.
- The school ran a targeted program, delivered through each subject, to assist students to meet the HSC minimum standards in Year 10 with 99.7% students meeting the minimum HSC standard in Reading.
- HSC Band 1 results continued to be reduced from 15.9% in 2017 (baseline) to 6.8% in 2018 and to 5.7% in 2019.
- All subjects in Year 10, 11 and 12 now have a statement (subject charter) of discipline-based ways of knowing, doing and being.
- The school successfully embedded student self-assessment, capability-based assessment and student self-reporting.

### Review of Key Performance Measures:

- Year 9 NAPLAN growths exceeded the school target in all domains
- Based on Z-score comparisons 23 out of 29 (79%) HSC subjects were within one standard deviation of the state average.
- Z-scores for subjects traditionally studied by more able students were below the school target (English Advanced, Mathematics Advanced, Physics, Chemistry)
- There were no HSC Band 6 results in 2019.
- HSC Band 1 results reduced to 5.7% compared to 15.9% in 2017.
- 40% of all students achieved Band 4+ in external tests and an average GPA of 3.5 on internal academic reports.
- 37.1% of HSC bands are at or above Band 4 in 2019 – this declined from 37.4% in 2018.
- Year 11's average GPA is 3.1, falling short of the target by 0.4
- Year 10's average GPA is 3.2, falling short of the target by 0.3
- Year 9's average GPA is 3.24, falling short of the target by 0.26
- Year 8's average GPA is 3.31, falling short of the target by 0.19
- Year 7's average GPA is 3.3, falling short of the target by 0.2

## Strategic Direction 1 Project 1.1 Rigorous Reading and Writing

### Overall progress:

- Professional learning: Learning Sprints 1–5 were developed and delivered to all staff.
- Team members confidently used Rigorous Reading strategies in classrooms and provided support in faculties for full implementation in 2020.



- Data analysis of NAPLAN reinforced the need to use Rigorous Reading as a school-wide platform.

Key evidence showing progress:

- 100% of staff had undertaken professional learning in Rigorous Reading at the end of 2019.
- Year 9 reading growth – above state average (school 60.5, state 57.5)
- Year 7 growth was above state average in reading (school 53.6%, state 51.2%) and spelling (school 65.00%, state 54%).

### **Strategic Direction 1 Project 1.2 Rigorous HSC**

Overall progress:

- Subject-based HSC teaching, learning and assessment programs met NESA compliance requirements and included evidence of innovative strategies that ensured all students achieve above Band 1 and met minimum standard requirements.
- All faculties developed 'Bootcamp' lessons focused on literacy and numeracy and embedded in faculty programs.
- Professional learning developed and delivered at APST Highly Accomplished level focused on improving teacher practice in reducing lower bands with a range of targeted strategies.

Key evidence showing progress:

- Reduction in the number of Band 1 results in HSC – from 15.9 (2017) to 5.7% (2019).
- 90% of students in Years 10 and 11 successfully achieved minimum standards benchmarks and are now eligible for HSC.
- There was evidence of increased teacher confidence in 'rigour' in the classroom.

### **Strategic Direction 1 Project 1.3 Signature Subject-Based Pedagogy**

Overall progress:

- Subject-based teaching practices were effectively implemented in 80% of subjects.
- Subject-specific documents produced identifying the higher-order teaching practices required to support new ways of knowing, doing and being.
- Universal, targeted and intensive professional learning for staff has resulted in a shift in teacher confidence in discussing the unique features of their subject.

Key evidence showing progress:

- Feedback from a school development day professional learning session, interviews with Head Teachers/subject leaders and ongoing professional learning indicated a greater understanding of signature pedagogies and links to student academic success.
- October Conference #RHOCTOBER19. 144 registrations. Positive feedback received from the session with Professor Bill Lucas and the session on subject challenge. 90% of participants indicated they would attend a similar event in the future.
- 60% of students achieved the subject identified disposition benchmarks for Years 10–12 in each subject studied.
- Interviews conducted with student representatives from years 10 and 11 indicate that they understand and can articulate the differences between subjects, their subject based strengths and the reasons for their subject choices.

### **Strategic Direction 1 Project 1.4 Capability Driven Assessment**

Overall progress:

- School Development Day professional learning delivered at APST Highly Accomplished level resulting in a school wide collaboration to fully implement capability driven assessment and student self reporting.
- Successful parent consultation resulted in an adjustment to the implementation plan and the case study used for external validation.
- 'SMART' annotation exemplars and resources were developed in all faculties to increase teacher capacity to support students in their report writing.

Key evidence showing progress:

- 70% of students in Years 7–9 demonstrated performance at or above grade level when assessed against capability reporting outcomes.
- In two reporting cycles students co-constructed their academic report comments with their classroom teacher to include reference to their progress, achievement and demonstration of capabilities.



## Progress towards achieving improvement measures

### Process 1: 1.1 Literacy – Rigorous Reading and Writing, 1.2 Rigorous HSC, 1.3 Subject-based Signature Pedagogies (10–12), 1.4 Capability Driven Assessment (7–10)

Evaluation	Funds Expended (Resources)
Quarterly/annual report – see attached Progress towards key performance measures and achievement of products and practices published and evaluation using SEF and APST (see each project) completed	\$2 000 000

## Next Steps

- The literacy wheel will be launched in 2020.
- There will be ongoing professional learning for all teaching staff, including all new teachers to implement the Rigorous Reading strategy.
- The Rigorous Reading strategy will be embedded in subject-based programs, teaching and learning sequences and lesson plans.
- An analysis of Best Start and ACER PAT will be used to evaluate the effectiveness of the Rigorous Reading strategy.
- Targeted lessons focused on Literacy and Numeracy will be designed and delivered to students in years 10 & 11 to ensure all students achieve HSC minimum standards.
- Strategies will be put in place to monitor/evaluate the implementation of subject-based teaching practices, including increasing the number of students surveyed to obtain more accurate data on students' dispositions towards learning.
- There will be further research to support and develop understandings of Capability Driven Assessment and quality assessment. These will be supported by 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.

#### Improvement Measures

2a. 100% of students have a *My Learning Hub* portfolio in which they have articulated their strengths, their skills and capabilities, their goals and their own personalised learning journey.

2b. 60% students demonstrating each of the ACARA/NESA capability benchmarks by the end of Year 9

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.

#### Overall summary of progress

In 2019 Strategic Direction 2 continued to be implemented through 4 projects that were focused on expansive learning opportunities and student agency, defined as students taking control and responsibility for their role as a learner. The design of this work, its implementation and its delivery ensured that the research and planning completed in 2018 created significant innovation in the delivery of the strategy and contributed to the "Excelling" ratings achieved in the school's External Validation.

#### Highlights:

- In August 2019 the school was rated as "Excelling" in all 14 elements of the SEF 2.0 with particular recognition of the school's capacity to deliver an expansive learning program focussed on student strengths, agency and opportunities.
- The Tenacity Wheel was completed in consultation with Professor Bill Lucas and workshops delivered to staff and to students in years 7–12.
- Significant evidence of increased student agency was collected in 2019 including:
  - 100% of students wrote their own report comments in collaboration with their teachers.
  - Senior leaders compiled evidence set 3 for external validation.
  - Students led a panel on student agency at a conference for over 100 visiting teachers and academics.
  - RHHS student voice initiative included in Department of Education publication as part of the focus on Student Voice, Participation and Leadership.
    - In a successful strategic partnership with Origin two pillar programs were designed and delivered – Year 8 Career Explorers program and Year 10 YEP.
    - Students participated in entrepreneurial programs with 10 strategic partners.
    - The school launched its first Reconciliation Action Plan (RAP) and students and staff had the opportunity to write personalised acknowledgments of country.
    - All faculties developed an 8 Ways (now called Aboriginal Ways of Learning) charter to parallel the Window of Certainty charters.

#### Review of Key Performance Measures:

- The evidence for capabilities where subject data was collected shows that these benchmarks were met.
- Capability driven assessment, student annotation of work samples and a focus on self-assessment resulted in improved progress towards benchmarks.
- There is more work to be done on building the capacity of staff to work with students to improve capability driven assessment and measurement of student progress towards the full range of capabilities. This will be a focus for all teaching staff in 2020.
- Post-school destination data was used to provide evidence for this target. 52 Y12 students received early entry and mainstream offers for university based on a portfolio or specific subject performance. 10 students were offered apprenticeships and traineeships based on successful application and interview processes.

- An online template for senior portfolios will be designed with student input for publication and use in late 2020. This is work in progress and the following points should be noted:
  - The school was invited to consult on the development of Senior Portfolios with the Koshland Foundation in March 2019.
  - The school was invited to submit to the Federal Government's Senior Pathway Review and subsequent consultation.

## **Strategic Direction 2 Project 2.1 Student Pathways**

Overall progress:

- Tenacity wheel completed and workshops delivered to Years 7–12.
- A new format for personalised learning conversations was developed and delivered.
- Professional learning about "tenacity" was developed and successfully delivered at APST Highly Accomplished level.
- A comprehensive suite of universal, targeted and intensive year-based programs was developed, delivered and evaluated.

Key evidence showing progress:

- Student surveys indicated a greater understanding of tenacity.
- New processes for personalised learning conversations received positive feedback from students and teachers.
- Student strength comments were included in student reports.
- Tell Them from Me (TTfM) survey analysis indicated students "feel known, valued and cared for".
- Positive feedback from students was received on all student wellbeing programs.
- Student personalised learning plans included updated goals and new strategies.

## **Strategic Direction 2 Project 2.2 Student Agency**

Overall progress:

- Student academic self-report writing was embedded in culture and in reporting practice.
- Significant increase in student voice as measured on a range of how much, how well and impact indicators.

Key evidence showing progress:

- Evidence of increased student confidence in writing annotations for *My Learning Hub* and in writing their own report comments.
- 100% of students wrote own report comments in collaboration with teachers in 2019.
- Senior Leaders compiled evidence set 3 for external validation and presented to external assessors.
- RHOCTOBER19 School Open Day – student agency panel. Students were confident in fielding questions from colleagues in other schools.
- RHHS student voice initiative included in Department of Education case study and publication as part of the focus on Student Voice, Participation and Leadership.

## **Strategic Direction 2 Project 2.3 Entrepreneurial Learning**

Overall progress:

- 220 Year 8 students participated in Careers Explorers program.
- Partnerships were established with Origin, Origin Foundation and Western Sydney Business Connection.
- Students participated in universal, targeted and intensive entrepreneurial learning programs in and beyond the school including Wired for Wonder, ABCN and Spark Festival.
- Job cluster workshops (based on the Foundation for Young Australians job clustering model) were designed and successfully delivered to Year 8.
- Year 10 Young Entrepreneurs Program (YEP) was successfully delivered for the third year.

Key evidence showing progress:

- There were increased opportunities for students to engage in entrepreneurial projects.
- All year 10 students completed YEP.
- Evaluation of YEP indicated students are able to identify the skills and capabilities developed during the program.
- The partnership with Dr Michelle Anderson provided a clearer vision for the project.

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

Overall progress:

- The school's first Reconciliation Action Plan (RAP) was published and launched during Reconciliation Week at a ceremony attended by elders, local community members, officials and students..

- Working collaboratively with community, new Harmony Day, NAIDOC Week and Reconciliation week activities were designed and delivered.
- The whole staff participated in APST Highly Accomplished professional learning in 8 Ways (Aboriginal Learning) and then integrated the learnings into cultural and curriculum practice.
- Tori Middlebrook was elected as the Pemulwuy Aboriginal Education consultative Group (AECG) president in late 2019.
- Students and staff wrote their own Acknowledgements of Country that were shared at assemblies, conferences and professional learning.

Key evidence showing progress:

- An Aboriginal Ways of Learning (8 Ways) commitment lens was developed in all faculties and the administration team.
- 2 senior students were nominated for major awards and Cassandra King represented the local community as a member of the Aboriginal youth parliament
- There was an increase to 5 in the number of Aboriginal students graduating from a cohort where 6 Aboriginal students also found apprenticeships and traineeships during years 10 and 11 .
- Aboriginal elders attended the RAP launch and continued to provide advice and support to the students and key staff.

### Progress towards achieving improvement measures

**Process 1: 2.1 Student pathways, 2.2 Student Agency, 2.3 Entrepreneurial Learning, 2.4 Connecting to Country, Culture and Curriculum**

Evaluation	Funds Expended (Resources)
Quarterly/annual report – see attached Progress towards key performance measures and achievement of products and practices published and evaluation using SEF and APST (see each project) completed	\$1 000 000

### Next Steps

- Revision of assessment and reporting policy to be conducted in 2020.
- Embedding RAP and 8 Ways into all faculty programs

## 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.

#### Improvement Measures

3a. Our purposes, people, products, practices, programs and projects will be more imaginative, inquisitive, disciplined, persistent and collaborative measured against the 2017 benchmarks.

3b. We will continue to be rated as "Excelling" in 13 of the 14 *School Excellence Framework* (Version 2) domains.

#### Overall summary of progress

In 2019 Strategic Direction 3 continued to be implemented through 4 projects that were focused on creating a school culture that is evidence informed, and creative and adaptive in its professional practice, strategic partnering and community engagement. The design of this work, its implementation and its delivery ensured that the research and planning completed in 2018 created significant innovation in the delivery of the strategy and contributed to the "Excelling" ratings achieved in the school's External Validation.

#### Highlights:

- The school was recognised for its innovative and successful school culture in achieving Excelling in all 14 SEF 2.0 elements at External Validation.
- As part of a trial with ACARA the school worked with 9 other schools to implement the Victorian Curriculum and Assessment Authority Creativity Self-Assessment Tools with students.
- Professional learning designed by VCAA on capability assessment for creative and critical thinking was designed and delivered to 10 local schools.
- Case studies were used for External Validation including the Origin case study, the Student Voice case study with DoE and the ACARA case studies.
- The Strategic Partnering policy was published and partner identification and partner care documents were produced.
- The initial development and implementation of the teacher Proactive vs Responsive Adaptability Cycle was trialled and a classroom observation package to be used for professional learning was published and delivered during the school's Twilight professional learning session in Term 2.
- An adaptive leadership case study was published as part of the evaluation of the Adaptive Leadership course (APST Lead) completed by 18 staff in 2018.
- Protocols and quality assurance checklists were created for the design and delivery of APST Highly Accomplished professional learning modules for the products and practices of each of the 12 projects and shared with staff and other schools.
- There was a higher percentage of staff working towards PDP goals at HA or Lead level.
- Data held in the school reflects greater engagement with parents using a variety of "personalised" methods targeted at the personal circumstances and level of engagement requested by parents.
- The school's Year 12 students hosted the first IFTAR to be held in the school.

#### Review of Key Performance Measures:

- Student performance – 70% of students achieved the VCAA benchmarks for critical and creative thinking.
- Student agency moved to a central place in the school's cultural artefacts (external validation) sociofacts (new ways of learning, assessing and reporting) and mentefacts (linked to values and dispositions including strengths-based learning, tenacity, creativity and measures of confidence including TTfM).
- Staff agency was demonstrated in the quality of PDPs; project results for the 12 school plan projects; and external validation.
- School agency was demonstrated in the use of Outcomes Based Accountability; 14 case studies; a new format for External Validation that was rated as exemplary in reporting both best practice and next practice (sustainable innovation).
- The school achieved Excelling in all 14 elements of School Excellence Framework 2.0 at External Validation.

### **Strategic Direction 3 Project 3.1 Evidence-Informed Culture & Practice**

Overall progress:

- Implemented the VCAA critical and creative thinking tool.
- Implemented the school-developed Tenacity self-assessment tool.
- Cross-team collaboration for data analysis was observed and recorded in subject, project, student data analyst, wellbeing and operational teams. The school has embedded evidence informed practice.

Key evidence showing progress:

- Designed and presented professional learning at APST Highly Accomplished Level (2 pilot presentations at National Data in Education Conference and Chifley College Dunheved Campus)
- Coordinated professional learning for 10 local schools on VCAA capability assessment.
- Produced 2019 RHHS evidence book.
- Coordinated professional learning for 10 local schools on VCAA capability assessment

### **Strategic Direction 3 Project 3.2 Strategic Partnering**

Overall progress:

- Case studies were used for the External Validation including the Origin case study, the Student Voice case study with DoE and the ACARA case studies
- Final strategic partnering policy published and partner identification and partner care documents produced.
- Professional learning was designed and delivered at APST Highly Accomplished level to partner coordinators (in Term 4) prior to their use of the partner care documents.

Key evidence showing progress:

- Significant outcomes were achieved by school planning projects that partnered with:
  - Origin and Origin Foundation – SD2.3 EL– Grant of \$36500 to support further work and research in 2020
  - Professor Bill Lucas – SD2.1 – tenacity wheel developed and all students had an opportunity to engage with it.
  - Dr Linda Hobbs – SD1.3 – Subject pedagogies made a much deeper exploration of what we have to teach in each subject and organised #RHOOCTOBER19 conference around the research.
  - VCAA – SD3.1 – Creativity assessment conducted with students – adding significant data to our work.
- The school introduced qualitative evaluation based on "Moments theory" and the resulting evaluation documents showed significant impact in 2019 of teams being able to identify moments of elevation, pride, connection and insight.
- There was a shift from the language of "partnerships" to "partnering" and the school sustained 24 partnering relationships in 2019.

### **Strategic Direction 3 Project 3.3 Adaptive leadership and expertise**

Overall progress:

- Professional learning was designed and delivered at APST Highly Accomplished and Lead level.
- Protocols for the design and delivery of professional learning were implemented by all Professional Learning and Leadership Teams to share new practices and new products within and beyond the school..
- There was further development on the proactive vs responsive adaptability cycle, classroom observation and adaptive leadership.

Key evidence showing progress:

- 100% of teachers completed lesson observations
- Higher percentages of teaching staff worked towards APST Highly Accomplished and/or lead level PDP goals; all administrative staff used the School Administration Excellence Framework to prepare their goals.
- Lesson and learning design products were created and uploaded by all faculties to be used in collaboration and sharing.

### **Strategic Direction 3 Project 3.4 Community Engagement**

Overall progress:

- Data held in the school reflects greater engagement with parents using a variety of methods targeted at their own personal circumstances.
- First ever IFTAR held in the school, organised by students.
- RAP launch attended by 29 community members and 4 Aboriginal elders.

Key evidence showing progress:

- Parent attendance at events improved after the school increased its use of social media, text messaging and



- personal emails to advertise events..
- Parent connection through social media increased.
- Parent responses to the enrolment survey indicated they were willing to trial new ways of connecting.
- School emails that could be directed to cohorts, groups and individuals were effectively introduced with a very positive response from parents.

### Progress towards achieving improvement measures

#### Process 1: 3.1 Evidence informed culture and practice, 3.2 Strategic Partnering, 3.3 Adaptive Leadership and Expertise, 3.4 Community Engagement

Evaluation	Funds Expended (Resources)
Quarterly/annual report – see attached Progress towards key performance measures and achievement of products and practices published and evaluation using SEF and APST (see each project) completed	\$1 000 000

### Next Steps

- Complete case studies for each faculty and team on evidence–informed culture and practice
- 2019 partnering review to be completed in Term 1 2020
- Impact measures – case studies will be published early Term 1 2020 for all strategic partnerships.
- Further work to be done on the lesson observation document.
- Work with the Student Agency team to investigate new ways of connecting with parents
- Trials with small groups of parents on connecting through social media.
- Create a school–specific survey for parents and disseminate via School Email.
- Year 7 informal BBQ – meet and eat! Collect data.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$43 378	Milestone and quarterly reporting for school operations plan completed
<b>English language proficiency</b>	\$53 836	Milestone and quarterly reporting for school operations plan completed
<b>Low level adjustment for disability</b>	\$444 572 including 2.6 FTE and \$167 110 flexible funding	Milestone and quarterly reporting for school operations plan completed
<b>Socio-economic background</b>	\$791 010	Milestone and quarterly reporting for school operations plan completed
<b>Support for beginning teachers</b>	TBC	Milestone and quarterly reporting for school operations plan completed
<b>Targeted student support for refugees and new arrivals</b>	\$3 390	Milestone and quarterly reporting for school operations plan completed

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	554	539	517	521
Girls	541	550	548	554

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.2	92.5	91.9	92
8	89	89	89.7	89
9	89.3	89.1	88	89.7
10	88.4	89.9	90.2	88.6
11	90.3	89.9	89.2	89.8
12	88.3	90.1	89.5	92.8
All Years	89.6	90.1	89.8	90.2
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

The school's attendance data was above state average in every year group reflecting the careful tracking of student attendance and the personalised support given by the school team to students to ensure they attended classes and maximised their learning. The school's expansive education program ensured that students who participated in a wide range of co-curricular and extra-curricular programs were still able to maintain progress in academic studies. "Well done to our students and thanks to their families."

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0.6	0.7	0
Employment	3	1.3	30
TAFE entry	0	0	8
University Entry	0	0	55
Other	0	0	0
Unknown	0.6	0	7

The post-school destination data for Year 12 was collected in December 2019 and February 2020. The percentage of students accepting university rose from 43% to 55% (including university college), and TAFE entry remained the same as 2018 at 10%, reflecting the increased costs and more limited options offered by TAFE. Although there were no Band 6 results in Science subjects, 22 students received 28 offers for STEM-based degrees starting in 2020. With a large number of students whose families are permanent residents rather than citizens, study is often cheaper and more accessible for students who can travel and live with family overseas. In general, they do not proceed directly to an Australian university.

## Year 12 students undertaking vocational or trade training

40.38% of Year 12 students at Rooty Hill High School undertook vocational education and training in 2019.

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

100% of all Year 12 students at Rooty Hill High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	12
Classroom Teacher(s)	53.2
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

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

In 2019 the school designed and delivered all its School Development Day and 90% of its professional learning programs at the Highly Accomplished level of the Australia Professional Standards for Teachers (APST). All staff completed high quality Professional Learning Plans. Of the teaching goals 36% of goals were at APST Lead; 39% at

APST Highly Accomplished and 25% at APST Proficient. All administrative staff used the DoE Excellence in School Administration Framework to design, implement and evaluate their goals. As a result of this work the school was recognised in case studies within and beyond the NSW public education sector.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	2,111,633
<b>Revenue</b>	12,250,530
Appropriation	11,830,535
Sale of Goods and Services	76,221
Grants and contributions	319,583
Investment income	19,632
Other revenue	4,559
<b>Expenses</b>	-11,744,149
Employee related	-10,489,863
Operating expenses	-1,254,286
<b>Surplus / deficit for the year</b>	506,381

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

The school continued its sound financial practices and carefully monitored its financial priorities and challenges. The final result for the year includes funds set aside for minor capital works.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	3,390
<b>Equity Total</b>	1,332,795
Equity - Aboriginal	43,378
Equity - Socio-economic	791,010
Equity - Language	53,836
Equity - Disability	444,572
<b>Base Total</b>	9,723,277
Base - Per Capita	249,796
Base - Location	0
Base - Other	9,473,481
<b>Other Total</b>	470,731
<b>Grand Total</b>	11,530,194

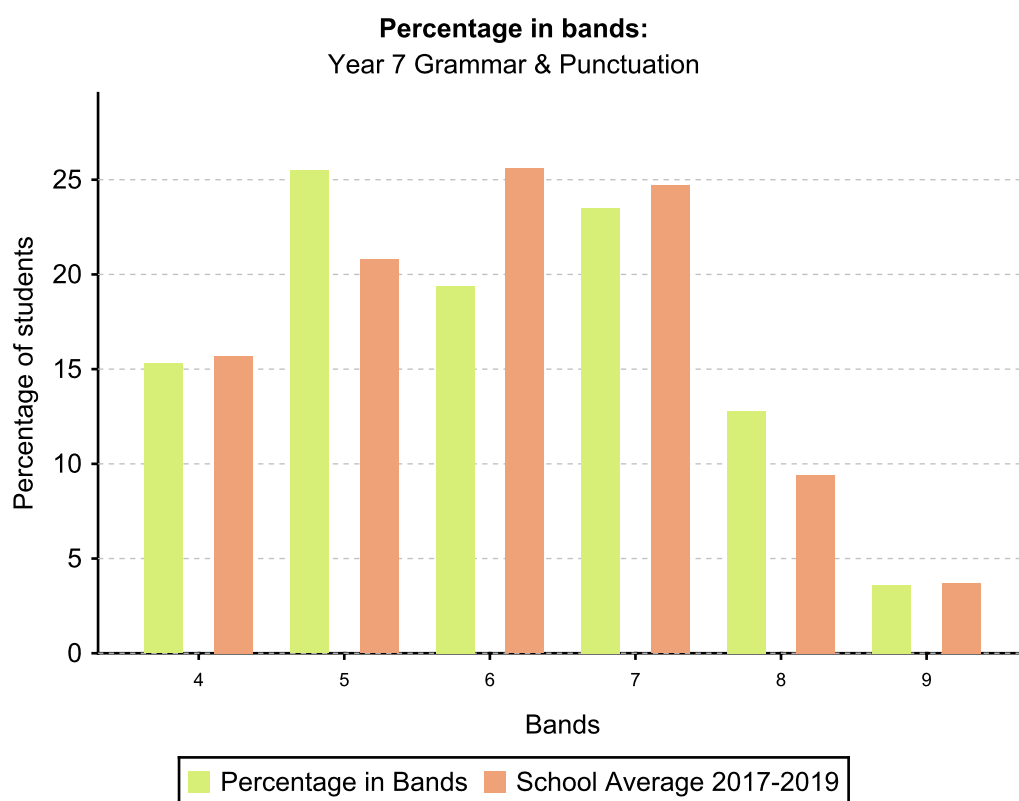
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

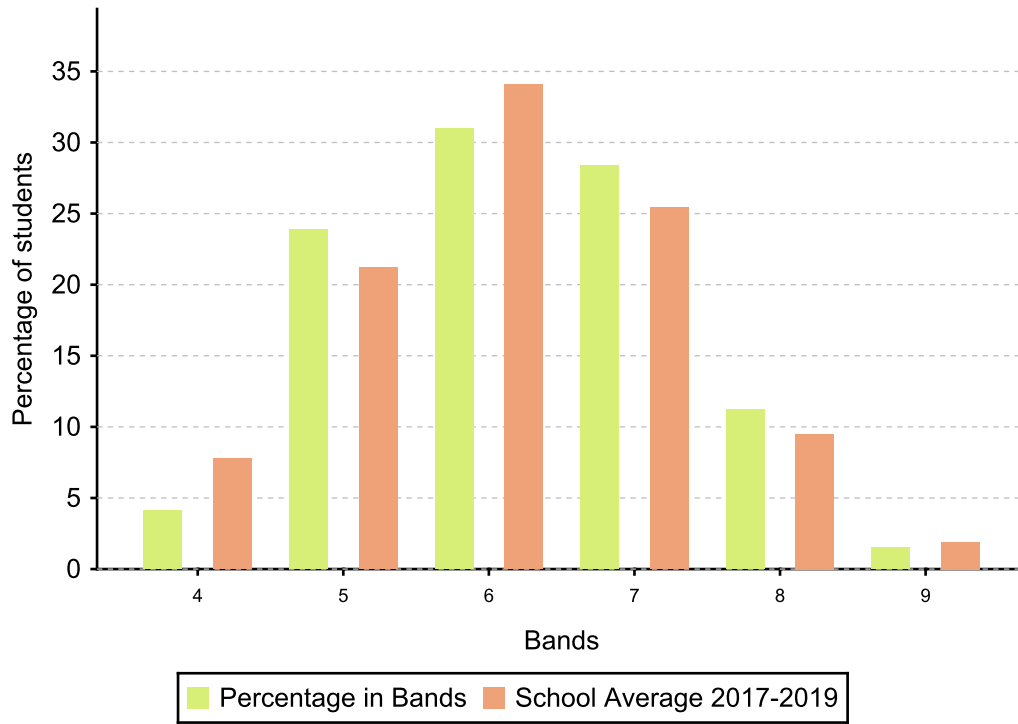
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



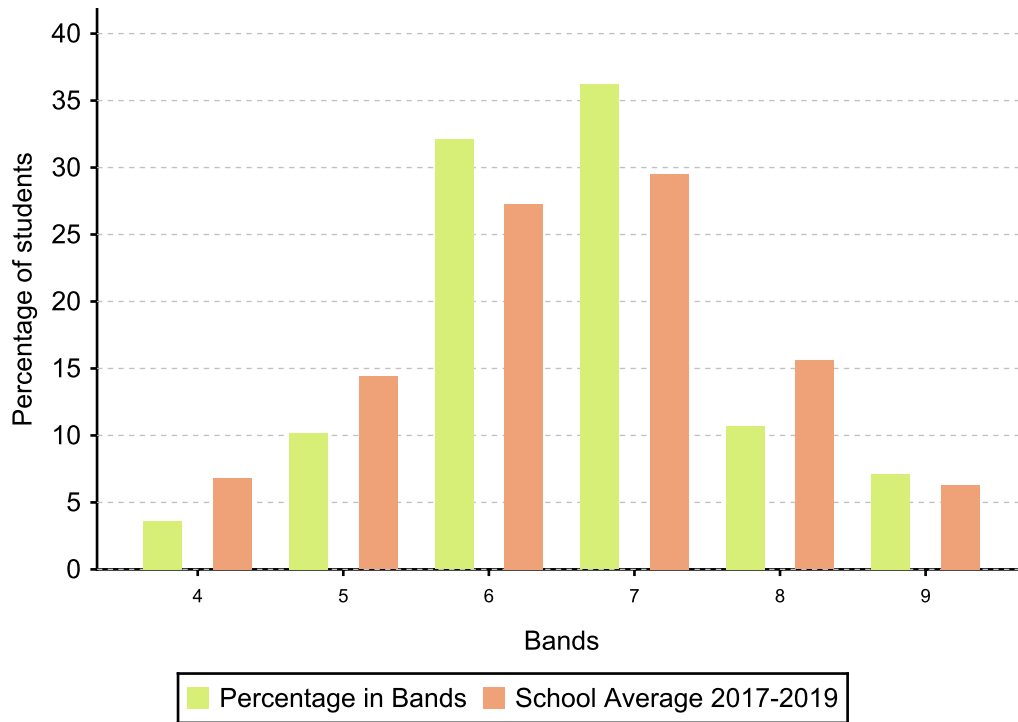
Band	4	5	6	7	8	9
Percentage of students	15.3	25.5	19.4	23.5	12.8	3.6
School avg 2017-2019	15.7	20.8	25.6	24.7	9.4	3.7

**Percentage in bands:**  
Year 7 Reading



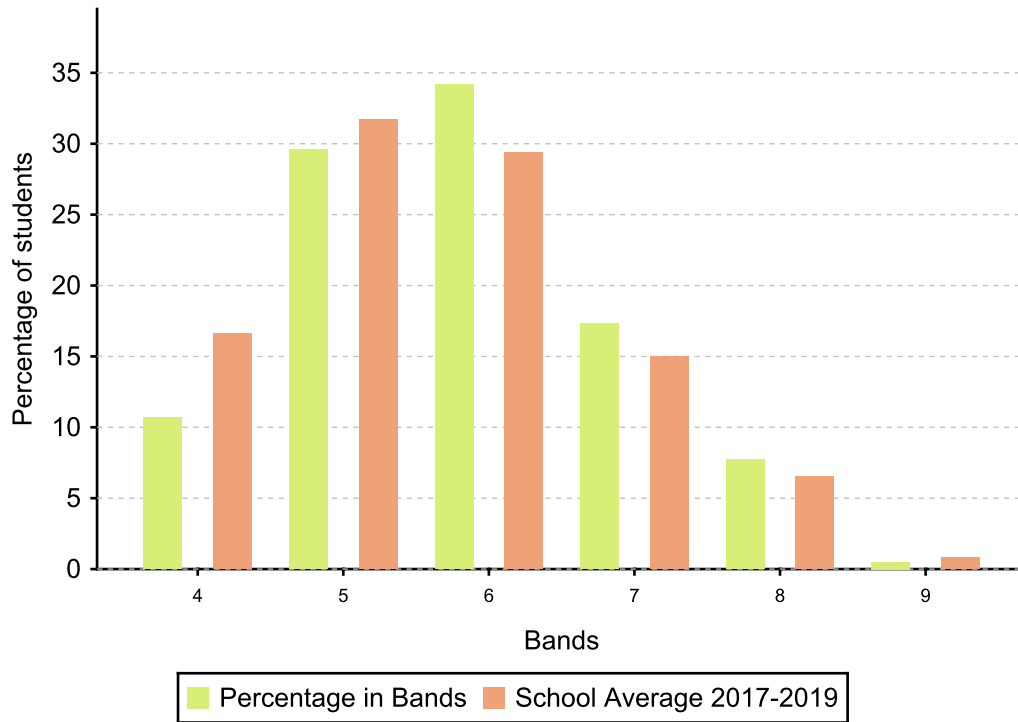
Band	4	5	6	7	8	9
Percentage of students	4.1	23.9	31.0	28.4	11.2	1.5
School avg 2017-2019	7.8	21.2	34.1	25.4	9.5	1.9

**Percentage in bands:**  
Year 7 Spelling



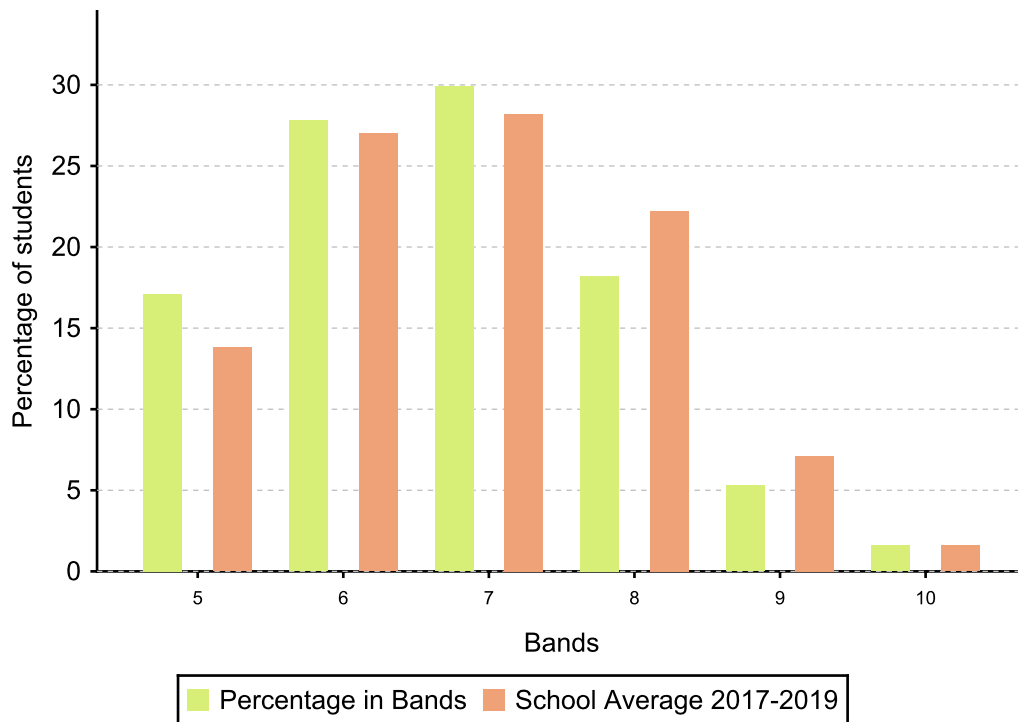
Band	4	5	6	7	8	9
Percentage of students	3.6	10.2	32.1	36.2	10.7	7.1
School avg 2017-2019	6.8	14.4	27.3	29.5	15.6	6.3

**Percentage in bands:**  
Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	10.7	29.6	34.2	17.3	7.7	0.5
School avg 2017-2019	16.6	31.7	29.4	15	6.5	0.8

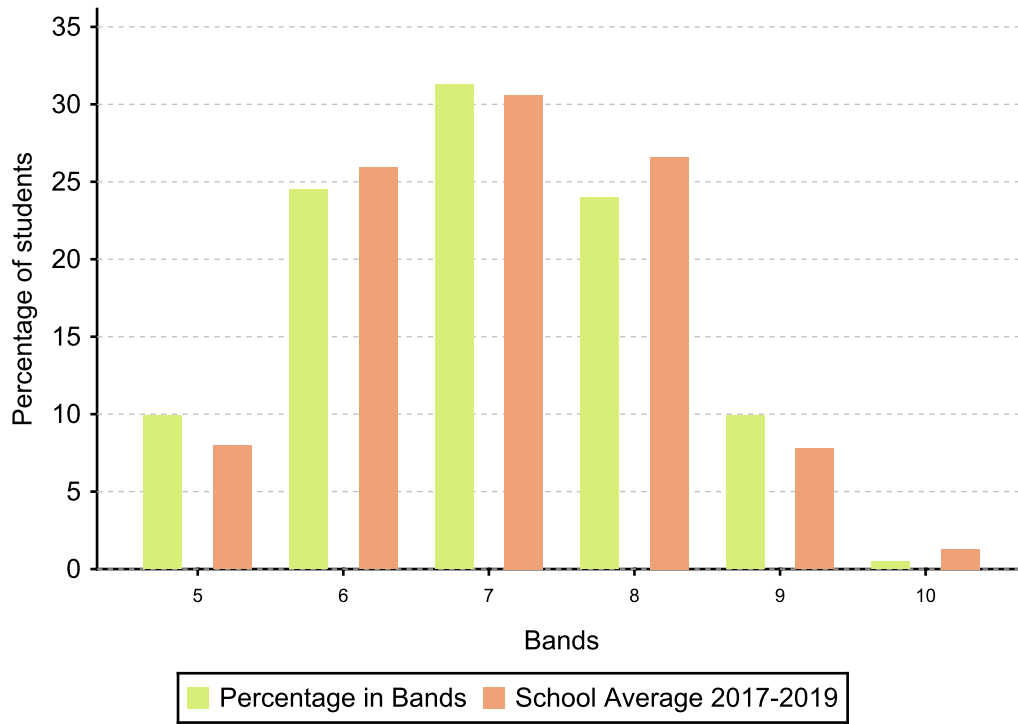
**Percentage in bands:**  
Year 9 Grammar & Punctuation



Band	5	6	7	8	9	10
Percentage of students	17.1	27.8	29.9	18.2	5.3	1.6
School avg 2017-2019	13.8	27	28.2	22.2	7.1	1.6

### Percentage in bands:

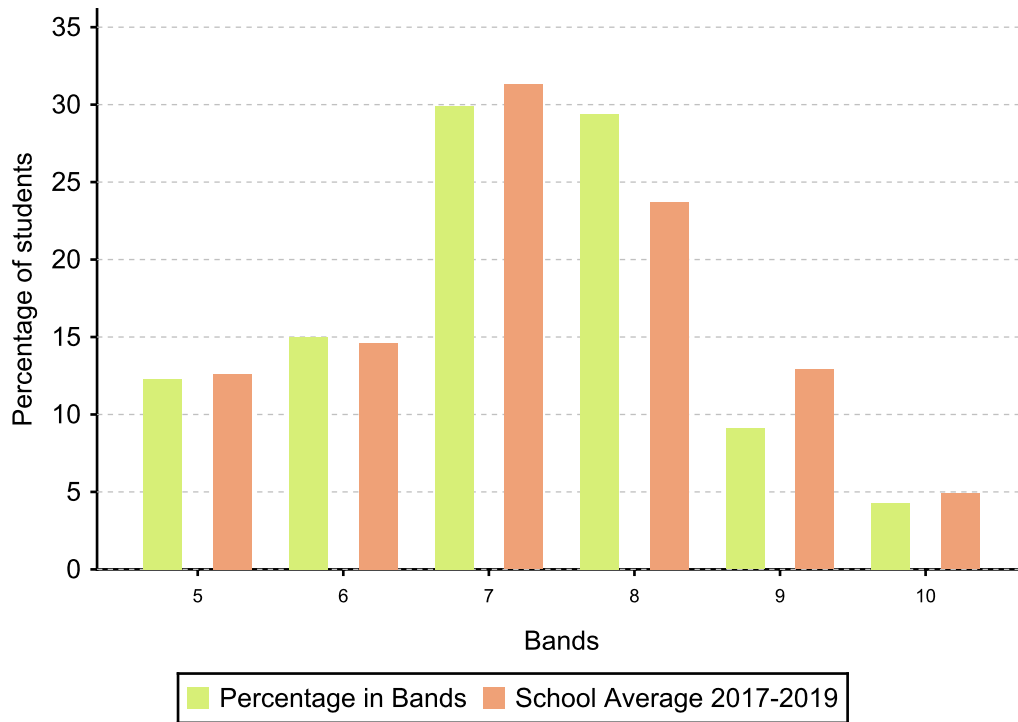
#### Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	9.9	24.5	31.3	24.0	9.9	0.5
School avg 2017-2019	8	25.9	30.6	26.6	7.8	1.3

### Percentage in bands:

#### Year 9 Spelling

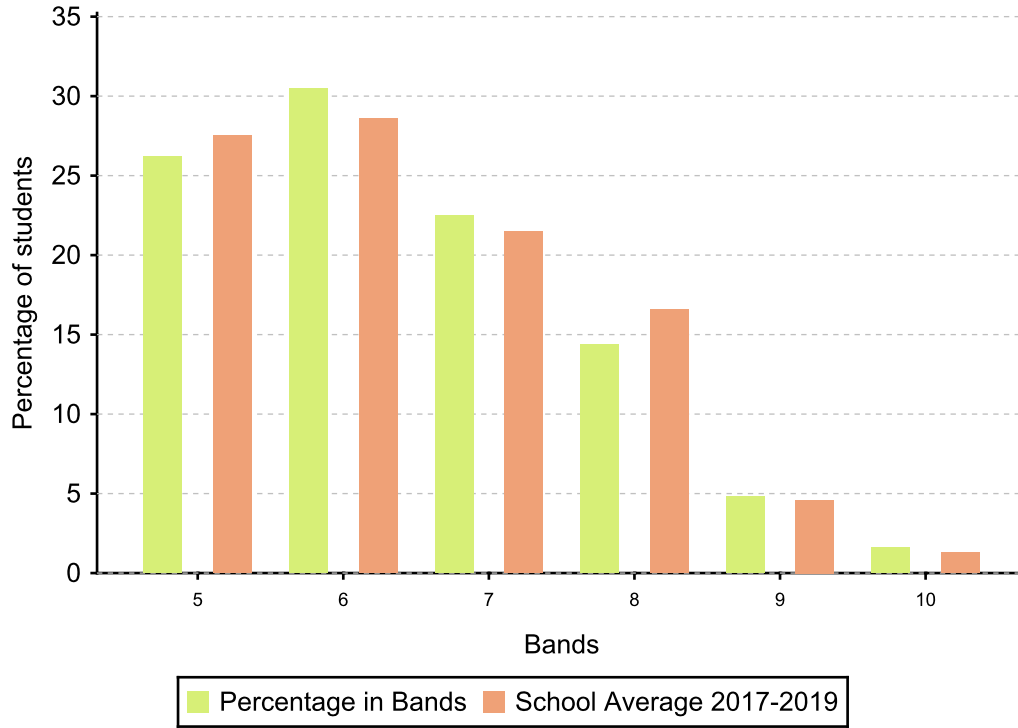


Band	5	6	7	8	9	10
Percentage of students	12.3	15.0	29.9	29.4	9.1	4.3
School avg 2017-2019	12.6	14.6	31.3	23.7	12.9	4.9



### Percentage in bands:

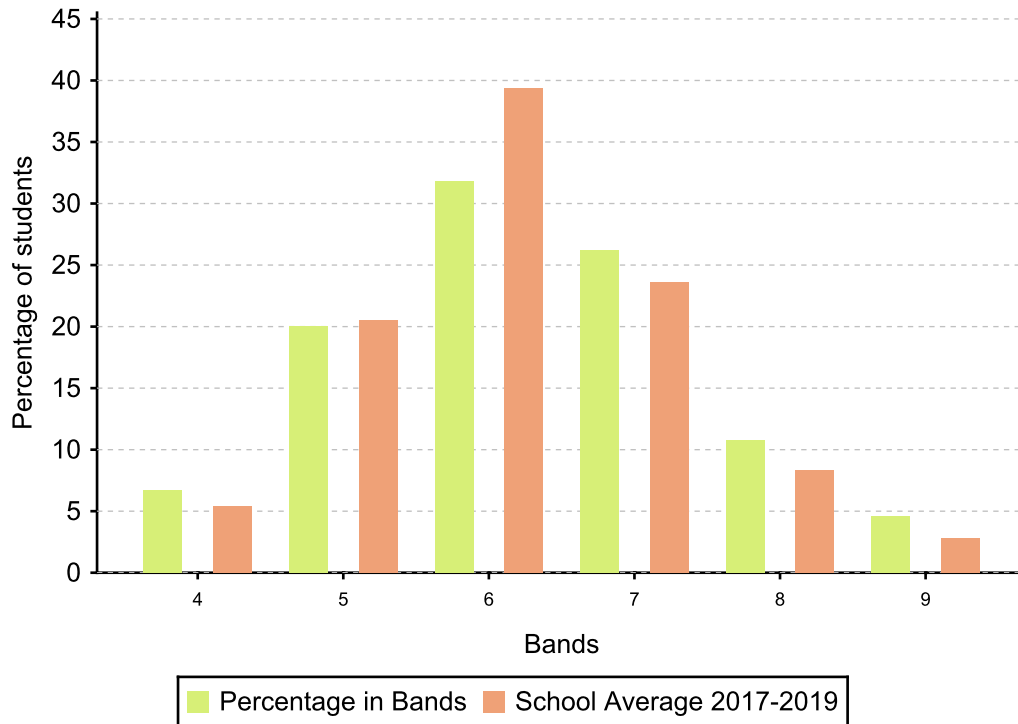
#### Year 9 Writing



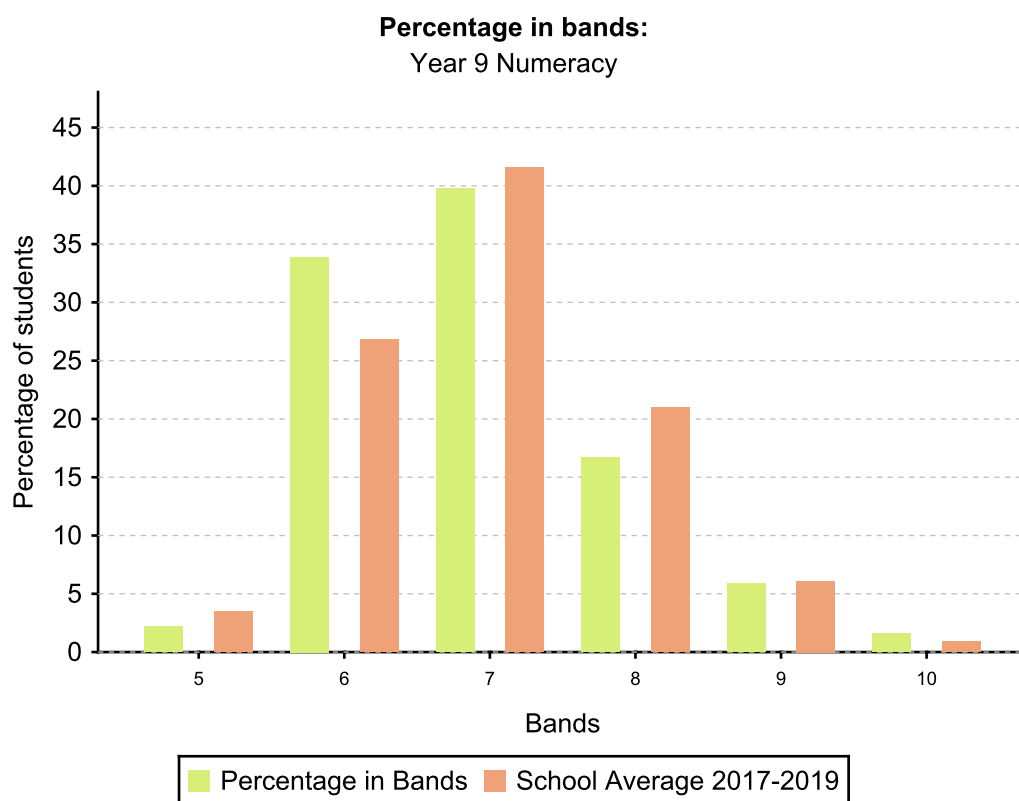
Band	5	6	7	8	9	10
Percentage of students	26.2	30.5	22.5	14.4	4.8	1.6
School avg 2017-2019	27.5	28.6	21.5	16.6	4.6	1.3

### Percentage in bands:

#### Year 7 Numeracy



Band	4	5	6	7	8	9
Percentage of students	6.7	20.0	31.8	26.2	10.8	4.6
School avg 2017-2019	5.4	20.5	39.4	23.6	8.3	2.8



Band	5	6	7	8	9	10
Percentage of students	2.2	33.9	39.8	16.7	5.9	1.6
School avg 2017-2019	3.5	26.8	41.6	21	6.1	0.9

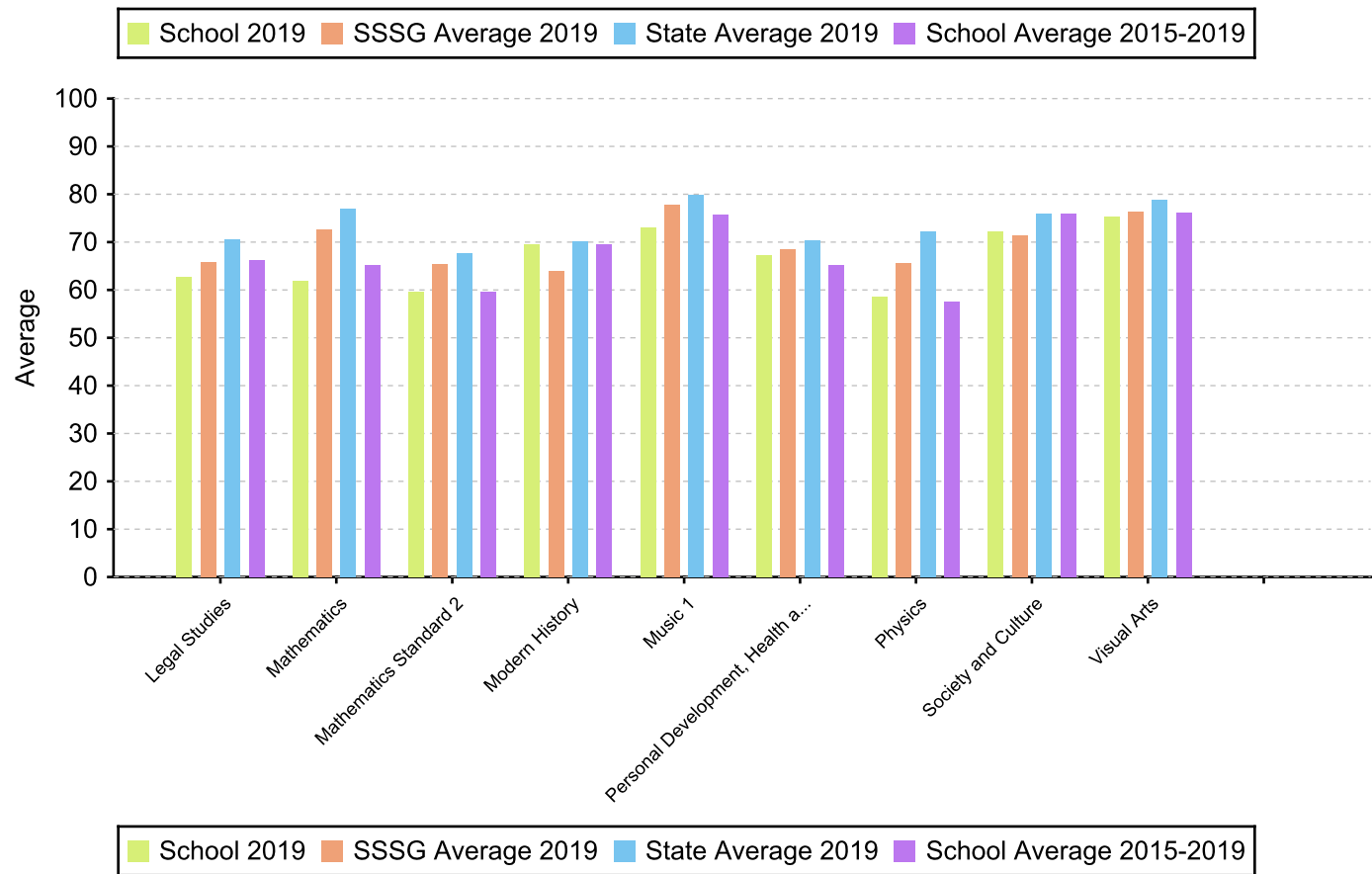
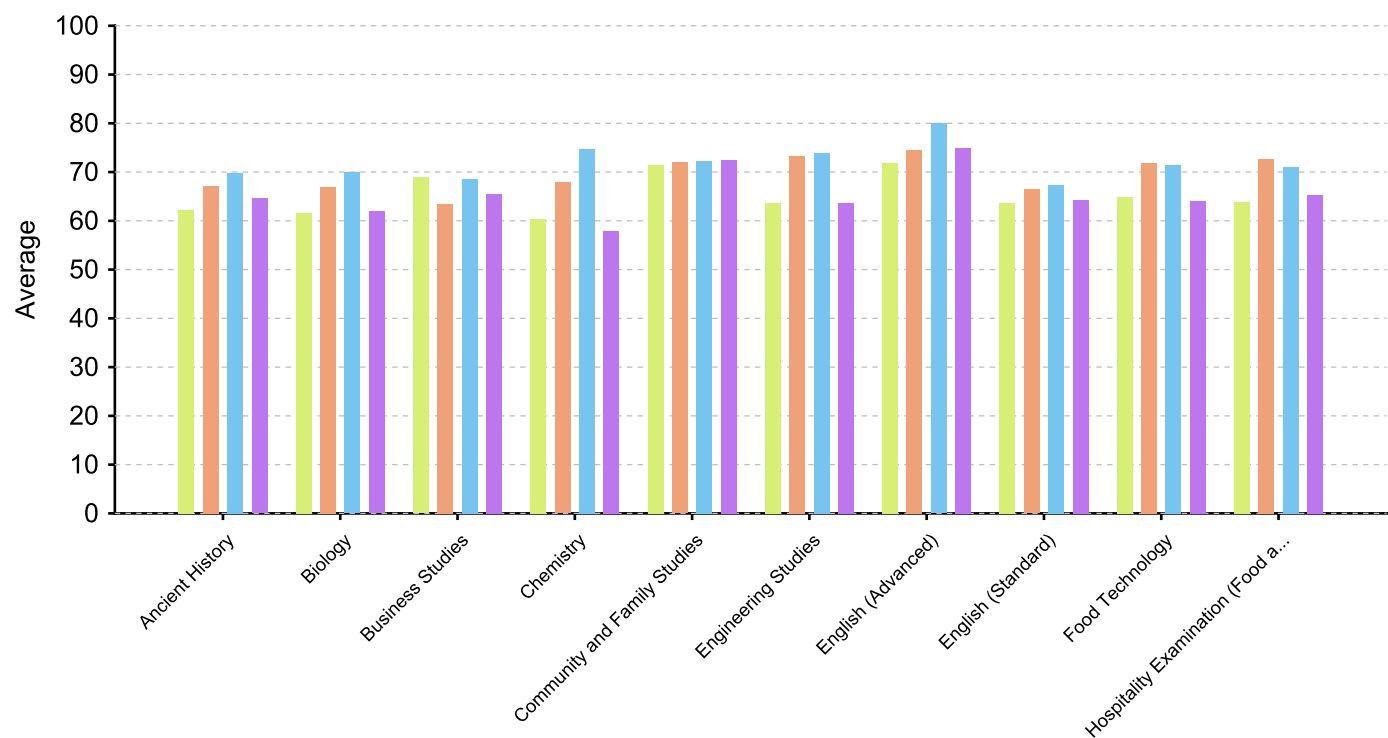
The significant highlight of the NAPLAN performance in 2019 was that growth in performance from Years 7 to 9 exceeded state average in every domain.

In Year 7 the results in each domain were below state average, reflecting the ongoing pattern of 40–60% of Year 7 students at this school entering high school below grade average.

# School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



<b>Subject</b>	<b>School 2019</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2015-2019</b>
Ancient History	62.2	67.2	69.9	64.6
Biology	61.6	67.0	69.9	61.9
Business Studies	68.9	63.5	68.6	65.5
Chemistry	60.3	67.9	74.7	58.0
Community and Family Studies	71.5	71.9	72.2	72.5
Engineering Studies	63.7	73.4	73.9	63.7
English (Advanced)	71.8	74.5	80.0	74.9
English (Standard)	63.6	66.4	67.3	64.3
Food Technology	64.9	71.9	71.4	64.1
Hospitality Examination (Food and Beverage)	63.8	72.7	71.1	65.4
Legal Studies	62.7	65.9	70.6	66.2
Mathematics	61.8	72.6	76.9	65.3
Mathematics Standard 2	59.7	65.4	67.7	59.7
Modern History	69.6	64.0	70.2	69.6
Music 1	73.1	77.9	79.9	75.7
Personal Development, Health and Physical Education	67.2	68.5	70.5	65.3
Physics	58.6	65.6	72.1	57.5
Society and Culture	72.3	71.4	75.9	75.9
Visual Arts	75.3	76.3	78.8	76.2

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 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 2019 HSC results showed sustained evidence of progress towards this target.

In 2019, the overall Band distribution was:

- Band 6 – 0 results compared to 10 in 2018
- Band 5 – 45 results compared to 92 in 2018
- Band 4 – 175 results compared to 145 in 2018
- Band 3 – 218 results compared to 239 in 2018
- Band 2 – 121 results compared to 129 in 2018
- Band 1 – 34 results compared to 45 in 2018

## Parent/caregiver, student, teacher satisfaction

The school's ongoing transition to align its student focused personalised learning approaches with personalised parent engagement continued into 2019.

Detailed surveys, parent contact records and applications for out of area placements were 3 indicators of continuing satisfaction by parents.

Personalised learning information and the Tell Them from me survey results indicated that student satisfaction continued to be above state average and was significantly so on measures of wellbeing and connection.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

The school has a collaboratively developed Reconciliation Action Plan.

Please see the detailed report in Strategic Direction 3 – project 3.4

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Please see the previous reports in Strategic Direction 2 that highlight the nature of the school's success in building a harmonious culture in a very diverse school–community where 55% of students come from over 40 language backgrounds other than English. On measures of equity including multicultural education the school is rated as high equity – it does not matter where students start; the school will work with them and their families to create a successful learning journey.