

2020 Annual Report

Rooty Hill High School



8908

Introduction

The Annual Report for 2020 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.

School contact details

Rooty Hill High School
54 North Parade
ROOTY HILL, 2766
www.rootyhill-h.schools.nsw.edu.au
rootyhill-h.school@det.nsw.edu.au
9625 8104

In 2020, despite COVID-19 we had a very successful year. In completing the situational analysis for the new school plan, the data affirmed the directions we had identified in external validation in 2019. Overall, on multiple measures, there was strong evidence of progress and as the address below shows, multiple achievements. Above all, this school must continue to focus on progress for each student and each cohort. Aiming for unrealistic attainment targets based on averages has never worked at the school; aiming for personalised improvement has and will.

Principal's address to the Excellence Assembly February 2021

Good morning and welcome to our Aboriginal Elders, Aboriginal community members and our families, our 2020 Dux Sussana Zaman and other official guests including the 2020 Student of the Year, Amanda Fuiono, the Member for Mount Druitt Edmund Atalla, Blacktown City Councillors Kathie Collins and Brad Bunting, Corporal Ronald Schultz, school captains from our partner primary schools and their principals - Ms Sibir, Ms Webster and Mr Fisk, senior leaders and our staff and our hosts, the 2021 Senior Leadership Team whose names along with all the other names and citations are recorded in the program.

I want to acknowledge that tomorrow is the anniversary of the National Apology to the Stolen Generations and acknowledge the work we all have to do to achieve reconciliation, cultural competency and success for our Aboriginal students.

As you have heard we are here today to celebrate the best individual, team and school achievements of 2020. During the assembly you will see performances and media clips of some of the highlights of 2020 so I will not speak about them all.

I will speak about the 2020 Secretary's Award for an Outstanding School Initiative which was awarded for our work in Entrepreneurial Learning (EL). I would like to thank Kate Short, Kate Kennerson and the EL Professional Learning and Leadership Team for their leadership, and I would like to thank Origin and the Origin Foundation for being powerful strategic partners with the school in this innovative work.

I will speak about the Executive Director's Award given to the school's executive team for their leadership and innovation during COVID. This school's approach of setting principles for instruction, wellbeing and technology and then implementing practices that reflected the principles during lock down and the transition back to school was used by the Department of Education as an example for the other schools. I want to note that our administrative team contacted every family at least once during lock down and I also want to acknowledge that Year 12 2020 performed above expectations and met the school's targets. In fact, 48.1% of Year 12 results were Band 4,5 or 6 - 10% more than the previous year and the best results in over a decade.

I will acknowledge our connections with our partner schools in the Learning neighbourhood. As many of you know, Year 7 is usually the audience for this assembly. Due to the current COVID restrictions for adults, they cannot be in the room with us today. I do wish to congratulate four of our Year 7 students who won the Rooty Hill scholarship in Year 6. Please congratulate John Nuumaalii and Cecilia Taupaatoutai who attended ECPS; Ella Munday who attended MPS and Khalia Evagelia Daniel who attended RHPS.

I will speak about the fact the school completed its 3 year strategic plan and, in the coming weeks our new professional learning website will be launched. Each of the 12 strategic projects that delivered the plan will be published in *The Highly Accomplished School*, a record and sharing space for all the educators and schools that have contacted, visited and learned from us in the last 5 years.

I want to speak to you today about creating a sustainable, adaptable, creative and innovative school culture that has been years in the making. I want to thank our families for their trust in us. More critically, I want to thank families for their trust in us. Secondary school is hard and, although many of our award winners today made it look easy, we know that their success is a result of their ability, motivation and effort. They have the habits of learners. They have the habits of writers, scientists, lawyers, chefs, roadies, lighting and sound technicians, IT professionals, designers, mathematicians, civic leaders, sports captains and elite players, managers and entrepreneurs.

I want to confirm that, as a school we are refining a new model of Student Agency where the majority of our students are the central decision makers for their own school lives supported, where possible by their families.

If I ask you at what age do secondary students need to take agency for their own learning and be able to self-assess what would be your answer?

Let me share some hard truths from 2020.

We had 12-year olds preparing their own applications for high school and making appeals because of their family

circumstances. Were they old enough?

We had students constructing their own report comments in each subject and their own "strengths" comments through personalised learning conversations. Were they old enough?

We had students who worked many additional paid hours through COVID, some supporting their families where income was lost. Were they old enough?

We had students working from home while their parents continued to work outside the home. Were they old enough?

We had students who were carers for high risk family members during COVID. Were they old enough?

It did not matter whether they were old enough - it was what they had to do and, after being principal of this school (and working with this community) for 23 years I consider our success in embedding student agency as a core platform of our work to be one of our most important and forward-thinking strategies.

In 2021 our students, who have always set overall goals in the past as part of the personalised learning strategy, will now write an academic goal for each subject they are studying. With their teachers they will work towards their goals and will evaluate their own progress at each reporting period.

None of this would have happened unless we had worked towards shifting to new work and learning practices, new ways of knowing, doing and being in a large secondary school.

We continued to use a practice called "Outcomes Based Accountability" that allowed us to measure how much we have done, how well we have done it and what difference we have made. We used a deep set of measures that took us well beyond superficial targets set by others outside the school. We used measures designed in the context of our school that recognised that learning is expansive and success, as measured by student, staff, school and school-community progress, comes in many forms.

In addition to the strategies I have already mentioned, I want to acknowledge the 24 new products and practices embedded as a result of the 12 strategic projects (please see our Annual Report) and note 12 other significant and measurable successes from 2020. I will not read them all - I will save them for the print version of this address and for the school's annual report.

In 2020 -

- We demonstrated the importance of adaptability, responsiveness, creativity, tenacity and team work and identified critical Moments of elevation, insight, pride and connection.
- We engaged with families and students in new and innovative ways using the skills of the whole staff and we continued to use the Aboriginal Education Charters developed by each team to ensure the criteria for our Reconciliation Action Plan were met.
- We moved (almost seamlessly) to "next practice" as we met our strategic milestones and embedded new practices in our learning, assessment and work.
- We met our key performance measures especially with Year 12. As mentioned above, in the class of 2020 there were 7 Band 6 results and 48.1% of results were Bands 4, 5 or 6. This was 10% higher than in 2019 and is the best set of results in over 10 years.
- Despite COVID, we successfully completed the final year of the school plan and established the new work for the School improvement Plan (2021-2024)
- Year 7 started strongly and completed their "Deep Learning" COVID work books at or above grade level. We are now focused on giving those students a deep and expansive learning experience in Year 8.
- Years 8, 9, 10 and 11 stayed on track although the challenges they faced during COVID learning and the loss of co-curricular and extra-curricular learning were often missed by decision makers who were very focused on Year 12. The school will receive just over \$300000 in 2021 for the COVID Intensive Learning Support program.
- As we moved to full online and device-based learning, the school's careful management of its financial and technological resources combined with decisions made by senior staff to act early, meant all students had access to devices and senior students had access to "dongles" for connectivity. At a systems level beyond the school it appeared difficult to address the inequity, especially for students from communities experiencing significant disadvantage. As a school we are proud of our efforts and the support of almost all families.
- Our evolving professional work practices, systems and culture sustained our strategic purposes - we delivered our purpose of being a "Highly Accomplished School".
- We continued (and will continue) to underpin our work with the school values, platforms and subject based charters. We will deliver those platforms through school wide strategies including strengths-based learning, creativity, rigour and tenacity in learning programs, Raising Responsibility, Rigorous Reading and Writing. We had enough evidence to demonstrate that our work at this school should always focus on progress as the path to achievement. Our understanding of learning progressions in capabilities and in each subject, our expertise in embedding task based formative assessment in learning and lesson design, the effective use of teaching teams

and signature, subject/course-based learning, and the integration of capabilities across the curriculum have both improved our compliance with NESA requirements and reinforced our capacity to deliver high quality universal, targeted and intensive learning.

- We used new types of evidence (especially in school operations, wellbeing and attendance) to ensure evidence informed learning and effective decision making.
- We appointed a Deputy Principal Business Systems and Administration (Mr John Meng) who provided leadership in best practice evidence, improved operational systems and management of finances and infrastructure.

When we are asked about what we are doing to be the successful school we are, we love to answer.

We focus on the "verbs" - on shifting the work and learning practices to deliver innovation and new ways of knowing, doing and being.

We called 2020 the 3rd year of the "doing verb" …what are we doing? How well are we doing it? What can we do better? What can we do smarter? What will we do? And, what will we stop doing so we can focus on what we have to do.

Today is the first day of the New Lunar Year which is celebrated across Asia. In the Buddhist tradition, we are advised:

Be careful what you think because your thoughts become your words.

Be careful what you say because your words become your actions.

Be careful what you do because your actions (what you choose to do) become you.

Those receiving recognition today achieved a personal best by continually evaluating their own performance and taking responsibility for their learning, progress and work. They took responsibility for what they were DOING.

So, in 2021 as we move into the new Strategic Improvement Plan Model designed by the Department of Education we have decided that the 2021 Core Value will again be Excellence - with a focus on doing a personal best and answering the question - have you done your best?

We will try to deliver that value in all we say and do because we know we are judged by our behaviour, judged by what we do and, in the end by what we achieve.

We will have 3 areas of strategic focus: Growth and Attainment, Student Agency and Next Practice delivered through 11 new initiatives and careful redesign of our work, our patterns of behaviour and our learning practices.

Underpinning it all will be what we **do**.

We are what we repeatedly do. Excellence then, is not an act but a habit. (Will Durant)

We will focus on the tiny habits that make a difference (BJ Hogg). We will understand that progress towards a goal comes from having the ability to do it, the motivation to do it and the identification and action on the "triggers" that will help us have better and smarter habits.

For those leaving us, please take your best habits and ways of doing your life and learning with you. For those staying, what fun we are going to have going for our personal best.

Message from the students

School Captain's Speech at 2020 Year 12 Graduation

You know what they're saying about 2020. It went viral faster than anyone thought it would.

Welcome class of 2020! We survived Rona Wave 1! Remember months ago when we thought we'd have to graduate as an emoji, or maybe in Minecraft? Now, look at us, sitting pretty ready to graduate in the same hall where we'd find out whether we failed the year. As definitely certified captains, we give year 12 a BIG, FAT, SUCCESSFUL A+ *both hold up A+ prop*. I think that deserves a big round of applause.

409,968,000 seconds, we have been dragging ourselves out of bed to rock up and say a little something like "Good morning Miss Douglas" to 13 years of education later where the personalised touch fades away and the prestigious

"Mornin' Miss" is bestowed upon our teachers tapping their watches at 7:30 in the morning. Well, how those years flew past.

We are the 2000s kids, the Gen Z millennials, an exciting tech generation that's experienced the twenty or so different iPhones, high def TV, selfies, and memes. We lived through the best or the worst of times. From the whip, to the dab, the running man, flossing, planking, and the woah. We could not be stopped.

In 2008 we started school in a financial crisis when the economy decided to go YEET. Now we finish school in 2020 in what is not only a once in a century recession but a full-blown pandemic. Can't we get anything right?

Our first days of high school in 2015 seem like yesterday. The days when google docs had a chatroom, when we'd write etc which stood for 'End of Thinking Capacity,' when Vine was still alive...until it was dead, and...hey Evan, what's 9 + 10….21. Doin' our math teachers proud. *thumbs up* If not…it eez what it eez. Ah, good times. Now, our timid selves are no-where to be found as we grew closer to be one big family. No longer do we insult each other with "what are those??" but with ridiculously smart academic terms we've learned in English. I know, FLABBERGASTING.

We've lived through one of the school's most historical events. From airconless, we're now aircon BEST. Badum tiss

TOGETHER we fought back the challenges, facial acne, and Ali screaming his head off in the halls. This is when Karen says "I need to speak with the manager." TOGETHER we celebrated with Aryan, our number one hype man. And TOGETHER we learnt that mitochondria was the powerhouse of the cell, an area of a circle is r^2 , and that "to be or not to be" was indeed the question.

By the end of these pleasant 6 years together at Rooty Hill, we've achieved: the next Usain Bolt, future Einsteins, an Olympic worthy volleyball team, spectacular debaters, world class taxi drivers, up and coming prime ministers, fortnite extraordinaires, a Miss Earth Pageant Queen, and as a special award - MVP of the year goes to miss Alison Gamsby who beat cancer! Give it up for Alison!

As the 2020 captains, it was an honour to serve you and grow together into the remarkable people we are today. Thank you to all the teachers, parents, and peers who helped this amazing cohort become better versions of ourselves each day. You won't be surprised when we meet again after teaching our kids baby shark and how to pronounce Mashallah. From the bottom of our hearts, we will miss youuu...over the holidays, as we'll see each other again first week back next term! In our final remarks, all we have left to say is this.:

Listen year twelve, ain't no mountain high

Ain't no valley low, ain't no river wide enough baby

We're graduating now, no matter where you are

No matter how far, don't worry baby

Just call Miss Doogie, she'll be there in a hurry

You don't have to worry

'Cause there ain't no homework pile high enough

Ain't no HSC long enough

Ain't no pandemic big enough

To keep us from graduating.

All our teachers, there for you and me.

They told you "you could always count on me" darling

She said to us, make yourself proud

We're movin' on in the world

Some way, somehow

'Cause there ain't no homework pile high enough

Ain't no HSC long enough

To keep us from graduating.

[illegible]

Message from the school community

School vision

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 2020: Rooty Hill HS is a large, co-educational, comprehensive community school in western Sydney experiencing rapid demographic change. The enrolment for 2020 is 1117 students. Over 50% of the students enrolled in 2020 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 2020 is 121, 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 2019 the school won the Secretary's Award for School Achievement, the ACEL Leadership award for Entrepreneurial Learning and was recognised as a Social Ventures Australia Powerhouse school alumni, providing professional support to other schools. 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 2020 budget based on the RAM (Resource Allocation Model) is \$12062576. 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. 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.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
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

In 2020, the school continued to provide evidence for its work at "excelling" in 13 of the 14 elements that were self-assessed. The school's HSC results were the best in over a decade, despite COVID-19. However, in other year groups, there was evidence that a large number of students were affected by COVID and the constant transitions and disruptions. This had a particular impact on Years 10 and 11 2020, where over 60% of students went "backwards" on their internal grades. This will be a focus of the school's improvement work in 2021.

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

By the end of 2020, the following products and practices from the 2018-2020 School Plan were achieved and embedded in the school's operations:

Strategic Direction 1.1 Literacy

Product: Average growth in reading performance and reading trajectories is within one standard deviation of state average and growth from Years 7 to 9 and growth in Years 10 to 12 is above state average.

Practice: There will be evidence in subject-based programs, teaching and learning sequences, lesson designs and classroom observations of the practices of the rigorous reading program.

APST Standards demonstrated: 1.5.4, 1.6.4, 2.5.4

SEF Elements demonstrated at excelling:

1.1, 2.1 and 2.2

Strategic Direction 1.2 Rigorous HS

Product: Subject based HSC teaching, learning and assessment programs meet NESA compliance requirements and include evidence of innovative strategies that ensure all students achieve above Band 1 and meet minimum standard requirements.

Practice: There is evidence that teachers apply and embed rigorous, higher order subject based capabilities and dispositions in designing and delivering HSC learning and assessment tasks.

APST Standards demonstrated: 3.1.4, 3.4.4, 5.1.4, 7.2.4

SEF Elements:

1.1, 1.3, 1.4, 1.6

Strategic Direction 1.3 Subject-based signature pedagogies (Years 10-12)

Product: Each subject has published documents identifying the higher order signature ways of knowing, doing and being taught and learnt in that subject and has evidence that up to 60% students have experienced and/or achieved the signature disposition benchmarks for Years 10-12 in each subject studied.

Practice: Each subject teacher has created, delivered and refined subject based programs, lessons and assessment tasks in which students can demonstrate and assess the higher order skills, capabilities and dispositions for Year 12 and beyond.

APST Standards demonstrated: APST: 1.2.4, 1.3.4, 2.1.4, 3.3.4, 3.4.4, 4.1.4, 5.2.4

SEF Elements demonstrated at excelling:

2.1, 2.2, 2.4

Strategic Direction 1.4 Capability-driven assessment (Years 7-10)

Product: There is evidence from student capability reporting (7-10) that the school has refined its capability assessment and reporting to ensure that 60% of students achieve syllabus-based ACARA/NESA capability benchmarks by the end of Year 10.

Practice: There is evidence in teaching and learning practice that CDA is embedded in each classroom through lesson design, teaching and learning progressions, formative assessment and reporting practices.

APST Standards: 1.5.4, 1.6.4, 2.6.4, 3.2.4, 3.3.4, 4.5.4, 5.1.4, 5.2.4

SEF Elements:

1.3, 1.4, 1.5

Other highlights:

- 100% Y12 students met the HSC Minimum Standards requirements.
- 48.1% HSC results were within top 3 Bands.
- Redesigned of school programming template to embed capability driven assessment and signature pedagogies into lesson design.
- In 2020, 78.7% of targeted Year 8 students achieved at or above expected growth (GPA >3.25).
- Charter Statements for each senior school subject, incorporating essential knowing, doing and being components and signature pedagogy were written and published.

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)
<p>1a. Average growth in academic performance (to within one mark) and value-added data (learning trajectories) to be within 1 standard deviation of the state average.</p> <p>1b. Growth and progress data (learning trajectories) to within 1 standard deviation of state average</p> <ul style="list-style-type: none"> • Based on Z-score comparisons 23 out of 28 (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, Mathematics Extension) • There were 7 HSC Band 6 results in 2020. • HSC Band 1 results reduced to 3.3% in 2020 (15.9% in 2017, 6.8% in 2018, 5.7% in 2019) <p>1c. 40% of all students achieving Band 4+ in external tests and an average GPA of 3.5 on internal academic reports.</p> <p>1d. 50% of all students achieving above the average GPA of 3.25 (grade average) on internal academic reports and ROSA.</p>	<p>The significant "whole of school" resource allocated to this activity will be funded within the school's current work practice design, staffing allowances and effective use of planned professional learning and development sessions.</p>

Progress towards achieving improvement measures

- 48.1% HSC bands were at or above Band 4 in 2020 - this rose from 37.1% in 2019.
- Year 11's average GPA was 2.88, falling short of the target by 0.62
- Year 10's average GPA was 3.13, falling short of the target by 0.37
- Year 9's average GPA was 3.08, falling short of the target by 0.42
- Year 8's average GPA was 3.26, falling short of the target by 0.24
- Year 7's average GPA was 3.2, falling short of the target by 0.3

Next Steps

Building on the successful implementation of capability driven curriculum and signature pedagogies we will work towards achieving targets and increasing student learning trajectories in the content and capability benchmarks in each subject by initiating and delivering improvement and innovation in learning progressions, academic progress and achievement and classroom practice. (DoE Goals 3, 4 and 5) (Goal 2, Mparntwe Education Declaration, 2019)

Strategic Direction 1 of 2021-2024 Strategic Improvement Plan includes three Initiatives:

- Learning Progressions
- Academic Progress and Achievement
- Classroom Practice

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

By the end of 2020, the following products and practices from the 2018-2020 School Plan were achieved and embedded in the school's operations:

Strategic Direction 2.1 Student Pathways

Product: All students will leave school with a digital portfolio and resume that demonstrates their preparedness for their own future.

Practice: Students and staff use new knowledge about positive education, strengths, creativity, tenacity, adaptability, zest and focus to demonstrate shifts in their own ways of knowing, doing, being.

APST Standards demonstrated: 1.2.4, 1.3.4, 1.4.4, 1.5.4, 4.1.4,

SEF Elements demonstrated at excelling:

1.2, 1.4, 2.1, 2.3

Strategic Direction 2.2 Student Agency

Product: There is evidence in documents, including academic reports and *#MyLearningHub* (achievement of capability and disposition benchmarks) that students understand and have taken a greater ownership of their own learning and assessment.

Practice: Students lead, engage in, evaluate and own their own learning by demonstrating voice and agency in curricular, co-curricular and extra-curricular learning.

APST Standards demonstrated: 1.1.4, 3.1.4, 4.2.4, 4.3.4, 5.4.4, 5.5.4

SEF Elements demonstrated:

1.3, 1.4

Strategic Direction 2.3 Entrepreneurial Learning

Product: All students complete a personalised entrepreneurial learning journey producing evidence for their senior portfolios.

Practice: Students will participate in multiple, hands-on year based entrepreneurial learning experiences and participate in networks that allow them to demonstrate their work and enterprise capabilities.

APST Standards demonstrated: 1.2.4, 1.3.4, 1.4.4, 1.5.4, 1.6.4, 4.2.4

SEF Elements demonstrated at excelling:

1.1

Strategic Direction 2.4 Connecting to country, culture and curriculum

Product: The school has a Reconciliation Action Plan and associated cultural practices that engage the Aboriginal community and students to provide increased opportunities for all students and staff to understand and value the school's cultural diversity.

Practice: Each subject has embedded '8 Ways of Aboriginal Learning' pedagogies in teaching and learning programs across years 7-12

APST Standards: 1.4.4, 2.4.4, 3.5.4, 4.4.4, 6.3.3, 7.2.4, 7.4.4

SEF Elements:

1.2, 2.1

Other highlights:

Every Y7 -10 student completed the tenacity workshop. Strengths-based learning was embedded in year group programs. Student-led co-constructed academic reporting was now embedded in the school operations plan. Student data analyst teams continued to develop their capacity to collect and evaluate school wellbeing data. All indigenous Stage 5 and 6 students successfully met the requirements set by HSC minimum standards. 220 year 8 students participated in a new, blended careers exploring program with Origin Foundation. Despite COVID-19, students participated in universal, targeted and intensive programs in and outside of school including Wired for Wonder, ABCN and Spark Festival.

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)
<p>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.</p> <p>2b. 60% students demonstrating each of the ACARA/NESA capability benchmarks by the end of Year 9</p> <p>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.</p> <ul style="list-style-type: none">• 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 2021.• 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	<p>The significant "whole of school" resource allocated to this activity will be funded within the school's current work practice design, staffing allowances and effective use of planned professional learning and development sessions.</p>

Progress towards achieving improvement measures

and interview processes.

Next Steps

Building on the successful delivery of personalised learning and expansive education we will create an innovative culture of student agency based on deep understandings and new practices in learning transfer, engagement and attendance with opportunities for each student to be known, valued and cared for in planning, progressing and evaluating their own learning journey towards becoming educated 19 year-olds and active citizens. (DoE Goals 2 and 6) (Goal 2, Mparntwe Education Declaration, 2019)

Strategic Direction 2 of 2021-2024 Strategic Improvement Plan includes two Initiatives:

- Learning Transfer, Engagement and Transitions
- Student Learning Journeys

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

By the end of 2020, the following products and practices from the 2018-2020 School Plan were achieved and embedded in the school's operations:

Strategic Direction 3.1 Evidence-informed culture and practice

Product: There is evidence from external validation, staff accreditation and student performance data that the school's data visibility and the alignment of self, peer and external evaluation informs a strong and adaptive evidence informed culture.

Practice: Students and staff demonstrate a deeper understanding and increased capacity as individuals and teams to analyse data from a range of sources, identify patterns, apply the value proposition and measure the impact of strategies, programs and specific projects.

APST Standards demonstrated: 3.2.4, 3.6.4, 5.3.4, 5.4.4, 6.2.4, 6.3.4

SEF Elements demonstrated at excelling:
1.5, 1.6, 2.2

Strategic Direction 3.2 Strategic Partnering

Product: The school's strategic partnerships add measurable value (as per the Strategic Partnering Policy) to the school's expansive, adaptive and creative learning strategy.

Practice: The school's staff and students actively engage with strategic partners in ways that respond to challenge & change and demonstrate strengths and dispositions towards working with others in expansive, adaptive and creative ways.

APST Standards demonstrated: 6.2.4, 7.4.4

SEF Elements demonstrated at excelling:
1.1

Strategic Direction 3.3 Adaptive Leadership and Expertise

Product: 50% of teaching staff have completed or are completing goals and/or accreditation at APST highly accomplished or lead levels.

Practice: There is evidence from observations, data collection and self-evaluation that staff and the school are demonstrating the capacity to adapt and respond to the changing needs of students, secondary education and school culture.

APST Standards demonstrated: 3.3.4, 3.5.4, 6.1.4, 6.3.4, 6.4.4, 7.1.4, 7.4.4

SEF Elements demonstrated at excelling:

2.1 2.3

Strategic Direction 3.4 Community Engagement

Product: There is evidence from personalised learning, family engagement and the alumni register that the school is perceived as a school that is both inclusive and responsive to its community.

Practice: The school's activities, processes and culture are adaptive and responsive to changing community needs.

APST Standards demonstrated: 1.1.4, 1.3.4, 1.4.4, 2.4.4, 3.6.4, 3.7.4, 5.5.4, 7.3.4

SEF Elements demonstrated at excelling:

1.2

Other highlights

- Protocols and practices to support students working from home were developed and implemented.
- New online communication methods were developed to connect with parent, community and external agencies due to COVID19 restrictions.
- Parent teacher meetings, subject selection assemblies, Y6 to 7 enrolment interviews, Out-of-home-care conferences, year group programs and return from suspensions meetings were conducted via Zoom.
- A number of whole school events were broadcast via the school's livestream platform including Y12 graduation and ANZAC assembly.
- The school's work was Featured in Centre for Educational and Statistical Evaluation's "What Works Best" case study.
- 86% of the teacher PDP goals were set at the Highly Accomplished or Lead level of the Australian Professional Standards for Teachers (APST).
- A new class observation package was embedded and operationalised.
- 100% of teachers and administrative staff demonstrated their ability to adapt and respond to changing needs during COVID-19.
- Students and staff demonstrated deeper understanding and increased capacity as individuals and teams to analyse data from a range of sources, identify patterns, apply the value proposition and measure the impact of strategies, programs and specific projects.
- Data collected indicated that 7 partnering relationships are now embedded and well developed; 5 were networking and developing; 5 had "run their course".
- 7 pre-service teachers successfully completed their professional placement despite the COVID19 restriction.
- All teachers had completed 2 mandatory lesson observations as a part of the PDP process.
- Teachers increased their capacity to demonstrate understanding of APST, school platforms and learning design through self and peer lesson observation.
- 35 Hours of NESA registered professional learning at HA level was designed, delivered and evaluated to the whole staff.
- All staff worked collaboratively to design and deliver online master classes and tutorials to students working from home during COVID-19.
- 100% of beginning teachers successfully completed their first year of teaching.
- 100% of beginning teachers who submitted accreditation have achieved proficiency.
- New practices and protocols were developed to support the delivery of online learning during COVID-19.
- A Student Wellbeing Continuity of Learning spreadsheet was created and completed to engage parents and monitor student wellbeing.
- New online systems were developed to engage with parents for whole school, year group and community events.
- 100% Y7 to 12 students and parents were contacted to check on wellbeing, access to technology and completion of online work.
- 109 parents connected to the school via Zoom for parent-teacher interview meetings.
- 140 parents participated via Zoom for Y6 to 7 enrolment interviews.
- 350 family members from across Australia accessed the Y12 graduation live stream.

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)
<p>3a. Our purposes, people, products, practices, programs and projects will be more imaginative, inquisitive, disciplined, persistent and collaborative measured against the 2017 benchmarks.</p> <p>3b. We will continue to be rated as "Excelling" in 13 of the 14 School Excellence Framework (Version 2) domains.</p> <ul style="list-style-type: none">• Student performance - 70% of students achieved the benchmarks for CCT• 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 - seen in the quality of PDPs; project results for the 12 school plan projects; and external validation.• School agency - seen in use of Outcomes Based Accountability; 2 case studies.• Rooty Hill High School was rated as "Excelling" in 13 of the 14 School Excellence Framework (Version 2) domains in 2020 school annual self assessment.	<p>The significant "whole of school" resource allocated to this activity will be funded within the school's current work practice design, staffing allowances and effective use of planned professional learning and development sessions.</p>

Next Steps

Underpinned by our values and an embedded culture of innovation and creativity we will support "best practice" with high quality systems and operations; and create "next practice" that responds to emerging challenge and change. (DoE Goals 7,8,9 and 10)

Strategic Direction 3 of 2021-2024 Strategic Improvement Plan includes three Initiatives:

- Evidence Informed Culture and Practice
- Community Next Practice
- Leadership, Culture, Collaborations and Practice

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$50,510	<p>In working towards growth and attainment for Aboriginal students and the support of students to develop their cultural identities the school:</p> <ul style="list-style-type: none"> • Utilised Literacy and Numeracy Learning Progressions to support Aboriginal Torres Strait Islander students to build capacity in achieving HSC minimum standards and achieve the premier's priority top 3 bands in NAPLAN. • Completed and uploaded Individual Education Plans for all Aboriginal and Torres Strait Islander students to assist teachers to design targeted and intensive classroom strategies. • Supported a teacher from the school in her role as President of the local Pemulwuy Aboriginal Education Consultative Group and engaged with AFL Indigenous Academy staff and elders to support students.
English language proficiency	\$58,138	<p>In 2020, the school:</p> <ul style="list-style-type: none"> • Continued to provide targeted and intensive support for EAL/D students in the Beginning, Emerging and Developing phases of the EAL/D Learning Progression across each subject to allow students to access the content and fill gaps in their learning. • Utilised the Learning Centre and Senior Study to support EAL/D students who needed individual support with assessment and learning in addition to those included in the EAL/D withdrawal groups. • Ensured key staff continued to complete mandatory MyPL training reflecting the changes made to the DE International Student Management System to ensure student progress and attainment.
Low level adjustment for disability	\$450,547	<p>In addition to the universal funding of additional teaching and learning support staff, and the provision of universal, targeted and intensive strategies, the school:</p> <ul style="list-style-type: none"> • Utilised the Learning Centre (Years 7-9) and Senior Study (Years 10-12) to full capacity through a priority-subject system, allowing teachers and students more transparency about the support being provided and available with subject experts. • Over dents made self-referrals for assistance with class work, homework and assessment tasks • Ensured that executive staff, learning support teachers and officers completed the national Disability Standards professional learning • Trained school learning support officer in the use of specialist programs including YARC and MultiLit
Socio-economic background	\$866,910	<p>In addition to the universal funding of additional teaching and learning support staff, and the provision of universal, targeted and intensive strategies, the school:</p> <ul style="list-style-type: none"> • Was effective in providing universal,

Socio-economic background	\$866,910	<p>targeted and intensive support</p> <ul style="list-style-type: none"> • Continued to build the effectiveness of accommodating teaching, learning and assessment processes to the needs of students • Created a more effective set of return to school plan practices for students returning from injury, health and personal leave. • Developed more effective interventions in response to COVID-19. • Effectively designed and implemented an SLSO co-designed Mathematics program for topic testing. • Provided more effective to support students in core subjects and electives both at school and when students were working from home during COVID-19..
Support for beginning teachers	\$128,973	<p>In a very successful and challenging year for the school's beginning teachers:</p> <ul style="list-style-type: none"> • 6 out of 10 beginning teachers achieved accreditation at the Proficient level of Australia Professional Standards for Teachers. • Professional Practice Mentors in each team provided significant support to early career teachers. • Specialist teachers supported the development of professional skills in literacy, numeracy and domain based teaching. • Beginning teachers worked as part of teaching teams during COVID-19 bringing currency of curriculum knowledge and new insights to the teams to which they belonged.
Targeted student support for refugees and new arrivals	\$0	<p>The school provides support as part of its personalised learning strategy.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	539	517	521	527
Girls	550	548	554	590

At short notice in 2020, the school was required to reduce its enrolment by almost 100 students for 2021. After review the cap was increased to 1080 students for 2021 and will be 1100 for 2022.

The immediacy and severity of the cut to the enrolment cap resulted in some very difficult conversations with parents who had expected to be able to apply for their children to attend this school.

It should also be noted that the impact of local non-government, government specialist and government senior high schools continues to be significant and, combined with the new cap, will affect the curriculum that can be offered by the school in future.

Student attendance profile

School				
Year	2017	2018	2019	2020
7	92.5	91.9	92	94.5
8	89	89.7	89	93.8
9	89.1	88	89.7	92.1
10	89.9	90.2	88.6	92.7
11	89.9	89.2	89.8	93.1
12	90.1	89.5	92.8	93
All Years	90.1	89.8	90.2	93.2
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

The attendance profile in 2020 reflects both the work being done by the school on its Attendance Plan and the capacity of the school to design and deliver "working from home" packages during the COVID-19 shut down.

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	1.9	6
Employment	0.5	7.7	23
TAFE entry	0.5	5.1	8
University Entry	0	0	57
Other	0	0	0
Unknown	0	0.6	6

The increase in Year 12 students choosing a university option for 2021, the 14.7% of students in Year 11 who went to employment or new TAFE options; and the increased number of students continuing from Year 10 to 11 (at this and other senior schools) reflects the schools commitment to its "senior pathways" programs, entrepreneurial learning initiative and personalised transition planning.

Year 12 students undertaking vocational or trade training

55.32% of Year 12 students at Rooty Hill High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

97% of all Year 12 students at Rooty Hill High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

The value of vocational education as part of HSC studies continues to be highly valued by parents, students and the community. Any change that decreased vocational options in the senior school would have a negative effect on the curriculum and HSC completion of students, including students from targeted groups.

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

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	2,618,014
Revenue	12,692,184
Appropriation	12,512,697
Sale of Goods and Services	88,130
Grants and contributions	84,440
Investment income	6,816
Other revenue	100
Expenses	-12,959,231
Employee related	-11,547,812
Operating expenses	-1,411,419
Surplus / deficit for the year	-267,047
Closing Balance	2,350,967

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.

In 2020, the school spent \$119,487 to support students during COVID-19, including giving every student a Chromebook and all senior students "dongles". to ensure connectivity when they had to learn from home. The large closing balance is a direct result of Asset Management Unit being unable to complete the tender process for the new outdoor covered learning area, the installation of CCTV and the refurbishment of the 1962 science laboratory in F Block. The funds are committed, and will be spent, in 2021..

The school released \$85000 to the Department of Education for COVID support in 2020 and used school funds to spend \$119487.43 supporting students and making adjustments to the facilities to meet COVID requirements. This included new security gates, a refurbishment of the front office, student services and staff rooms to meet "physical distancing" requirements and the provision of 225 additional Chromebooks to students.

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

	2020 Approved SBA (\$)
Targeted Total	28,481
Equity Total	1,426,106
Equity - Aboriginal	50,510
Equity - Socio-economic	866,910
Equity - Language	58,138
Equity - Disability	450,547
Base Total	10,168,763
Base - Per Capita	258,494
Base - Location	0
Base - Other	9,910,269
Other Total	439,227
Grand Total	12,062,576

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's highly evaluated approach to student support through designing and delivering universal, targeted and intensive programs of learning support required 6.0 FTE teaching staff, 5.0 School Learning Support Officers and 0.6 FTE administration in 2020. The school also employed a teacher at 0.2 FTE as a "complex case manager" and her impact supported over 30 students with complex mental and physical needs, disability and serious injuries. This enabled over 450 students to access the Learning Centre and/or Senior Study for support with homework, assessment and core capabilities in literacy and numeracy. Over 125 students on individualised learning plans and/or health plans received intensive learning support and accommodations.

The "language funding" was delivered with the employment of a 0.6 teacher (0.1 funded by the school) who designed and delivered universal, targeted and intensive support to students, many of whom were also supported through programs designed to address their fears, anxieties and transition into adult life.

The "Aboriginal funding" was allocated to one teacher who worked directly with students, engaged cultural partners including AFL Indigenous Academies, designed and lead cultural competency training for staff and was president of the Pemulwuy Aboriginal Education Consultative Group.

Further details can be read in the "Key Initiatives" section of this report.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

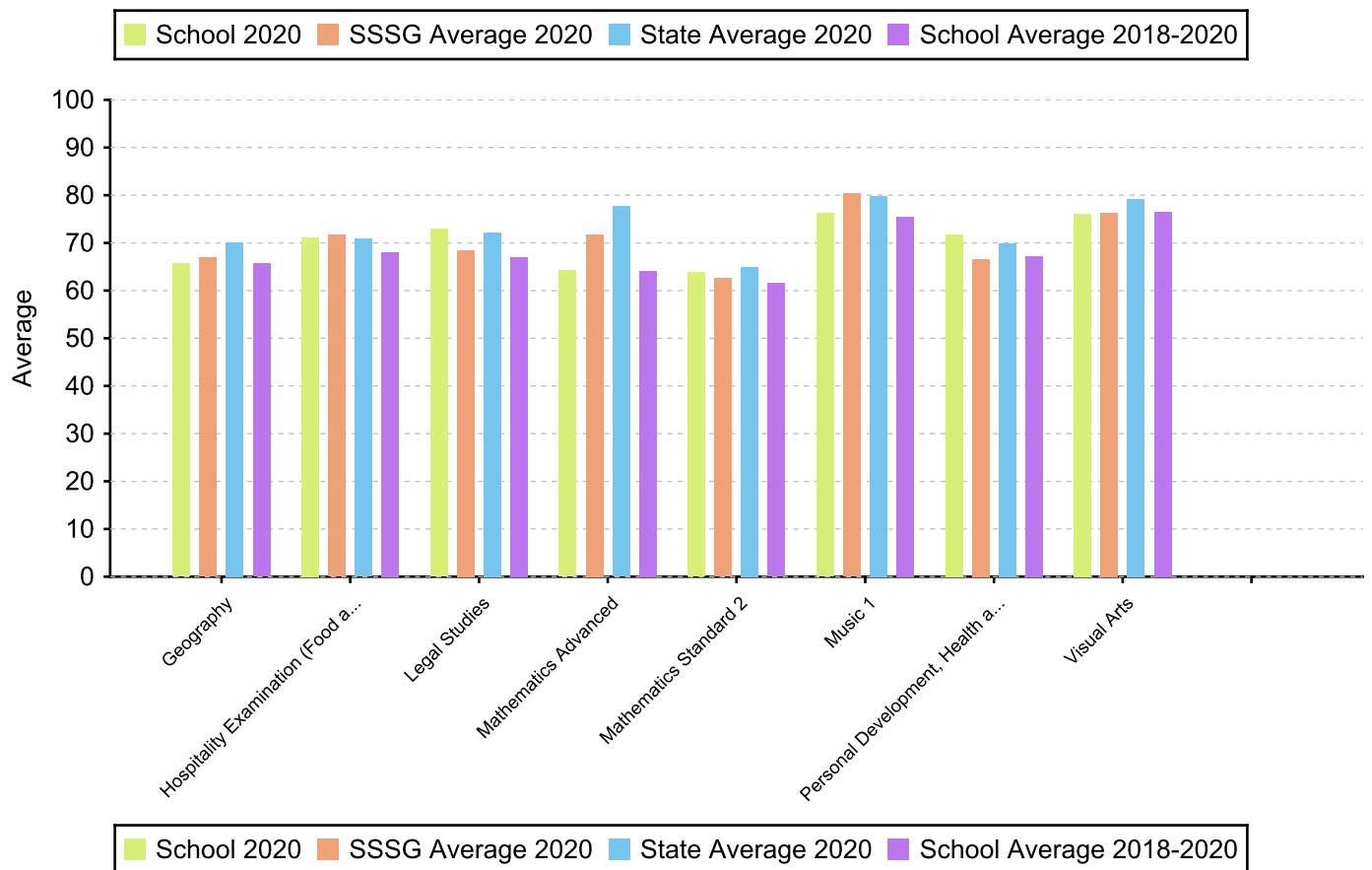
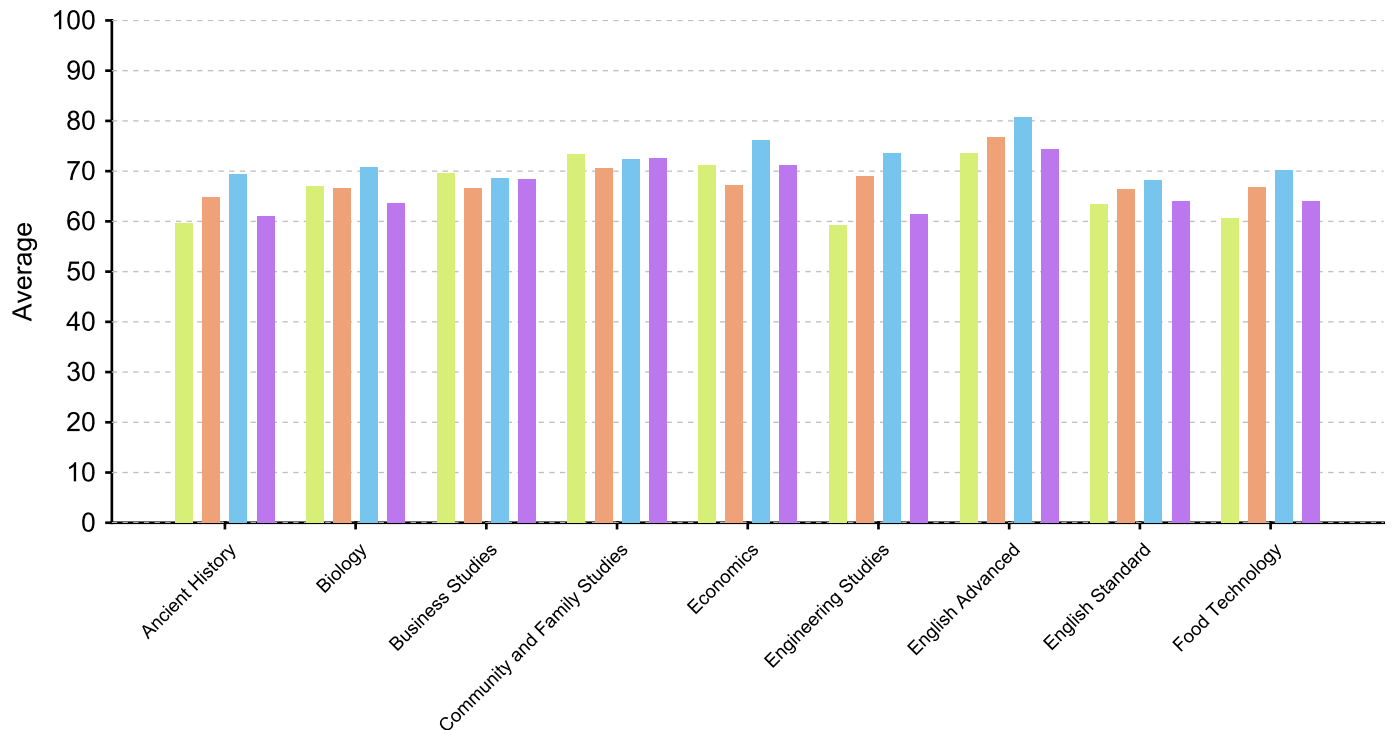
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Although the school did not participate in NAPLAN 2020 due to COVID-19, the school continued to teach, monitor and assess student progress in literacy and numeracy, using other assessment tasks including ACER-PAT. The school continues to focus funding, staffing and time on the development of reading, writing and numeracy skills for all students.

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.



Subject	School 2020	SSSG	State	School Average 2018-2020
Ancient History	59.6	64.8	69.4	61.1
Biology	67.0	66.7	70.8	63.7
Business Studies	69.6	66.7	68.6	68.3
Community and Family Studies	73.3	70.6	72.4	72.5
Economics	71.1	67.1	76.1	71.1
Engineering Studies	59.3	69.0	73.6	61.5
English Advanced	73.6	76.8	80.8	74.3
English Standard	63.5	66.5	68.1	63.9
Food Technology	60.6	66.8	70.2	64.1
Geography	65.7	66.9	70.1	65.7
Hospitality Examination (Food and Beverage)	71.1	71.7	70.8	68.1
Legal Studies	72.9	68.5	72.1	67.0
Mathematics Advanced	64.2	71.8	77.7	64.2
Mathematics Standard 2	63.8	62.6	64.9	61.5
Music 1	76.2	80.3	79.8	75.4
Personal Development, Health and Physical Education	71.8	66.6	69.9	67.2
Visual Arts	76.1	76.3	79.2	76.5

The HSC results in 2020 were the best in over a decade.

The school met its lower bound target for the number of students achieving Bands 4, 5 and 6.

The school's strategy to "eliminate failure" by eliminating the "bottom bands" was realised with only 3% of students in Year 12 2020 receiving a Band 1.

Parent/caregiver, student, teacher satisfaction

The school continued its school plan focus on "community engagement" in 2020 and the impact of adapting practices was a shift in the ways the school will work with families.

Families

As part of the COVID response (and the school's "personalised parent" strategy) every family was contacted personally by a member of the school's administrative team and/or a year adviser. Their capacity to help families "trouble shoot" the learning from home and transition back to school processes was rated as one of the most effective engagement strategies ever used by the school. That strategy will continue to be a critical feature of ongoing community consultation in 2021.

The school ran its Parent/Teacher nights and Year 7 2021 enrolment afternoon using "Zoom" technology and had positive feedback that this approach suited over 85% of families - especially on cooler winter nights.

New family consultation protocols for 2021-2024 were introduced and the school's "student data analysts" will be leading the prototype in Term 1 2021.

Students

The school participated in the Tell The from Me survey in 2020 with 97% of students completing the questions. The results again placed the school above state average in "engagement" while revealing some areas of further work post COVID in responding to pockets of poor attendance and "disengagement".

Students wrote their own report comments again in 2020 and the school reported powerful insights by many students into their effort, progress and results. Building on the highly successful personalised learning plan and personalised learning conversation strategy, in 2021 students will set subject goals, monitor their own progress including using feedback from their own experience, their peers and their teachers.

Teachers

For many of the school's teachers, especially beginning teachers, 2020 presented significant challenges with teachers creating subject teams, master classes, blended learning and new online feedback. The work and effort of the teachers must be acknowledged and their tiredness at the end of the year must be noted. Teachers reported a sense of collective efficacy, collaboration and team learning. They also reported the support of families and the community had sustained their determination to do their best for students and that there were significant moments of pride, insight, elevation and connection. In 2021 they would like to be able to return to a "profession-centred" approach to decision making and learning, in contrast the "control, command and directive" approaches used during the crisis in 2020.

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 Reconciliation Action Plan and has worked closely with the local AECG. A teacher at this school was president of the local AECG in 2020. The school designed new approaches to Reconciliation Week and NAIDOC in response to blended learning and these were highly evaluated.

Each Aboriginal and Torres Strait Islander student (as well as many staff) have their own personalised Acknowledgement of Country.

All staff participated in professional learning and embedded the 8 "Aboriginal Education" lenses into their faculty charters.

The school prepared a major report on the progress of Aboriginal students in Year 9 in August 2020 and also analysed impact data for the annual report. With the exception of a very small group of non-attenders, the progress of Aboriginal students was positive compared to their peers. For further detail, please see other information provided in this report.

All Aboriginal and Torres Strait Islander students at this school have a personalised learning plan and a personalised pathways plan.

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.

The school has two anti-racism contact officers (ARCO) and they are both trained in the role.

All staff have participated in cultural experiences and learning to ensure they can support individual students, deliver targeted programs and accommodations in lessons and can design universal strategies to promote inclusive practices in each subject.

The school needed to provide a sensitive and values-driven response to #BlackLivesMatter in 2020 with staff, families and students taking a range of personal positions, not always as expected. The effective use of syllabus materials in key subjects allowed non-confrontational discussion and only 2 students needed extended support from the ARCOs as a result of their "perceived 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.

Unfortunately, due to COVID_19 the school's harmony and Diversity day - a symbolic representation of the school-

community had to be cancelled in 2020.

When school returned, some targeted programs were designed and delivered:

- Haka Warrior Program for Pacifica students with PCYC
- Winterfest - a celebration organised by Year 12 students
- Year based activities to promote inclusion and persistence.

The school meets the needs of a culturally and linguistically diverse community and its students by addressing cultural and linguistic diversity in curricular, co-curricular and extra-curricular programs and initiatives. The school's commitment that each student is given the opportunity to do his or her best is reflected in the progress of all students as a result of access to universal, targeted and intensive strategies. Every students has a personalised learning plan.