

# 2021 Annual Report

Rutherford Technology High School



# RUTHERFORD

## TECHNOLOGY HIGH SCHOOL

RESPECT • RESPONSIBILITY • COMMITMENT

8572

# Introduction

The Annual Report for 2021 is provided to the community of Rutherford Technology High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement 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

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## Message from the principal

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2021 was a year characterised by significant disruption due to COVID restrictions and the subsequent pivot to online learning. Despite this, the school implemented a number of significant initiatives and improvements with regard to teaching and learning and whole school operation.

Staff engaged fully with the move to remote learning, ensuring all lessons and resources were uploaded to Canvas , Teams and Zoom technology was used to engage students in virtual performances and other activities. The entire school community were receptive and appreciative of the monumental effort of all staff.

HSC results continued to improve with all students on an ATAR pathway gaining entry into university. Early entry applications continue to grow, relieving the pressure of HSC exams on our students. Staff continued to use RAP and SCOUT data to reflect on teaching practice and to identify areas for improvement. In the Performing Arts, and all practical areas, the moderation process applied by NESA resulted in some disillusionment for both students and staff on the way that COVID was interpreted, scored and reported with out the performance and major works in the same way as a non COVID year. In spite of these challenges, our school continued to perform well in these areas. A testament to the outstanding teachers and their commitment to students. Student voice and agency continued to be an area for focus in 2021. Although opportunities for student voice were reduced due to COVID restrictions, the School Representative Council and Wellbeing Team continued to implement wellbeing initiatives to promote a sense of belonging and to lift student morale. Although opportunities for interschool competitions and performances were limited, students engaged in a variety of master classes and at school activities when COVID restrictions were eased.

Despite the significant challenges of 2021, our school achieved substantial progress. I would like to thank the staff and parents for their support, guidance and contribution to improving and enriching the learning experiences for all our students across Year 7 to Year 12.

It has been an honour to lead RTHS

Simone Hughes

Principal

## Message from the school community

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2021 has been a busy year for the P&C of Rutherford Technology High School. Meetings moved to zoom when COVID limited access to the school site allowing parents to join meetings from the comfort of their home.

We have again worked very closely with the executive team, the various faculties and the parents of Rutherford Technology High School to provide some great benefits for our students with profits made from fundraisers and the P&C

canteen put back into the school for our students.

Several P&C representatives have represented on merit selection panels. As well as selecting teachers members were involved in selecting a new executive staff. It is very important that parents have a say in who will be teaching our children and leading our school. While we have seen a few new faces at our meeting over the past year we welcome all of you to come along and see what it's all about and join in! Our approach is relaxed and we welcome new attendees to our meeting as we value everyone's input into how we can help improve our school and to make it just that little bit easier for the whole team at Rutherford Technology High School.

Lexi Fitzgibbon

P&C President.

## School vision

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

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

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

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

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

## School context

Rutherford Technology High School 8572 (FOEI 140 ICSEA 909) was established in 1985 as a comprehensive, co-educational secondary school and is now a very large regional high school catering for a diverse community of learners. The school is situated within a growing residential area within the local Maitland district servicing a diverse and geographically widespread communities. . The school is located in the Maitland principal network. The school's anticipated enrolment is 1376 at the commencement of 2021 including 10 classes for students with special needs, from diverse socio-economic backgrounds, including 18% Aboriginal and Torres Strait Islander students. The school has strong ties with the Aboriginal community and a close association with the Aboriginal Education Consultative Group (AECG). The school has a proud tradition of providing quality and highly successful programs in the creative arts, sport and extra curricula activities. Positive Behaviour for Learning (PBL) is an integral part of the school wellbeing ethos focusing on respect, responsibility, and commitment. An innovative Learning Support Team runs a number of highly regarded student wellbeing programs in the school. Senior students are catered for with mentoring programs and a fully staffed senior study area. The school values the input of community members through the Parents and Citizens' Association. Rutherford Technology High School is one of six schools who are part of the Rutherford Learning Community (RLC). With our partner primary schools we form a very strong and innovative Local Management Group with a strong K-12 focus. The school underwent a major redevelopment in 2014-2016 with the construction of new classrooms, administration facilities and amenities along with the refurbishment of practical facilities. A new movement space, covered sports areas and agriculture shed will be completed by July 2022 . The school is well resourced, attracting significant funding through the resource allocation model (RAM). The school has made significant investments in technology over the last two planning cycles and the school is committed to bridging the 'digital divide' by providing computers to each faculty.

The school took part in the External Validation process in 2019 and has completed a thorough situational analysis for the 2021-2024 school planning cycle that has identified three areas of focus for this Strategic Improvement Plan. When planning for improvement, the school has been working on a need to broaden our collective knowledge and ability to better measure the impact of programs in a more systematic and planned manner. The school is reviewing and conducting professional learning on data sources (qualitative and quantitative) that will be used to measure the impact. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher professional learning and student engagement.

### 1. Student Growth and Attainment

When analysis was conducted against the student outcome measures it was evident that although the school has experienced significant improvement in internal and external testing measures (2018-2020), there is still a need to have a sharp focus on Literacy and Numeracy to ensure student performance is optimised. The NAPLAN gap analysis indicated the areas of focus include: Writing and Numeracy . Our whole school focus to improve student growth and maintain student achievement in literacy and numeracy is underpinned by evidence-based research and to encourage every teacher to be an adaptive teacher moving from an experienced teacher to an expert teacher. There will be a strong focus on planning for 'learning for understanding' and innovative use of ICT to engage all students' knowledge, skills and proficiencies.

### 2. Positive school culture through effective classroom practice, personalised learning and wellbeing

When conducting the analysis of the school wellbeing practices, it was evident that student 'sense of belonging' is an area of ongoing focus. The challenge of the large school context, is to make the school responsive to each individual

student's needs. Internal and external data suggests that students need to feel more connected to the school and needs to provide more opportunities to engage in extra curricular activities. The school has had a strong commitment to providing a safe and supportive learning environment through Positive Behaviour for Learning (PBL) approaches, but there is an identified need to broaden its focus to include social and emotional learning in a more planned and strategic way if student engagement and a sense of belonging is to be improved. School attendance rates have remained just under the state average for the last two planning cycles. There is a clear need to ensure attendance at school is a high priority. The school needs to ensure stronger systems are in place to monitor every student's attendance, provide support and advice to families when needed and to case manage individual students to ensure each student attends school everyday.

### **3. Community Engagement, Consultation and Partnerships**

Community engagement, consultation and cohesion is an area of focus identified through the situational analysis and 2019 External Validation process. Although data from the Tell Them Form Me survey suggests that overall parent and carer satisfaction is commensurate with state norms, there is a need to engage with the whole community to ensure authentic partnerships are developed between home and school. The school has worked hard over recent years to provide opportunities to include the broader community in the life of the school through school events, activities and assemblies. The school has identified the need to build collaborative decision making inclusive of all stakeholders to ensure parents and carers are given an authentic voice in school direction and planning.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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Quality teaching and learning through high expectations and continuous improvement processes.

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results. The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve. Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, where useful and practicable. Students' learning and courses of study are monitored longitudinally to ensure continued challenge and maximum learning.

School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success of all students at Rutherford Technology High school.

### Links to School Excellence Framework:

**TEACHING DOMAIN: DATA SKILLS AND USE**

**TEACHING DOMAIN: LEARNING AND DEVELOPMENT**

**LEARNING DOMAIN: CURRICULUM: Differentiation**

**LEARNING DOMAIN: ASSESSMENT: Formative Assessment**

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student growth and attainment
- Literacy
- Numeracy
- Targeted Stage 6 Interventions
- Aboriginal and Torres Strait Islander Education
- Teacher Collaboration Rounds
- Targeted Classroom Strategies
- Beginning Teacher Support

### Resources allocated to this strategic direction

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**Per capita:** \$60,000.00

**Low level adjustment for disability:** \$147,000.00

**Professional learning:** \$47,000.00

**English language proficiency:** \$0.00

**Socio-economic background:** \$20,000.00

**Integration funding support:** \$31,758.00

**Aboriginal background:** \$65,000.00

**Beginning teacher support:** \$20,000.00

### Summary of progress

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Literacy Initiatives Progress:

- Quality Stage 4 tiered programming and assessments completed at the end of 2021 and implemented in 2022.

Tiered Programs and assessments shared between the key faculties and HT Teaching and Learning and Deputy Principal for feedback and to identify common areas through content and/or skills which will enable faculties to support each other.

- HSC data analysis indicated that there is a need to support students in mapping courses which have commonalities. Deputies collated information from student subject selections and encouraged students who had chosen highly analytical subjects with a focus on writing to consider Advanced English in Year 11 to build critical and creative thinking and writing skills which can be transferred across subjects. The same process was undertaken for subjects that required advanced mathematical skills.
- Tiered Writing Scope and Sequence which backward maps writing skills from Year 10 to Year 7 completed by all KLAs. Teachers mapped how they would work towards achieving identified goals by the end of the year.
- Year 12 unpacked TEEEC writing structures across all their subjects and what each letter represented for each course. This was completed in small groups allowing for discussion and brainstorming before sharing with the cohort. Workshops were conducted over 2 weeks to allow for smaller working groups.
- Developing links between 8 Ways and Super 6 has been placed on hold due to Learning from home. Initial scaffold for faculties has been completed. To be completed in 2022

HSC Attainment - Aboriginal Students:

- In 2019 12 Aboriginal and Torres Strait Islander students completed Year 12
- In 2020 9 Aboriginal and Torres Strait Islander students completed Year 12
- In 2021 12 Aboriginal and Torres Strait Islander students completed Year 12
- ALEC have continued to work on supporting Stage 6 students in completing tasks to avoid N Awards. A new initiative in 2021 was working with Aboriginal and Torres Strait Islander in Year 10 to make better subject choices for Stage 6, based around their future goals and skills acquired in the junior years which will foster success and engagement.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>• All teachers understand, support and implement the 3 stages of the explicit teaching process.</li> <li>• Increase the percentage of Aboriginal students achieving in the top 3 bands of NAPLAN numeracy to be above the system negotiated target baseline of 42.7%</li> <li>• Increase the percentage students achieving expected growth in NAPLAN numeracy to be above the system negotiated target baseline of 60.0%</li> </ul>	<p>All RTHS teachers were supported in writing 3 tiered teaching programs in 2021. All key faculties (English, Maths, Science, HSIE and PDJPE) created new 3 tiered programs for Stage 4, including differentiated assessments for each tier. These have been implemented from the start of 22 and being reviewed as they are implemented. Stage 5 programs are in the process of being written this year for implementation in 2023.</p> <p>In 2019, the percentage of Year 7 Aboriginal students in the top 3 bands was 27%. However, there were no students in the top band. In 2021, the percentage of Aboriginal students in the top 3 bands decreased to 21% however, there were students in the top band.</p> <p>In 2019, the percentage of Year 9 Aboriginal students in the top 3 bands was 14%. There were no students in the top 2 bands. In 2021, the percentage of Year 9 Aboriginal students in the top 3 bands increased to 18% including students in the second top band.</p> <p>In 2019, the Year 7 students achieving expected growth in NAPLAN numeracy was 48%. In 2021, this decreased to 42%. In 2019, the Year 9 students achieving expected growth in NAPLAN numeracy was 47% which increased to 48% in 2021.</p>
<ul style="list-style-type: none"> <li>• All students in Years 7-10 have developed awareness of their co-developed learning goals based on the Learning progressions and the majority of students are achieving them</li> </ul>	<p>Learning goals have been developed with students who have LARs and teachers are mapping their progress on the LAR.</p> <p>Students requiring learning adjustments and extension have clear learning goals in teaching and learning programs, IEPs and PLPPs</p> <p>Effective evidence based explicit teaching is managed through learning intentions and clear assessment guidelines and rubrics. Canvas tasks have clear rubrics which many faculties are implementing. This is ongoing and will continue to be strengthened up to 2024.</p>
<ul style="list-style-type: none"> <li>• Increase the percentage of students</li> </ul>	<p>In 2019, the percentage of Year 7 students in the top 2 bands of NAPLAN</p>

achieving in the top 2 bands of NAPLAN reading to be above the system negotiated target baseline of 35.9%

reading was 11%, in 2021, it was 8%.

In 2019, the percentage of Year 9 students in the top 2 bands of NAPLAN reading was 6%, in 2021, it was 7%.

## Strategic Direction 2: Positive school culture through effective classroom practice, personalised learning and wellbeing

### Purpose

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The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. Our school aims to be organised so all students have access to advice, support and assistance when needed so students can fulfil their potential. Evidenced based practices are utilised to promote improvements in wellbeing and engagement to support learning. There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Positive and respectful relationships are valued by all members of the Rutherford Technology High School learning community. All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

All stakeholders associated within the Rutherford Technology High School value consistent and high attendance of students at school with teachers, parents and the community working together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

### Links to School Excellence Framework:

**TEACHING DOMAIN: EFFECTIVE CLASSROOM PRACTICE**

**LEARNING DOMAIN: WELLBEING: Caring for Students**

**LEARNING DOMAIN: WELLBEING: A Planned Approach to Wellbeing**

**LEARNING DOMAIN: LEARNING CULTURE: Attendance**

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance & Engagement Taskforce
- Positive School Culture
- Student Personal and Social Development
- Positive Behaviour for Learning
- Aboriginal & Torres Strait Islander Education
- Critical and Creative Thinking

### Resources allocated to this strategic direction

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**Socio-economic background:** \$81,500.00

**Aboriginal background:** \$27,500.00

**Professional learning:** \$7,500.00

### Summary of progress

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A focus on engagement and High Expectations in Stage 5 Electives and an investigation into alternate elective structures will add to work already completed on Critical Thinking and Design Process and a path to common language used in major works as part of assessments.

The attendance Team focus on data analysis and developing relationships with the HSLO will enable a more targeted and "wrap around" approach to attendance in 2022. Roll call will remain on assembly with clear guidelines and expectations for staff marking rolls during that time. LST to apply existing strong casework structure to support student needs to move more students to above 80% attendance and the DP Attendance to liaise closely with the HSLO to increase the attendance of those students whose attendance is below 50%.

Many programs and activities were unable to run due to Covid restrictions. There will be more lunch activities and the return of PBL reward structures in 2022. 80% of students receiving positive entries this year is extraordinary and an expansion in the collation of data on the other areas of recognition within the PBL structure is critical.

## Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"><li>• Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to be above the system-negotiated target baseline of 85%</li></ul>	The proportion of students reporting Expectations for Success sits at 71%, with Advocacy sitting at 53% and Sense of Belonging sitting at 49%. We are at SSSG value for High Advocacy with High Expectations for Success at 49%. In 2021, 80% of Year 12 students indicated high Expectations for Success.
<ul style="list-style-type: none"><li>• Increased (uplift) percentage of students attending school more than 90% of the time by 3.7% or above.</li></ul>	The percentage of students attending school more than 90% of the time essentially remained steady (drop of -0.4%) in line with the DoE state average.
<ul style="list-style-type: none"><li>• At least 85% of students achieve the school recognition via PBL award system</li></ul>	80% of students in 2021 received at least one positive PBL entry on Sentral, as well as students receiving B Bucks and Faculty awards each week on our assembly. Data analysis and feedback to staff throughout the year has increased staff willingness to award positive entries in class.

### Purpose

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Rutherford Technology High School recognises and celebrates its diverse community and recognises the integral role parents, carers and families play as partners in their children's education. Our school plays a critical role in supporting this diversity, engaging with the community and modelling fostering respectful relationships between learners and all members of the school. Community engagement refers to the establishment of sustainable relationships with the local community to improve student's learning and wellbeing outcomes and assist students to understand their role in the broader community.

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community. The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

### Links to School Excellence Framework:

**LEADING DOMAIN: MANAGEMENT PRACTICES AND PROCESSES**

**LEARNING DOMAIN: REPORTING: Parent Engagement**

**LEADING DOMAIN: EDUCATIONAL LEADERSHIP: Community Engagement**

**LEADING DOMAIN: MANAGEMENT PRACTICES AND PROCESSES: Community Satisfaction**

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Technology and Communication
- Student Voice
- Local Management Group
- Performance
- Aboriginal & Torres Strait Islander Education

### Resources allocated to this strategic direction

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**Per capita:** \$63,000.00

**Low level adjustment for disability:** \$27,500.00

**Socio-economic background:** \$1,000.00

**Aboriginal background:** \$2,000.00

### Summary of progress

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Significant barriers in the area of community engagement existed in 2021, but as is often the case with difficult circumstances comes innovation and leaps forward in staff and student capacity. This is evidenced strongly through the integration and use of information technology to communicate with the entire learning community on a level never before seen at Rutherford Technology High School. Staff expertise in multi-modal delivery of curriculum has increased significantly along with students capacity to use and connect with current technology.

Student voice and agency has also increase in 2021 with the establishment of a Student Voice Team - which included members of the SRC, JAECG and the Support faculty. This representation fostering diverse and inclusive student ownership in decision making relating to student wellbeing and academic outcomes.

Another area of strength in 2021 has been the work done within our Local Management Group LMG. The main areas of focus included the Transition Programs for year 6 into year 7, TSP taster lessons, Aboriginal and Torres Strait Islander student transitions and strengthening the partnership with partner primary schools through a model that focused on the continuity of learning especially in the areas of literacy and numeracy.

Community engagement, consultation and partnerships is central to the work of our Aboriginal Learning and Engagement Center ALEC which in 2021 won the ministers award for excellence for the work they are doing. Some highlights include: The bush tucker garden program with Hunter Aboriginal River Team from Lands and Services NSW, the ALEC Hub on CANVAS being updated and refreshed, Reconciliation Week celebrations, Mabo Day and Sorry Day

recognised during weekly assembly, the Reconciliation Week Celebrations held at the Yarning Circle with partner primary schools, opening of new outdoor learning space at Yarning Circle, the Junior AECG up and running, the Walk-A-Mile Koori Style and RTHS staff attending Maitland Local AECG regularly.

## Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>Increased numbers of students, staff and parents completing the Tell Them From Me Survey</li> </ul>	<p>In 2020 the number of students participating in Tell Them From Me was 557.</p> <p>In 2021 the number of students participating in Tell Them From Me was 929 (fully completed) and 41 who partially completed (Semester 1).</p>
<ul style="list-style-type: none"> <li>100% of PLP's completed</li> </ul>	<p><b>Personalised Learning Pathways - Aboriginal and/ or Torres Strait Islander Students</b></p> <p>Of the 253 Aboriginal and/ or Torres Strait Islander students in 2021, 220 PLPs were completed which indicates 86.9%. The remaining 13.1% were not finalised due to student who were non attenders or shared enrollments as a result of learning from home and support class placements.</p> <p>The Aboriginal Learning and Engagement Centre (ALEC) staff led the development of Aboriginal and Torres Strait Islander students' PLPs in partnership with students and their families who were in mainstream and Support staff led the Aboriginal and Torres Strait Islander students' PLPs who were in Support.</p> <p><b>Individual Education Plan (IEP)</b></p> <p>100% of IEPs were completed in 2021. This was 61 student in our Support unit and students guesting.</p>
<ul style="list-style-type: none"> <li>Increased student voice participation</li> </ul>	<p>The April Tell Them From Me (Trend Data) indicates from 2020 to 2021:</p> <p><b>Increases in:</b></p> <ul style="list-style-type: none"> <li>Sport Participation by 2%</li> <li>Sense of belonging by 5%</li> <li>positive relationships by 3%</li> <li>Interest and motivation by 3%</li> <li>Values School outcome by 7%</li> <li>Homework Behaviour by 7%</li> <li>Positive behaviour at school by 7%</li> <li>Intellectual engagement by 7%</li> <li>Effort by 6%</li> </ul> <p><b>Decreases in:</b></p> <ul style="list-style-type: none"> <li>Participation in extra curricular activities by 2%</li> </ul> <p><b>Professional Learning Team</b></p> <p>Created and developed a Professional Learning Team (PLT) called <b>Student Voice</b> who developed a mission statement:</p> <p>Actively and collectively work together with students, families, staff and the wider community to maximise outcomes for students, appreciating and</p>

<ul style="list-style-type: none"> <li>• Increased student voice participation</li> </ul>	<p>placing value on genuine partnerships in learning and shared community voice. The <b>Student Voice</b> initiatives are underpinned by aspirational high expectations of the whole learning community. It is a collaborative effort to improve student voice with renewed opportunities and agencies for student-led community engagement achieved through collaboration, a sustained growth mindset and data informed practices.</p> <p>In 2021 the PLT</p> <ul style="list-style-type: none"> <li>• Liaised remotely to continue to collect data whilst students were learning from home.</li> <li>• Collaboratively supported other PLTs to integrate Student Voice.</li> <li>• Collected and collated information from faculties relating to student leadership opportunities within the school.</li> <li>• Maintained contact with stakeholders and collaborated effectively while working from home.</li> <li>• Adapted our focus from a student forum to an online survey regarding remote learning. This demonstrated the team's effectiveness to react to the current environment and to provide an avenue for students to have a voice during remote learning. Students were able to identify what was working well and what could be improved with remote learning. General information was also obtained regarding what extra support students required.</li> <li>• This survey supported the CANVAS Action Group (CAG) to identify areas of improvement for online learning.</li> </ul>
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Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$1,300,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Rutherford Technology High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Attendance &amp; Engagement Taskforce</li> <li>• Student Personal and Social Development</li> <li>• Numeracy</li> <li>• Positive Behaviour for Learning</li> <li>• Positive School Culture</li> <li>• Local Management Group</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff to support student learning in the area of Numeracy</li> <li>• additional staffing to implement Learning and Support programs to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Improvement in student literacy and numeracy results in both internal and external data sources. although staff confidence still needs to be improved through KLA specific training which has not occurred due to lockdown. Staffing release to provide individual transition preparation support to identified students.</p> <p>Targeted wellbeing program in conjunction with an external provider aimed at students thought to be at risk of not completing school.</p> <p>Tell Them From Me data indicating that our students are above or at SSSG for High Advocacy, Positive Teacher-Student relations, Positive Learning Climate, High expectations at school Explicit Teaching Practices and Feedback and Expectations for Success.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets. There will also be a focus on improving stage five pedagogy to increase engagement for students. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of an additional staff member that had a focus on improving attendance, redirecting the position towards engaging a Deputy Principal Attendance and developing a partnership with local services to focus on improving our attendance rates.</p>
<p>Aboriginal background</p> <p>\$257,072.53</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Rutherford Technology High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal &amp; Torres Strait Islander Education</li> <li>• Aboriginal and Torres Strait Islander Education</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>Aboriginal background</p> <p>\$257,072.53</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The improved NAPLAN results for our Year 9 Aboriginal students. Aboriginal student voice data indicated that Aboriginal students were above SSSG for Advocacy at School, Expectations for Success and Sense of Belonging. Tell Them From Me data also indicated that Aboriginal students were above State average for High Advocacy and High Expectations at school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Increase Aboriginal family engagement in the PLP process. Continue to develop connections with Aboriginal culture in teaching and learning programs.</p>
<p>English language proficiency</p> <p>\$83,272.22</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Rutherford Technology High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Employment of LAST to support students in class and one on one withdraw for intensive English lessons.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Identified students being able to access the curriculum and increase their English proficiency in reading, speaking and writing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to support students when they are no longer eligible for this funding.</p>
<p>Low level adjustment for disability</p> <p>\$597,701.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Rutherford Technology High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student growth and attainment</li> <li>• Numeracy</li> <li>• Local Management Group</li> <li>• Literacy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build</li> </ul>

<p>Low level adjustment for disability</p> <p>\$597,701.00</p>	<p>capability in meeting the literacy needs of identified students</p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of this funding has resulted in: an increase of students achieving growth in NAPLAN results. Teachers of the Rutherford Technology High School Literacy classes were supported in staff professional learning and teacher mentoring and worked collaboratively to implement strategies to support students with identified literacy and numeracy needs. These classroom teacher professional learning session were delivered by the Head Teacher Literacy and Numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs, continue to develop and grow opportunities for the classroom teachers to work collaboratively and share strategies and be more consistent in the delivery of instruction for all stage 4 and 5 Literacy classes.</p>
<p>Professional learning</p> <p>\$139,847.49</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Rutherford Technology High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student growth and attainment</li> <li>• Numeracy</li> <li>• Teacher Collaboration Rounds</li> <li>• Aboriginal &amp; Torres Strait Islander Education</li> <li>• Targeted Classroom Strategies</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• Berry Street Trauma informed Practice</li> </ul> <p><b>The allocation of this funding has resulted in:</b> In 2021 Rutherford Technology High School planned and initiated an extensive program of staff professional learning to build capacity to deliver quality, data informed literacy and numeracy programs for all students. All staff were trained in Berry Street Trauma informed practice. Faculty Snapshots were undertaken by three faculties. HSC - underpinned by an extensive review of data, teaching and learning programs and use of HSC directive terms, differentiation of programs to support student learning styles in stage 4., improved student vocabulary and reading, whole school common writing focus and a numeracy focus.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to support our students with this funding will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Beginning teacher support</p> <p>\$20,000.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Rutherford Technology High School during their induction period.</p>

<p>Beginning teacher support</p> <p>\$20,000.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Beginning Teacher Support</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Teacher release time</li> <li>• Instructional leader mentoring</li> <li>• Teacher release time</li> <li>• Co-creating learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Beginner teachers have felt supported and have improved capacity to deliver effective teaching and learning programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  To provide more opportunities for mentoring and co-teaching.</p>
<p>School support allocation (principal support)</p> <p>\$64,854.52</p>	<p>School support allocation funding is provided to support the principal at Rutherford Technology High School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of Business Manager</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Improved support and time for teaching and learning leadership for the Principal. The school has also effectively managed WHS and audit expectations.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Build capacity of SAO staff for succession planning and professional development.</p>
<p>COVID ILSP</p> <p>\$460,199.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Interventionists working with small groups on literacy, numeracy, or both. Small group intervention ran throughout the year. The funding covered the cost of Interventionist staff.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Small group interventions to run throughout the year, targeting students identified as missing literacy and numeracy skills due to lockdowns and interruptions to learning from COVID-19. Students in these programs showed an improvement in their literacy and numeracy skills as recorded on PLAN2.</p> <p><b>After evaluation, the next steps to support our students with this</b></p>

<p>COVID ILSP</p> <p>\$460,199.00</p>	<p><b>funding will be:</b> Continue to run small group interventions to support these and other students identified as needing extra support due to continuous disruptions to learning because of COVID-19.</p>
<p>Integration funding support</p> <p>\$306,236.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Rutherford Technology High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• intensive learning and behaviour support for funded students</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• consultation with external providers for the implementation of [strategy]</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all eligible students demonstrating progress towards their personalised learning goals. All Individual Learning Plans were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to support our students with this funding will be: to ensure that the Learning support team regularly review the needs of students and ensuring that applications for integration funding are submitted when student needs are identified. The Learning and Support teachers to also play more of an active role in the allocation of school learning support officers to meet the needs of individual needs of students.</p>
<p>Per capita</p> <p>\$303,792.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Rutherford Technology High School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student growth and attainment</li> <li>• Numeracy</li> <li>• Targeted Stage 6 Interventions</li> <li>• Local Management Group</li> <li>• Aboriginal &amp; Torres Strait Islander Education</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Teacher release time</li> <li>• SLSO COVID casual employment</li> </ul> <p><b>The allocation of this funding has resulted in:</b> CATs staff organizing industry engagement and career education opportunities</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Expanding the CAT's program with the introduction of the SBAT coordinator across Maitland schools. Identification of big ideas to support classroom practice via student</p>

Per capita \$303,792.00	engagement, data informed practice, technology, teacher professional learning and quality programming 7-12
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# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	507	571	588	688
Girls	514	557	585	621

## Student attendance profile

School				
Year	2018	2019	2020	2021
7	87.5	87.9	92.3	83.1
8	83.3	83.1	89.1	83.4
9	81.1	80.1	88	77.9
10	79.8	75.6	83.8	70.9
11	78.1	77.5	86.8	75.7
12	84.2	81.4	85.3	82.2
All Years	82.7	81.6	88.2	78.9
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

## Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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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	5	0
Employment	15	12	37
TAFE entry	15	16	23.59
University Entry	0	0	24.7
Other	5	3.1	14.6
Unknown	0	2	0

### Year 12 students undertaking vocational or trade training

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52.83% of Year 12 students at Rutherford Technology High School undertook vocational education and training in 2021.

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

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95.4% of all Year 12 students at Rutherford Technology High School expected to complete Year 12 in 2021 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)	14
Classroom Teacher(s)	76.9
Learning and Support Teacher(s)	3.4
Teacher Librarian	1.4
Teacher ESL	0.2
School Counsellor	2
School Administration and Support Staff	25.37
Other Positions	1.2

\*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	2,218,952
<b>Revenue</b>	19,079,892
Appropriation	18,486,310
Sale of Goods and Services	55,905
Grants and contributions	531,871
Investment income	1,811
Other revenue	3,995
<b>Expenses</b>	-19,448,190
Employee related	-16,206,626
Operating expenses	-3,241,564
<b>Surplus / deficit for the year</b>	-368,297
<b>Closing Balance</b>	1,850,655

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.

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	306,236
<b>Equity Total</b>	2,238,075
Equity - Aboriginal	257,073
Equity - Socio-economic	1,300,000
Equity - Language	83,272
Equity - Disability	597,730
<b>Base Total</b>	13,843,408
Base - Per Capita	303,792
Base - Location	0
Base - Other	13,539,615
<b>Other Total</b>	913,803
<b>Grand Total</b>	17,301,521

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

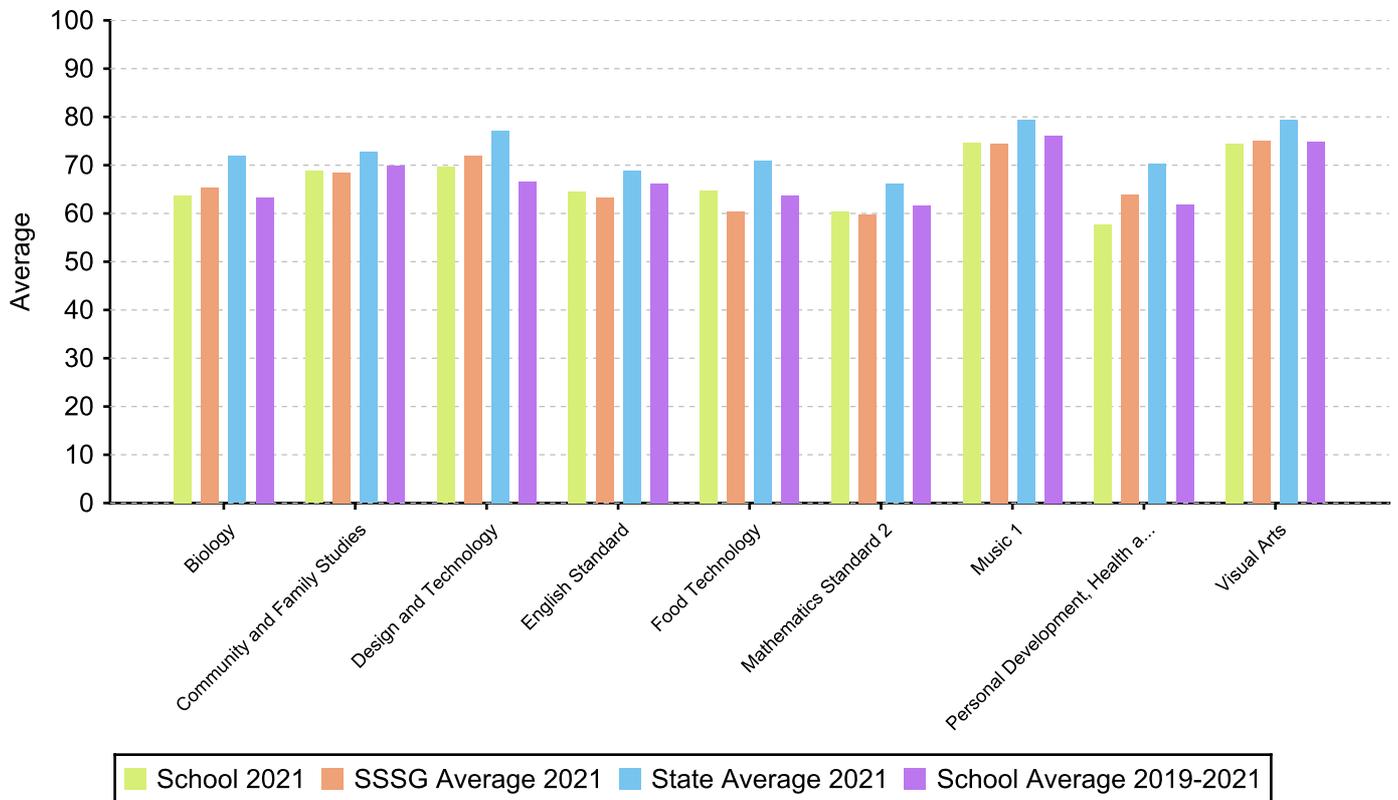
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

# 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 2021	SSSG	State	School Average 2019-2021
Biology	63.7	65.4	71.9	63.3
Community and Family Studies	68.8	68.5	72.7	69.8
Design and Technology	69.6	72.0	77.2	66.6
English Standard	64.6	63.2	68.8	66.2
Food Technology	64.7	60.5	71.0	63.7
Mathematics Standard 2	60.4	59.8	66.1	61.6
Music 1	74.6	74.5	79.4	76.2
Personal Development, Health and Physical Education	57.7	63.9	70.3	61.8
Visual Arts	74.5	75.2	79.4	74.8

## Parent/caregiver, student, teacher satisfaction

In 2021, Tell Them From Me Survey input was the highest it has ever been. This high level of feedback suggests an improved level of community engagement throughout 2021.

\* Students indicated that they feel as though important concepts are well taught, and feedback from teachers is well organised and purposeful. In addition to this, they indicated that they have positive teacher/student relationships across the school. Overall, students feel that they are taught well and time in class is used efficiently.

\* Teachers indicated that collegiality is strong and staff are willing to share resources and teaching experiences to improve practice and student outcomes. Staff value the strong leadership in the school and feel as though we have a safe and productive school site.

\* Parents/carers indicated that they are supportive of the school and the importance of their child's education. They noted that the school's key areas of strength are that teachers are passionate and meet the needs of all students, the establishment of strong wellbeing programs and that we have effective positive behaviour strategies

# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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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.

## Anti-Racism Policy

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

## Anti-Racism - School statement

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

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

## Multicultural and anti-racism education - School Statement

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

### Other School Programs (optional)

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The Student Representative Council (SRC) of 2021 continued to build on the solid foundation of previous years through their commitment to representative responsibilities, improvement in confidence and leadership skills as well as aiming to make a difference within the student body.

Although COVID continued to have an impact on the activities that students could be involved in, the SRC kept operating and collaborating as much as possible. Students met fortnightly during break time as well as having several extended meetings throughout the year. During meetings, students developed specific leadership skills such as communication and teamwork and planned for upcoming events.

The SRC for 2021 was led by a confident and motivated group of Year 12. Captains Thomas Borg and Madisyn Grigull and Vice Captains Lucy Geelan and Rebecca Ward were outstanding in their role representing the school at many functions as well as leading the SRC. The whole SRC spent a day off site early in Term One to foster teamwork and collaboration and plan the events for the year. The senior leaders also attended the annual GRIP leadership conference in Newcastle with leaders from other schools to further develop their leadership skills. The SRC was only able to host one of their usual leadership conferences with students from our partner primary schools. The guest speaker was Commander Lorrae Blunden from the Royal Australian Navy who spoke on different aspects of leadership. Our LMG leadership days are always a much-anticipated day for all students involved and both staff and students from our partner primary schools are always impressed with the leadership skills of RTHS SRC students display.

Students participated in ANZAC commemorations at various levels - attending Maitland RSL services, the Combined School Service in Newcastle, Rutherford Public School's service, as well as holding a commemorative service at school, again with Commander Blunden as the guest speaker.

At school, the SRC students were again involved in many different events, such as weekly assemblies, National Day of Action against Bullying, transition activities, Presentation Day and recognising students and staff in Student Choice Awards and Women in Science week. Students continued to volunteer in school and community activities such as PBL reward afternoons, photo day, Clean Up Australia Day, selling Legacy merchandise and participating in student voice activities e.g., trialling a remote learning survey and participating in a forum with Maitland Drug Action Team.

RTHS SRC fundraising for 2021 consisted of supporting brain cancer research and Maitland Neighbourhood Centre's Christmas Hamper Drive.

Leader elections for the incoming 2022 Student Leaders occurred differently this year. Pre-recorded speeches were presented to all roll groups and then students completed their vote. The newly elected leaders undertook a New Leaders Workshop with past leaders Claire Faustini, Trent Bell and Noah Curry, prior to taking on their new role in Term Four.