

2021 Annual Report

Thomas Reddall High School



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Introduction

The Annual Report for 2021 is provided to the community of Thomas Reddall 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.

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School vision

Thomas Reddall High School is committed to excellence and equity for all. Our core values of Thrive, Represent, Excel and Deliver (TRED) underpin our belief that every student, every staff member and every leader is challenged to learn and grow every year.

To achieve quality academic outcomes and prepare students for a successful transition beyond school we use personalised learning and high expectation strategies to build strong foundations in literacy and numeracy and deep content knowledge.

School context

Thomas Reddall High School is a comprehensive secondary school based in the south west of Sydney. We have a six class Support Unit which caters for students with autism, mild intellectual disabilities and physical disabilities. We are a multicultural school and we value and respect the 40 different cultural backgrounds of our students and staff.

Our total student enrolment has been steadily declining and is currently 497. 64% of our students have a non-English speaking background and 36% receive English as another Language or Dialect (EAL/D) support.

We proudly sit on the lands of the Dharawal people and we acknowledge and respect the traditions, customs and culture of our Elders. We have had a steady increase in the enrolment of Aboriginal students and we currently have 12% of our student body who identify as being from an Aboriginal and/or Torres Strait Islander background. We are committed to stronger connections with our local AECG and positive partnerships in learning with our parents and community Elders.

We have a stable staff of 50 permanent teachers and 14 SASS (SAM, SAO and SLSO). Equity funding has been used to employ 3 additional head teachers, a Community Liaison Officer (CLO) and a Business Manager 2 (BM2).

We currently have five teachers within their first five years of teaching and one teacher who is a Beginning Teacher. These staff are all well supported by their Head Teacher and the Head Teacher Secondary Studies.

Students have access to a broad curriculum, including access to VET (Vocational Education and Training) courses in the senior school. Some early commencement courses also become available in Stage 5 electives. Our Stage 4 approach has reduced the number of teachers on Year 7 and 8 with great success for the transition of our newest students to our school.

Our students are involved in a wide range of extra-curricular programs in the areas of creative and performing arts and sport.

As an EPPP (Educational Pathways Pilot Program) school we have seen an increase in the number of students obtaining employment or further study pathways prior to the completion of the HSC. We expect this trend to continue as we work in collaboration with universities, TAFE and other educational institutions along with local businesses and employers to establish authentic partnerships and opportunities for our students.

A comprehensive situational analysis has been conducted which led to the 2021-2024 Strategic Improvement Plan (SIP). Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of activities; including the employment of people in key positions to drive initiatives.

The school is strongly committed to developing the capacity of our staff and they will continue to be supported with high quality professional learning in our focus areas of literacy, numeracy and improved classroom practice. Quality Teaching Rounds (QTR), AVID (Advancement Via Individual Determination) and the Berry Street Educational Model (BSEM) have been significant investments in teacher capacity and will continue to be the platforms on which we will build upon throughout this plan. Aligned with this is a greater focus on student performance and the use of data to inform teaching and learning.

Our students, staff and community are well supported through our targeted wellbeing and leadership programs to ensure we all connect, succeed, thrive and learn together. Our students exit our school as confident, capable and creative individuals who have a deep sense of responsibility and respect for others.



Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

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

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

Our self-assessment and the external validation process will assist the school to refine our 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/school-excellence>

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	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

To maximise learning outcomes in reading and numeracy for every student through high impact professional learning, the implementation of explicit, evidence-based teaching strategies and collaboration. Teachers will be supported to evaluate their effectiveness and reflectively adapt their practice.

Initiatives

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.

- Numeracy
- Reading

Resources allocated to this strategic direction

English language proficiency: \$87,145.00

Low level adjustment for disability: \$316,860.00

Integration funding support: \$153,592.50

Socio-economic background: \$370,396.00

Professional learning: \$6,000.00

Summary of progress

The school has continued to implement strategies to improve reading and numeracy outcomes. Despite setbacks due to COVID restrictions, progress was made in the areas of Reading and Numeracy.

The Reading Initiative Team were involved in reviewing research on evidence-based reading strategies. During the planning time provided to the team leaders, strategies were evaluated to determine the strategies to implement in 2022.

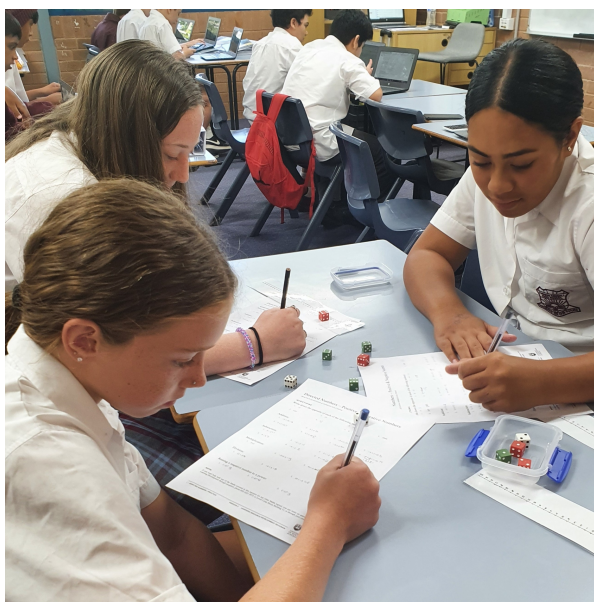
The Numeracy Initiative Team launched their numeracy focus, graphing using the SALT UP strategy: Scale, Axes, Labels, Title, Units and Plots. The team ran professional learning sessions for all staff on the strategy and supported implementation across the school by providing posters for every classroom. The team collected data regarding the implementation of the strategy for determining future directions. Additionally, the team used SCOUT data and faculty feedback to commence planning for 2022 focus areas across the curriculum.

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
Increase the percentage of students achieving at or above the baseline in the top 2 NAPLAN numeracy bands. Aboriginal and EAL/D student performance in the top 2 bands in numeracy and reading is at or above the baseline in the top 2 NAPLAN numeracy bands.	Whilst data is relatively consistent, there has been no growth in the percentage of students in the top two bands. There were 3 EAL/D students in the top two bands for Numeracy, and 2 for Reading. The improvement measure, which was significantly impacted by disruptions beyond the school's control, was not achieved for any group. In 2022, there will be a continued focus on developing numeracy and reading performance for students so that the data can trend upwards in future analysis.
Increase the percentage of students achieving expected growth at or above the baseline in NAPLAN numeracy and reading.	Unfortunately, the expected growth for students trended down in 2021. This was impacted by learning from home, where we saw decreased engagement, particularly from students who require more individualised support. We hope to see the positive growth typically seen by the school in future analysis with more typical modes of support reestablished.
Increase the number of students trending towards the lower bound target	This measure was not met as the data declined marginally. The decline was similar to the decline observed in similar school groups (SSG) and

for the top 2 NAPLAN bands in reading.	across the state. The programs and initiatives planned by the Reading Team will support reading attainment in 2022.
Increase the number of students trending towards expected growth in NAPLAN numeracy.	This improvement measure was not met as there was a decline in the expected growth. Our Numeracy Team has a number of initiatives planned to support numeracy attainment in 2022 and we anticipate this data will trend upwards.
Increase the number of Aboriginal students attaining the HSC whilst maintaining their cultural identity to at or above the school's lower bound target.	Unfortunately, there were no Aboriginal students in the 2021 Year 12 cohort so this measure was not attainable. The 2022 cohort has a number of students in both mainstream and support and we look forward to reporting on their HSC attainment in 2023.



Strategic Direction 2: High quality practices

Purpose

High quality teaching and learning in every classroom and a culture of high expectations will ensure every student, teacher and leader will demonstrate strong growth, every year. Our staff will consistently use explicit, evidence-based teaching practices to drive solid growth and improvement in writing and pedagogy.

Initiatives

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.

- Explicit teaching practices
- Writing

Resources allocated to this strategic direction

Socio-economic background: \$125,618.00

Professional learning: \$5,000.00

Summary of progress

The initiative teams for both Explicit Teaching Practices and Writing were significantly impacted by external factors, and a higher than typical staff turnover in 2021. Whilst planning for the initiative teams was completed, many of the intended strategies were unable to be implemented.

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
Improvement in the percentage of students achieving in the top 3 bands in the HSC at or above the baseline.	Unfortunately, this measure was not achieved in 2021. Again, the disruption to learning impacted here with HSC graduates noting in feedback that they experienced decreased motivation as a result of learning from home. However, we still saw a significant percentage of students receive university entry offers, and only one student from the cohort was not engaged in further education or employment when surveyed. We hope to see an increase in 2022 with the ATAR and Maths Clubs continuing to run and more typical modes of learning delivery reinstated.
The percentage of students at or above the expected growth in NAPLAN writing is determined as the baseline. Baseline for growth in NAPLAN writing for Aboriginal and EAL/D is determined.	Unfortunately, the percentage of students at or expected growth is yet to reach the baseline. the influencing factors described above played a significant role here. We intend to maintain a focus on improved writing outcomes for students in future planning. For Aboriginal students, the baseline growth is above expected, but this should be read with caution as 41% of Aboriginal students had no comparison data. For EAL/D students, the baseline growth data is above expected, but this should be read with caution as a significant percentage of EAL/D students had no comparison data.
Improvement as measured by the School Excellence Framework: Domain: Teaching Element: Effective Classroom Practice Theme: Explicit Teaching - at or above	Effective Classroom Practice - Explicit Teaching was validated at the sustaining and growing level in the 2021 External Validation, meeting the identified improvement measure.

sustaining and growing.	
<p>Improvement as measured by the School Excellence Framework:</p> <p>Domain: Teaching</p> <p>Element: Learning and Development</p> <p>Theme: Collaborative practice and feedback - at or above delivering.</p>	<p>Learning and Developing - Collaborative practice and feedback was validated at the sustaining and growing level in the 2021 External Validation, exceeding the identified improvement measure..</p>



Strategic Direction 3: School culture

Purpose

To ensure every student can connect, succeed, thrive and learn through a planned approach to student wellbeing which includes research-based practices and high expectations of attendance, engagement and behaviour for all students.

Initiatives

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.

- Quality Transitions
- Positive Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$22,000.00

Aboriginal background: \$41,212.00

Summary of progress

Despite the setbacks of COVID restrictions, both the Quality Transitions and Positive Wellbeing initiative teams were able to continue some of their work in modified ways.

The Wellbeing Initiative Team led the implementation of the Campbelltown Attendance Strategy within the school setting. Increased attendance data has been seen as a result of the more frequent monitoring and rewards system that is attached to this target. Staff commenced training in the Berry Street Education Model to address the needs of students from a trauma background and to reinforce the existing wellbeing strategies within the school.

Both teams continued to implement programs such as Wests Tigers Unite, In League in Harmony, Goals, NASCA and Ohana to increase students' sense of belonging and engagement. These programs are to be further supported by the revitalisation of the house points system which will encompass not only sport but other student achievements and provide further opportunities for the celebration of student success.

The Quality Transitions team was unable to conduct a number of transitions from school activities. However, there was a significant rise in the number of students successfully transitioned to work or further education. Similarly, the transition to High School strategies required adjustment so that programs could be delivered remotely through Google Classroom, with good success. The transition through High School was also supported remotely through the Subject Selection website, the Careers and Transition Google Classroom and through individual planning meetings held remotely.

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
Improvement in the percentage of students attending more than 90% of the time to be at the baseline of the system-negotiated target. Increase the percentage of Aboriginal and Torres Strait Islander students attending school more than 90% of the time to be trending towards our school baseline.	Attendance data has not met the baseline at this stage. Similarly, Aboriginal and Torres Strait Islander student attendance has not trended towards the baseline. Following the learning from home period, there was an initial gain in attendance. However, over time this waned. We saw a marked increase in wellbeing and behavioural needs over this period which correlate to the data described. We intend to support improvement in this area with staff professional learning to support stronger wellbeing and behavioural outcomes in future planning.
Improvement in the percentage of students describing positive wellbeing to be at the baseline system-negotiated target.	The percentage of students describing positive wellbeing declined in 2021. As previously mentioned, following the learning from home period we saw a rise in wellbeing issues for our students and we are working hard to address the specific issues that have been identified in our data analysis of this area, inclusive of the Berry Street Education Model. Additionally, we will continue

Improvement in the percentage of students describing positive wellbeing to be at the baseline system-negotiated target.	to implement positive behaviour for learning strategies to support student progress.
Improvement as measured by the School Excellence Framework: Domain: Learning Element: Wellbeing - Sustaining and Growing.	Wellbeing was validated at the sustaining and growing level in the 2021 External Validation, meeting the identified improvement measure.
Improvement as measured by the School Excellence Framework: Domain: Teaching Element: Effective Classroom Practice Theme: Classroom Management - at or above delivering.	Effective Classroom Practice was validated at the sustaining and growing level in the 2021 External Validation, exceeding the identified improvement measure.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$153,592.50</p>	<p>Integration funding support (IFS) allocations support eligible students at Thomas Reddall High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Students with additional learning and support needs receiving a fair and equitable allocation of SLSO support in class.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide this level of support and accountability of funding to better meet the needs of students. Continue with the Learning and Support model which is capturing the needs of our students more comprehensively and efficiently.</p>
<p>Aboriginal background</p> <p>\$56,212.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Thomas Reddall 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Transitions • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • resourcing to increase equability of resources and services • employment of additional staff to support Aboriginal Education across the school (NASCA) • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Improved engagement and participation of our Aboriginal students in cultural programs and celebrations. Our Team Leader led the implementation and completion of PLPs for all students, ensuring there was authentic consultation wherever possible. Aboriginal Education was an important part of our professional learning agenda throughout the year which improved teacher practice and understanding.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue and expand the NASCA program to support and engage our Aboriginal students and provide in-class support for them more frequently (if possible). Increase and encourage parent participation and engagement in their child's education and learning goals.</p>

<p>English language proficiency</p> <p>\$87,145.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Thomas Reddall High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • utilise flexible funding to release EAL/D teacher from the timetable to assess student levels and provide targeted support to students • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in: Better identification strategies and greater consistency in the collection of data. Tailored support being delivered to students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Seek to have a teacher permanently appointed to the role to provide consistency and expert instruction for our EAL/D learners. This staff member would also be used to develop the capacity of all staff to improve their ability to cater for EAL/D learners in their classrooms.</p>
<p>Low level adjustment for disability</p> <p>\$316,860.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Thomas Reddall High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: Students requiring additional learning assistance having greater access to targeted intervention programs and in-class support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with the provision of the additional Learning and Support Teacher (LaST) and School Learning and Support Officer (SLSO) to better meet the needs of students requiring additional support.</p>
<p>COVID ILSP</p> <p>\$233,765.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and

<p>COVID ILSP</p> <p>\$233,765.00</p>	<p>numeracy</p> <ul style="list-style-type: none"> • employing staff to supervise and monitor progress of student groups engaging in online tuition in MultiLit and QuickSmart • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in: Students were identified for additional support through a variety of external and school-based assessment. Targeted, small group tuition was provided by COVID tutors and in-class support provided by SLSOs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use the existing model to support student growth across all areas of literacy and numeracy.</p>
<p>Socio-economic background</p> <p>\$638,014.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Thomas Reddall High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy • Reading • Quality Transitions • Writing • Explicit teaching practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement MultiLit Program to support identified students with additional needs • supplementation of extra-curricular activities • staff release to increase community engagement • employment of additional staff to support QuickSmart program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional Executive staff to drive Secondary Studies, Learning and Engagement and Learning and Support / Administration. • employment of an ACIP Deputy Principal and 1.6 classroom teachers <p>The allocation of this funding has resulted in: Students being given more career exploration opportunities and improved access to learning and support assistance. School organisation and administration practices have improved and the Community Liaison Officer has expanded our Ohana Program to engage our students from a Pacifica background. Student growth through the QuickSmart program has continued to be exceptional. Our second DP is instrumental to our strategic operation, student and staff wellbeing and administration.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maintain the current Executive positions to strengthen practice and continue to provide opportunities for student engagement. Work with the Community Liaison Officer to expand community links and increase community engagement across all cultural groups. We will maintain our current systems and structures which enable the QuickSmart Program to be so effective. Continue to have core positions across the school funded to maintain momentum.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	272	269	284	245
Girls	239	211	211	212

Student attendance profile

School				
Year	2018	2019	2020	2021
7	88.3	87.5	88.3	85.3
8	83.1	84.6	87.1	83.7
9	80.1	85	85.4	81.2
10	79	74.9	81.1	77.5
11	72.9	81.1	81.1	75.3
12	85	84.2	89.5	82.1
All Years	81.1	82.4	85.4	80.8
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

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	1.5	12.5	2
Employment	0	12.5	29.2
TAFE entry	0	2.8	16.7
University Entry	0	0	37.5
Other	0	4.1	8.3
Unknown	0	1.4	6.3

Year 12 students undertaking vocational or trade training

46.03% of Year 12 students at Thomas Reddall High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

87.8% of all Year 12 students at Thomas Reddall 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)	8
Classroom Teacher(s)	33.8
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	13.18
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	547,433
Revenue	8,990,391
Appropriation	8,860,065
Sale of Goods and Services	79,635
Grants and contributions	50,102
Investment income	590
Expenses	-8,939,590
Employee related	-8,101,519
Operating expenses	-838,072
Surplus / deficit for the year	50,801
Closing Balance	598,235

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

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

	2021 SBAR Adjustments (\$)
Targeted Total	204,320
Equity Total	1,162,951
Equity - Aboriginal	58,910
Equity - Socio-economic	700,036
Equity - Language	87,145
Equity - Disability	316,860
Base Total	6,757,801
Base - Per Capita	133,474
Base - Location	0
Base - Other	6,624,327
Other Total	383,069
Grand Total	8,508,141

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School performance - NAPLAN

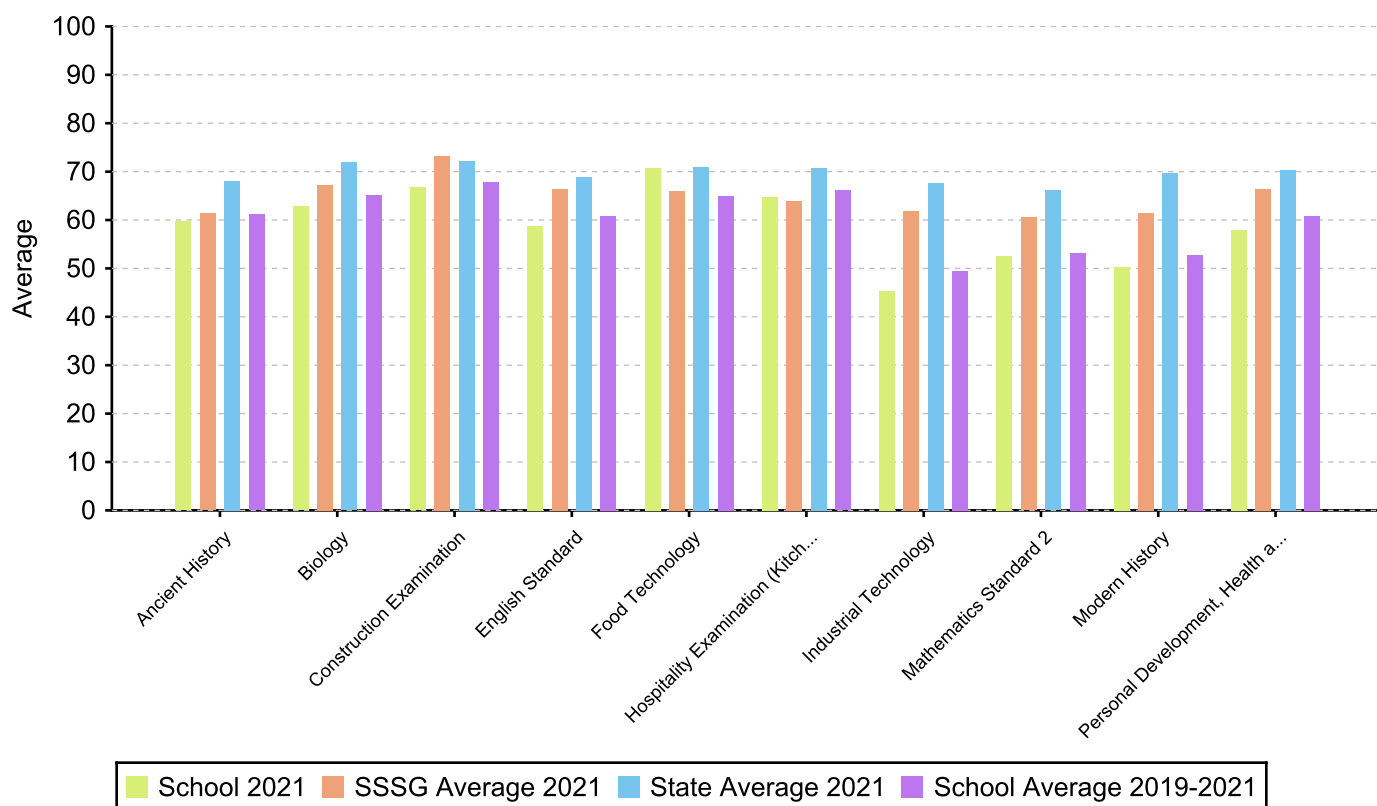
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

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
Ancient History	59.7	61.4	68.1	61.1
Biology	62.8	67.2	71.9	65.2
Construction Examination	66.7	73.2	72.2	67.7
English Standard	58.8	66.4	68.8	60.8
Food Technology	70.7	65.9	71.0	65.0
Hospitality Examination (Kitchen Operations and Cookery)	64.8	63.9	70.8	66.1
Industrial Technology	45.4	61.9	67.7	49.4
Mathematics Standard 2	52.5	60.5	66.1	53.2
Modern History	50.3	61.5	69.7	52.8
Personal Development, Health and Physical Education	57.9	66.5	70.3	60.8

Parent/caregiver, student, teacher satisfaction

Parent Feedback: the parent respondents indicated that email and social media were the most effective methods of communication and 73% agreed or strongly agreed that the communication from the school was satisfactory. 61% of parents would recommend or strongly recommend our school. 64% of parent respondents believed the school had a good reputation in the local community and the feedback about the support provided during learning from home was overwhelmingly positive. The majority of our respondents believe that our school facilities are well maintained and the physical environment is welcoming. As this was the first year the survey was completed for a number of years, there is not much validity comparing the results to previous years. Parents would like to be more involved in the school and with COVID restrictions eased we look forward to welcoming our parents in for as many opportunities as we can.

Teacher Feedback: From the teacher respondents, there is growth across the area of inclusivity, leadership, data use, teaching strategies, challenging and visible goals, data use, technology and feedback. Respondents have identified that they would like more opportunities to develop their practice through collaboration with each other and working in partnership with parents. The majority of respondents believed that school leaders were leading improvement and change and that the strategic vision for the school was clearly communicated. 85% of respondents believed that the school was a welcoming and culturally safe place for all students.

Student Feedback: From the student respondents, there has been growth belonging and the value that students place on the importance of school. It is pleasing to see a 10% improvement in positive behaviour and an increase in the homework habits of our students. Students respondents reported an increase in advocacy both inside and outside of school. Student feedback about our learning spaces and resources was very positive. There are a number of focus areas for future growth including greater student voice and the consolidation of a strong learning culture which will improve student learning outcomes.



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.

Anti-Racism Policy

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

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.