

2022 Annual Report

Thomas Reddall High School



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Introduction

The Annual Report for 2022 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 six teachers within their first five years of teaching. These staff are all well supported by their Head Teacher and the Head Teacher HSIE, who oversees the Early Career Teacher program.

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. 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>

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

Socio-economic background: \$15,960.00

Integration funding support: \$182,445.00

Low level adjustment for disability: \$28,000.00

Summary of progress

In 2022 the Numeracy team and Mathematics faculty evaluated NAPLAN and Best Start check in data for Year 8 students, targeting those students who needed support which was provided through the Quicksmart and COVID ILSP program. The CUBES strategy was effectively implemented across the school explicitly teaching problem solving techniques. In Stage 4 classes, classwork was differentiated to meet individual student needs and high quality teaching and learning programs were supported by the Numeracy team to increase access to Numeracy strategies across the school. This was supported by the introduction of the SALT UP technique for improved graphing skills. The numeracy team has generated how-to videos to support implementation. In 2023 in this initiative, the school will continue to build on the 2022 practices as well as tailor strategies to match Key Learning Areas across the school to explicitly teach corresponding numeracy strategies.

The work around Reading was not as effectively implemented. However, research into best practice initiatives was completed and will support 2023 implementation.

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 the top 2 NAPLAN bands by 6.3% in reading.	2022 NAPLAN data indicates 5.63% of students are in the top two skill bands (NAPLAN) for reading, indicating the school did not achieve the system negotiated target.
Increase the percentage of students achieving the top 2 NAPLAN bands by 5.9% in reading.	2022 NAPLAN data indicates 4.41% of students are in the top two skill bands (NAPLAN) for numeracy, indicating the school did not achieve the system negotiated target.
Increase the percentage of students achieving expected growth in NAPLAN reading by 4.8%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students achieving expected growth in NAPLAN numeracy at or above the baseline of the school's lower bound system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the number of Aboriginal students attaining the HSC whilst	The percentage of Aboriginal students attaining HSC, whilst maintaining their cultural identity has increased by 11.5 %.

maintaining their cultural identity to at or above the school's lower bound target.



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

Professional learning: \$2,500.00

Socio-economic background: \$1,500.00

Summary of progress

The Quality Teaching Rounds initiative (QTR) was planned to take place in 2022. Professional learning was completed by the leaders of the initiative. A whole school professional learning on explicit teaching was delivered, and staff were required to unpack explicit quality criteria. However, due to unplanned disruption, the program was unable to be fully implemented. In 2023, there will be a change in focus to provide differentiated professional learning and high impact explicit teaching practices. Teacher continue to undertake observations in line with the Australian Professional Standards for Teachers (APSfT) and Performance and Development Plan (PDP) process.

In writing, there was whole school professional learning in PEEL, Point, Evidence, examples, Link and a school wide approach to do now writing at the start of lessons in Year 12. Work samples indicated significant improvement in writing across a 10 week period. In Stage 4, the concept of simple sentences was explored through staff professional learning. Explicit teaching of writing simple sentences with the aim of daily use across all subject had an 80% success rate. In 2023, the Year 12 initiative will be expanded to Stages 5 and 6. Stage 4 will learn to extend their writing using complex sentences to support effective paragraph writing using PEEL.

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 in the top 3 bands in the HSC by 7.1%.	19% of students attained results in the top three bands, demonstrating progress yet to be seen toward the lower bound target.
Growth in NAPLAN writing for Aboriginal and EAL/D students demonstrates a positive trend towards the growth results of all other students in the school.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement as measured by the School Excellence Framework: Domain: Teaching Element: Effective Classroom Practice Theme: Explicit Teaching - sustaining and growing.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering, in the element of effective classroom practice.

Improvement as measured by the School Excellence Framework:

Domain: Teaching

Element: Learning and Development

Theme: Collaborative practice and feedback - at or above delivering.

Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of learning and development.



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: \$82,653.00

Professional learning: \$35,482.00

Per capita: \$200.00

Summary of progress

In 2022, online transition to High School was implemented in collaboration with partner primary schools, delivered via Google Classroom. There was significant engagement and positive feedback on this process. Year 7 open night was well attended by parents. The collection of extensive data on transitioning students allowed the wellbeing and learning and support teams to plan for in-class supports to be effectively delivered. Year 12 students attended the Macarthur Careers Expo, and Year 12 Aboriginal and Torres Strait Islander attended a targeted expo to explore their post school options. Year 12 students completed exit planning using a survey and interview process to support their planning for post school pathways, enhanced through the support of the support teacher transition. The school was involved in the Educational Pathways Pilot Program, which allowed many students the opportunity to attend TAFE Yes+ taster courses, and productivity bootcamp, giving them qualifications to support their future career pathways.

The Wellbeing team continued their collective work to support student wellbeing. A whole school approach to embed Trauma Informed Practices (TIP) was initiated through the Berry Street Education Model; (BSEM) professional learning and implementation. As Student Support Officer was employed in 2022, offering mentorship and an effective post suspension program. A whole school approach to improve school attendance, consistent with the Campbelltown Attendance strategy has been effectively embedded.

In 2023, the school will continue to build on transition practices by nurturing positive relationships with partner primary school, the EPP program, employers, TAFE and Universities. The Berry Street Educational Model will be embedded within the school's planning for the Inclusive Education Reform (IER) work.

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 by 8.3% at the lower-bound system-negotiated target. Increase the percentage of Aboriginal and Torres Strait Islander students attending school more than 90% of the time from our school baseline.	The number of students attending greater than 90% of the time or more has decreased by 17.2%. Aboriginal and Torres Strait Islander students attended more than 90% of the time decreased by 15.5%.
Increase the percentage of students describing positive wellbeing by 3.6%.	54.63 % of students reporting positive wellbeing outcomes has decreased by 1.91 % across the positive wellbeing measures.
Improvement as measured by the	Self-assessment against the School Excellence framework shows the

<p>School Excellence Framework:</p> <p>Domain: Learning</p> <p>Element: Wellbeing - at or above Sustaining and Growing.</p>	<p>element of Wellbeing to be sustaining and growing.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Domain: Teaching</p> <p>Element: Effective Classroom Practice</p> <p>Theme: Classroom Management - at or above delivering.</p>	<p>Self-assessment against the School Excellence Framework shows the theme of Classroom Management to be delivering.</p>



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$182,445.00</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 • employment of staff to provide additional support for students who have high-level learning needs • staffing release for targeted professional learning <p>The allocation of this funding has resulted in the following impact: The 2022 Quickmsart report shows exceptional development for students in the program. Across all number and problem-solving skills, there has been at least 3 years of growth. Additionally, the funding for the employment of SLSO staff has increased access to support for those students working within a mainstream setting with additional needs enabling individual support, accurate data collection and increased feedback to teachers and the learning and support team so that plans for student growth reflect student needs.</p> <p>After evaluation, the next steps to support our students will be: The Quicksmart program will be continued in 2023, with continued funding to support the release of key staff and employment of SLSOs to facilitate the program. SLSO staff will also continue to be employed to support students with additional needs across all curriculum areas.</p>
<p>Aboriginal background</p> <p>\$41,889.00</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"> • 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 • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Students involved in the National Aboriginal Sporting Chance Academy (NASCA) program have significantly higher attendance rates than those not engaged in the program. Enrolment numbers have increased and feedback from students involved includes statements such as 'NASCA is the best thing about school'. The program has offered students the opportunity to participate in art workshops, cultural activities, sporting events and to receive in-class support with their learning. The program has had a profound impact on student engagement and attainment. In addition, the employment of the Head Teacher, Learning and Engagement allowed for additional support for Aboriginal students and tier families. As a result, Aboriginal Personalised Learning Plans PLPs have been collaboratively devised and</p>

<p>Aboriginal background</p> <p>\$41,889.00</p>	<p>supported to assist students in achieving their goals.</p> <p>Funding has supported the Aboriginal Education team of staff to devise a program of activities and events to celebrate NAIDOC and Reconciliation Weeks. We enjoyed significant support from the community in officially opening our Yarning Circle. The event was very well attended by families, community organisations and Elders and there were many compliments received.</p> <p>After evaluation, the next steps to support our students will be: The success of the NASCA program has been so significant that the program will be extended to three days per week at the beginning of 2023, with a view to moving to four days later in the year. Additionally, funds will be allocated to create a learning space for students in the program to receive individualised support from the NASCA mentors. We will also be looking to create a dance group to showcase student talents and displays of pride in their culture.</p>
<p>English language proficiency</p> <p>\$5,968.00</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"> • 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 support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: An additional staff member (0.4) was employed to support EAL/D students leading to greater identification of appropriate strategies and support for students, and accurate collection of data.</p> <p>After evaluation, the next steps to support our students will be: We will continue to support students with EAL/D support requirements through the provision of dedicated staff to develop the capacity of staff to increase their use of appropriate strategies to support these individuals.</p>
<p>Low level adjustment for disability</p> <p>\$257,842.00</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 • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: As a result of the funding expenditure, students requiring additional support have greater access to staff designated to the provision of in-class support. In addition, additional support for staff in designing and implementing teaching and learning programs has been achieved and the preparation of successful access requests for students with significant needs has increased.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Low level adjustment for disability</p> <p>\$257,842.00</p>	<p>We will continue to prioritise the employment of additional learning and support teachers and SLSO staff to provide greater support to meet the individual requirements of students with additional learning needs.</p>
<p>Professional learning</p> <p>\$75,482.00</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 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"> • Explicit teaching practices • Positive Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • provision of additional time for staff to attend professional development opportunities in the areas of quality teaching and the Berry Street Education Model. <p>The allocation of this funding has resulted in the following impact: The impact of professional learning is seen in the delivery of programs across the school to improve writing skills and the adoption of like strategies as a focus on numeracy. Increased attendance has been seen in 2022, with more students being recognised for their efforts to be at or above their personal target attendance rate.</p> <p>Berry Street Education Model training has supported staff in adopting Trauma-Informed Practices in a more practical and knowledgeable manner which has improved plan preparation for individual students with behaviour and/or learning needs and guided the re-development of the wellbeing platform in preparation for 2023.</p> <p>After evaluation, the next steps to support our students will be: In 2023, professional learning will continue to be directed towards approaches to improve student learning and wellbeing outcomes as informed by data and research. There will be an emphasis on creating learning communities for staff with similar needs and interests.</p> <p>Additionally, the wellbeing platform will be introduced to support greater student engagement and sense of belonging through regular recognition of their efforts. We will look to further align the wellbeing and behavioural intervention strategies across the school with the Berry Street Education Model principles.</p>
<p>COVID ILSP</p> <p>\$121,000.00</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 2022.</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 - reading, writing. • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor the progress of student groups. • development of resources and planning of small group tuition

<p>COVID ILSP</p> <p>\$121,000.00</p>	<p>The allocation of this funding has resulted in the following impact: Identified students received individual support in targeted, small-group tuition.</p> <p>After evaluation, the next steps to support our students will be: Identify additional staff to deliver small-group tuition for increased performance in internal and external assessments.</p>
<p>Socio-economic background</p> <p>\$433,208.36</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 • Writing • Quality Transitions • Positive Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff in literacy and numeracy programs to support student learning • resourcing to increase equitability of resources and services • employment of additional staff to support the Quicksmart program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • staff release to increase community engagement <p>The allocation of this funding has resulted in the following impact: Programs supported by Socio-economic background funding has supported student growth in literacy, numeracy, and wellbeing. In the areas of literacy and numeracy, funding supports the employment of additional staff to deliver the Quicksmart program, with exceptional results. It also supports numeracy across the curriculum strategies implemented by our numeracy team and has allowed for the introduction of the Renaissance reading program designed to increase students' reading ability. There has also been an investment in materials and training to support the improvement of writing for our students using research-based strategies. In addition, the funding has supported the purchase of additional tools to support the use of technology in the classroom, both hardware and access to educational platforms. This enables access to technology for all students, supporting teaching, learning, and engagement. There has also been a planned approach to improving the learning environment with the construction of additional outdoor learning spaces for Senior and Support Unit students and the maintenance of previously installed spaces.</p> <p>Additionally, the funding supports wellbeing initiatives such as the employment of a part-time Community Liaison Officer (CLO), the Haka Warriors program and a number of other initiatives designed to increase the sense of belonging, connectedness and engagement of students as evidenced in the Tell Them From Me (TTFM) data. It has supported the successful transition of students to High School, with a significant reduction in behavioural referrals for Year 7 students, and an overall high level of satisfaction from parents, staff and students. Additionally, the funding has been used to support programs to increase student attendance to school. There has been some gain in this area already, and we look forward to continued success in 2023.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will continue to fund research-based and evidence-supported practices that will deliver high-quality learning and wellbeing outcomes for</p>

Socio-economic background

\$433,208.36

our students.



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	269	284	245	253
Girls	211	211	212	209

Student attendance profile

School				
Year	2019	2020	2021	2022
7	87.5	88.3	85.3	80.3
8	84.6	87.1	83.7	74.3
9	85.0	85.4	81.2	74.2
10	74.9	81.1	77.5	66.9
11	81.1	81.1	75.3	73.5
12	84.2	89.5	82.1	72.5
All Years	82.4	85.4	80.8	73.8
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	6	19
Employment	1.2	12	44
TAFE entry	0	0	7
University Entry	0	0	25
Other	0	0	2
Unknown	2.4	6	3

Year 12 students undertaking vocational or trade training

30.77% of Year 12 students at Thomas Reddall High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

71.2% of all Year 12 students at Thomas Reddall High School expected to complete Year 12 in 2022 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)	32.4
Learning and Support Teacher(s)	2
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1.5
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	550,073
Revenue	9,140,735
Appropriation	9,081,389
Sale of Goods and Services	23,877
Grants and contributions	30,040
Investment income	5,328
Other revenue	100
Expenses	-7,971,453
Employee related	-7,410,297
Operating expenses	-561,156
Surplus / deficit for the year	1,169,282
Closing Balance	1,719,355

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.

	2022 SBAR Adjustments (\$)
Targeted Total	164,508
Equity Total	1,203,354
Equity - Aboriginal	66,911
Equity - Socio-economic	724,837
Equity - Language	100,268
Equity - Disability	311,338
Base Total	6,768,308
Base - Per Capita	127,209
Base - Location	0
Base - Other	6,641,099
Other Total	476,814
Grand Total	8,612,983

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

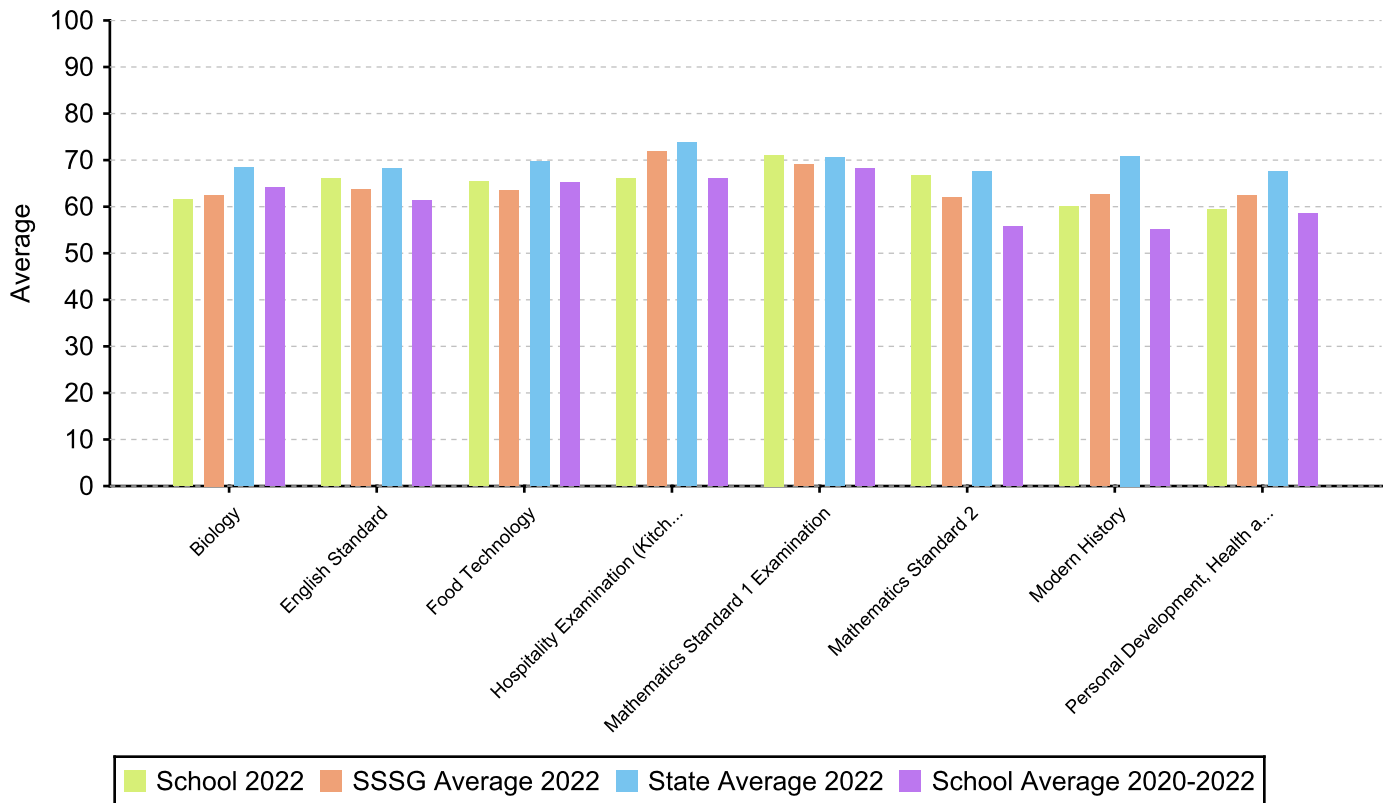
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au 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 2022	SSSG	State	School Average 2020-2022
Biology	61.6	62.5	68.5	64.2
English Standard	66.1	63.7	68.1	61.4
Food Technology	65.5	63.5	69.7	65.1
Hospitality Examination (Kitchen Operations and Cookery)	66.1	71.8	73.7	66.1
Mathematics Standard 1 Examination	71.1	69.1	70.5	68.2
Mathematics Standard 2	66.7	61.9	67.6	55.8
Modern History	60.1	62.7	70.9	55.0
Personal Development, Health and Physical Education	59.4	62.5	67.5	58.5

Parent/caregiver, student, teacher satisfaction

The participation of parents in events such as T-RED Day, open night, orientation day, parent/teacher interviews, subject selections evening, awards evening and graduation has significantly increased over time, with positive reviews and feedback on each occasion. In addition, the school responded to feedback from parents to include regular parent meetings, with growing attendance rates. The introduction of School Bytes and Parent Portal has increased parent's knowledge of upcoming events and assisted in the return of information needed for school activities. Finally, the school's Facebook page continues to grow its following and engagement from parents and community members with positive feedback on content and communication.

Our staff always maintain a close-knit connection as evidenced by a number of activities that were enjoyed by staff in support of their wellbeing. The addition of some new staff brought new energy and ideas. All of these staff have expressed their observation of Thomas Reddall staff as being very welcoming and connected with each other, and with the students. Rounding out the year, staff were very pleased and excited by the top HSC results for 2022 which motivates and sets the scene for a positive year ahead.

Student feedback remains consistent with 2021 feedback. There was a notable decrease (50%) in suspensions in the second semester of 2022, compared with the second semester of 2021, even before the Inclusive Education Reform. Alongside this, was an increase in positive rewards for students who displayed the school values of Thrive, Represent, Excel and Deliver. In response to student and staff feedback, these changes will be continued into 2023, with the introduction of a House Points system that encompasses all aspects of school participation.



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.

