

2022 Annual Report

Rooty Hill High School



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Introduction

The Annual Report for 2022 is provided to the community of Rooty Hill High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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In 2022 the school celebrated its 60th anniversary with a series of highly successful events that brought together students, parents, staff, partners, the community and, of course alumni. Please see the school's newsletter Missing Link (on the website) for highlights and photographs of a very special year. The following executive summary is expanded in the rest of the annual report.

Our community profile: The families of our students have become poorer and less formally qualified over the last 10 years (based on the family occupation and education index) and although the FOEI of 124 was similar to previous years, the distribution shows an increase in the lower 50% and a significant decrease in the number of families from the top 25% of households. This change makes the school's commitment and success with its students significant. It is disappointing that the community cannot afford the \$6000 to join Parents and Citizens Association.

The school retained a strong focus on culture, platforms and change projects in the face of new policies and initiatives despite challenges, such as the enrolment cap that was based on incorrect data, and negative perceptions of low expectations in comprehensive, public high schools in western Sydney. This school continues to have high expectations for improving, innovating and transforming.

Our awards and recognition: The school was recognised with the Secretary's Award for a School Initiative - Student Agency - for our work in personalised academic goal setting, personalised learning, profiles, and student self-reporting. The deputy principal, Caroline Vuki was the Chifley Woman of the Year, four staff were nominated for executive director awards and 9 staff achieved accreditation. The school was featured in 4 podcasts and will launch its Professional Practice website (The Highly Accomplished School) in March 2023. In 2022 there were 17810 merit recognitions, 2572 significant achievement recognitions and 101 PERSIST awards given to students. The Dux was Andrew Doan and the Students of the Year were Jamee Balzan and Joel Zahra.

Academic Achievement: Student progress (growth) and performance (attainment) on internal and external measures including HSC results was very pleasing and although the percentage of students in Bands 4, 5 and 6 (41.84%) was not as high as in 2021, Band 5 results were the highest in 10 years (15.03%). There were 11 Band 5 results in Advanced English - a very significant result. Given that this Year 12 had 3 years of COVID restrictions in the senior school, it is not surprising that the numbers of students receiving Bands 1 (up by 8) and 2 (up by 30) in courses was higher than the previous year. There were also more Band 3 results, many of them close to Band 4, indicating that the target of eliminating Bands 1 and 2 is achievable. It should be noted that subjects with a "major work" or "work placement" requirement continued to perform well compared to other subjects.

Progress on other external measures of growth: Year 9 NAPLAN, Year 10 VALID (64% achieving above expected growth) and Minimum Standards Assessment results continued to show a positive effect size for teaching and learning initiatives in the growth and progress data. The school is still below state average on raw measures but has moved within 0.5 standard deviations on its achievement measures and is close to state average on progress and growth measures. There is more that can be done with "middle" students and in improving writing. New initiatives in writing are planned for 2023.

Progress and achievement for Aboriginal and Torres Strait Islander students: In August 2022, the school presented a detailed report showing the positive progress and achievements of almost all Aboriginal and Torres Strait Islander students in attendance, academic studies, retention and planned school transitions. Three students completed Year 12 and all have transitioned to employment and further study.

Staff continued to implement the school's Reconciliation Action Plan (RAP) and the Aboriginal Education Partnership Group (AECG) partnership principles in consultation with elders and the community.

Vocational Education (VET): Due to the significant innovations put in place in 2021, 100% of students enrolled in a vocational course at school completed the requirements for the Frameworks in each subject. In the HSC, students doing Retail Studies and Business Services were above state average in their final results.

The school was also selected for the EPP (Educational Pathways Program) and established strong links with key agencies including the Apprenticeship Education Forum, school-based apprenticeship training (SBAT), Perfect Presence, PCYC and Productivity Bootcamp to increase options for students wanting a different pathway.

The school's COVID ILSP program: The 2022 program was implemented with universal, targeted and intensive strategies and a greater focus on the employment of School Learning Support Officers to facilitate small group intensive learning. Despite being compromised by COVID in first semester, there was evidence of growth using the mandatory "check-ins" and learning progressions, although, separating this growth from overall academic growth based on subject-based teaching and learning was difficult.

Post-school destinations: At the time of reporting 45% (66 students) of 153 Year 12 students who completed the HSC in 2022 accepted one of 100 early or first round offers for university. There were 115 WSU offers based on Year 11

grades and Year 12 HSC bands. Of the remainder, only 5% went to TAFE and 27 % went to employment or were seeking employment. There were in total 198 University offers made to Year 12 2022.

Student Agency: The school received an award for its work in this strategic direction in 2022 (see above). Working together students, staff and partners continued to refine the model of student agency, personalised learning, student learning profiles and transition planning to keep students as the central decision makers for their own school journey supported, where possible by their families. A 3-year study of personalised academic subject-based goal setting, reflection and review will complement the evidence of the impact of the strengths-based goal setting embedded in practice in the last plan will inform external validation in 2023.

Partnering and transitions: The school's long standing partnership with Origin Energy and the key programs in entrepreneurial learning that have been run with them were used as critical case studies in a national report on purposeful school/business partnering published by Origin. <https://purposefulpartnering.org.au/>

Our students and staff partnered with "Learning Creates", "Real Schools", "PERU" and other organisations to design and deliver bespoke learning and transition programs.

Please see the rest of the Annual Report for more details about the school's practice and performance in 2022.

School vision

Vision: Their present, our future

Our values: PERSIST

Our Belief: We have a moral contract with families to give every student the opportunity to do his or her best. We are disposed to be creative and innovative in providing the right opportunities for each student.

Our Overall Purpose: To increase learning expectations, agency, progress & achievement for students, staff and the school through community engagement, innovation and next practice.

School context

School Context updated for 2022-3:

Rooty Hill High School is located on the lands of the Darug people who have walked these lands for generations.

School Context updated 2022-23: Rooty Hill High School is a large, co-educational, comprehensive community school in western Sydney experiencing rapid demographic change. The enrolment for 2022 was 1107 students. Over 50% of the students enrolled in 2022 were from non-English speaking backgrounds, including families from Asia and the Pacific. There is a significant enrolment of Aboriginal students (6%). The school has a Reconciliation Action Plan (RAP) and is committed to promoting its cultural and linguistic diversity and its partnership with the AECG and elders. The school FOEI (family occupation and education index) for 2022 is 124, with 78% of students coming from families in the lowest 2 quartiles. This places the school one standard deviation below the government school average-our students enter high school with more challenges than students from more advantaged backgrounds. Over the last 5 years our families have become poorer and less well-educated.

In 2022, the school received the Secretary's Award for a School Initiative - Student Agency. Over the last 5 years the school has been recognised for its achievements and innovation in over 20 case studies and invitations to present as a school of professional practice. Its work in quality teaching and leadership, its exemplary personalised learning programs, its work with strategic partners (<https://purposefulpartnering.org.au/>) and its commitment to innovation have all been recognised.

Students are given the opportunity to do their personal best through extensive and expansive curricular, co-curricular and extra-curricular programs, underpinned by the school's wellbeing initiatives, strength-based approaches and Choice Theory.

Parent and community support of the school is strong and working parents have valued both the use of social media and the positive contact approach used by the school in personalising learning and academic goal setting for each student. Every student has access to an electronic device and electronic portfolio. The school has strong academic and socio-cultural platforms that are enhanced by high quality relationships between staff and students. A strong, positive student culture is reflected in the Tell Them From Me surveys and in the number of opportunities students have to demonstrate engagement and pro-social behaviours beyond those of peers in other schools.

The school values, ACARA capabilities and explicit teaching of literacy, numeracy, ICT and creative & critical thinking are embedded in all learning programs, policies and practices. The school's results on external measures of performance demonstrate that students perform better when their learning is focused on progress and in subjects with major works, performances and/or work placement. Despite the impact of COVID-19, 41.8 % of the school's 2022 Year 12 HSC results were in the Top 3 Bands. The school will continue to focus on increasing each student's learning trajectory and progress.

The school's 2022 budget based on the SBAR (budget) was \$13747480. This was supplemented by additional funding received for permanent beginning teachers, school funded leave management and equity programs, including the COVID Intensive Learning Support Program. All teachers working in the school are registered with NESA and another 8 achieved accreditation in 2022.

For further details and extended statistical analysis please see the Rooty Hill High School's 2022 Evidence Book.

Strategic Improvement Priorities

From the Situational Analysis (SA) conducted in 2020, three strategic directions were identified. The school uses

evidence-informed practice, high-quality leadership and professional learning, new cultural and work practices, community consultation and a relentless focus on learning progress to deliver:

- Student Growth and Attainment,
- Student Agency and
- Next Practice

2022: At annual reflection and review of improvement measures for 2021, the school confirmed that its choice of strategic directions and key initiatives, as well as its operational priorities had created "shift". In 2022-23 the school will implement 8 initiatives and 17 strategic activities (projects) to continue its focus on progress, improvement and innovation. Please see the School Plan..

Baseline data and evidence - 2020 - see the 2020 annual report and school plan

Operational Priorities

The school's 2022 budget based on the RAM (Resource Allocation Model) is \$12,216,206. This will be supplemented by additional funding received for permanent beginning teachers, school-funded leave management and equity programs and in 2021 the COVID Intensive Learning Support Program.

As part of the Situational Analysis (SA), every aspect of the school's operational plan was evaluated and milestones for 2021 were met despite the continuing impact of COVID-19.

Every student at the school has access to an electronic learning device, the school's Google domain, Google classrooms and an electronic portfolio *#MyLearningHub*. The lessons from 2020 and COVID showed us how important it is for a school with 73% of students in the lowest Family Occupation and Education Index (FOE)I quartiles (see above) to ensure every student has access to learning using technology platforms and the capacity to use technology fluently in learning and assessment. After assessing the impact of COVID-19 on student learning and, with the introduction of online assessment for NAPLAN and other performance examinations, the school has moved from a BYOD (Bring Your Own Device) program to a school supported digital device program in Years 7 to 9; with BYOD continuing in Years 10-12. This will be an operational priority for 2021.

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	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

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

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.

- Learning Progressions
- Academic Progress and Achievement
- Classroom Practice

Resources allocated to this strategic direction

Summary of progress

Learning Progressions

What did you do in the initiative? Over what time period?

- Revised and implemented new universal literacy (Years 7 - 9) and numeracy (Years 7 - 10) programs through English and Mathematics.
- Designed and delivered a targeted Year 7 and Year 9 NAPLAN readiness program for students whose previous performance was "high middle". A similar program was developed for students in Years 10 and 11 attempting minimum standards.
- Conducted ACER PAT literacy and numeracy assessments to triangulate with NAPLAN and the COVID ILSP check-ins. The data was analysed and initial correlations made.
- Initiated a syllabus review to identify where the learning progressions were evident in each subject.

What did you do well in the initiative and what made this possible (enablers)?

- Both the universal literacy and numeracy programs were implemented, reviewed and refined. They produced data that was both specific and actionable. Detailed data sets are held at the school.
- The evidence from the targeted readiness program indicates that students were able to demonstrate the higher order skills tested in sections of the NAPLAN assessments and the feedback from students was very positive as these students did not undertake NAPLAN in Year 7.
- All year 12 students met minimum standards before the HSC and 95% of students in Years 10 and 11 met minimum standards in 2022.

What didn't you do as well as you would have liked in the initiative and what made things difficult (barriers)?

- Although some initial work was completed on the syllabus reviews, once the new syllabuses were announced and published this was discontinued. The new syllabus content has explicit links to the Learning Progressions Version 3 and the review will be undertaken in 2023 and 2024.
- The writing program was deferred until 2023 to allow additional high impact professional learning across the school and in subject teams.

What was the impact? (For example, for initiative success criteria - what changes in teaching, learning, wellbeing and so on, can be seen?)

- Both Year 7 and Year 9 average numeracy scores in NAPLAN were above the similar schools' group.
- In reading there were more students in Years 7 (45%) and 9 (39%) in the high middle bands than in previous cohorts. In numeracy there were more students in the high middle bands in Year 7 (21%) and in Year 9 there was an increase in the middle bands (76%).
- Results in Advanced English and Mathematics were the highest since 2018, reflecting the ongoing work in subject based reading, writing and mathematical skills.
- Success Criteria: There is evidence that the SEF elements - 1.3.2.3, 1.3.3.3, 1.6.3.3, 2.1.3.3, 2.3.3.3 linked to this initiative were demonstrated at excelling in 2022.

Where to next? In 2023, in this initiative, we will:

- Identify the measures and evidence that are the best indicators of student progress and achievement in literacy and numeracy, as well as the best indicators of areas for improvement, including tracking the number and percentage of students in the top and bottom bands of NAPLAN with students in the top and bottom grades in

English, mathematics and science.

- Design and deliver a universal numeracy program in science, commencing with Year 10.
- Expand the universal literacy program across Years 7 - 10.
- Design and deliver high impact professional learning for teachers and learning support staff to enable the full implementation of a school-wide writing program.

Academic Progress and Achievement

What did you do in the initiative? Over what time period?

- Professional learning on assessment, marking criteria and HSC practice.
- Participation in the DoE HSC strategy professional learning.
- Teachers and teams undertook a deep analysis of HSC data at classroom and course level.
- Mentoring undertaken to assist subject teams and teachers understand and make meaning of data from a range of sources.
- Developed new practices for the school's Assessment Feedback Reporting and Recognition Policy and redesigned the HSC student assessment booklet to better meet the needs of policy and students.

What did you do well in the initiative and what made this possible (enablers)?

- The Professional Learning and Leadership team (PLLT) used its broad representation to engage with all teachers, design and deliver high impact professional learning and enable opportunities to work with other PLLT members across the school.
- Head Teachers and executive staff studied successful practices, including those from other schools, and adapted those practices to improve the quality of the work of subject teams, including wider understanding of HSC data and the identification of faculty goals for 2023.

What didn't you do as well as you would have liked in the initiative and what made things difficult (barriers)?

- The PLLT was unable to complete a series of planned infographics that would provide a tool for understanding and reviewing assessment practices.
- Student focus groups were postponed to 2023 to allow the PLLT to develop deeper question sets based on 2 years of SIP evidence about the HSC.

What was the impact? (For example, for initiative success criteria - what changes in teaching, learning, wellbeing and so on, can be seen?)

- As a result of the implementation of planned strategies, the major impact in 2022 was on teacher understanding and practice. Highlights included:

a high level of agreement (agree or strongly agree) in relation to teacher understanding and application of rigorous assessment, the features of assessment tasks that enable students to do better, and preparation of explicit marking criteria linked to success criteria.

the explicit application of new teaching practices for the HSC related to academic writing, electronic feedback, feedback during student preparation for assessment tasks, and marking criteria.

- In relation to student progress and achievement, 41.84% of HSC students achieved a result in Bands 4, 5 or 6, 1.3% below the target and this was considered a strong result due to 3 years of COVID restriction for this cohort. The number of results in Bands 1 and 2 (25.36%) was both a drop in the numbers and below the 2019 baseline of 26.13%.
- An increase in the percentage of Grades A, B and C in RoSa in both Years 10 (78.7%, above the benchmark of 73.01%) and 11 (68.61%, above the benchmark of 67.64%). The Year 10 result is statistically significant, the Year 11 result reflects a positive pattern.
- Success Criteria: There is evidence that the SEF elements - 1.3.2.3, 1.4.1.3, 1.4.2.3, 1.4.3.3, 1.4.4.3, 2.2.3.3, linked to this initiative were demonstrated at excelling in 2022.

Where to next? In 2023, in this initiative, we will:

- Continue to focus on developing teacher skills in the analysis and use of data from a range of sources related to student progress and achievement in Years 10, 11 and 12 to inform new practice.
- Using the evidence of high impact professional learning, research and data to embed new, evidence informed teaching practice.
- Support subject teaching teams in engaging with and implementing the new NESA curriculum.

Classroom Practice

What did you do in the initiative? Over what time period?

- Collaboratively designed and delivered high impact professional learning focused on improving classroom practice and worked with other Professional Learning and Leadership Teams (PLLT) to increase teacher and staff understanding and application in classroom practice and observation, lesson design, instructional and relational platforms used by the school, restorative practice and coaching, Aboriginal Education, and assessment practice.
- Designed contextually specific professional learning for new and beginning teachers in non-verbal classroom management, higher order behavioural strategies, visible learning, accreditation, understanding the school-

community, disability adjustments, and programming.

What did you do well in the initiative and what made this possible (enablers)?

- Published a new classroom observation package in consultation with NESa and using evidence informed research into high quality teaching practice to create a more effective document that better aligned the APST standards to school practice.
- The PLLT team created a student behaviour interview tool - Reflect, Reframe and Plan - based on the best practice of the school's relational platforms for use in conversations with students about respect, responsibility, restoration and resilience.
- Successfully introduced "circle architecture" into classroom practice.

What didn't you do as well as you would have liked in the initiative and what made things difficult (barriers)?

- There were delays in the implementation of the CESE 'What Works Best' analysis and evidence collection as well as delays in fully implementing the plans for 'Restorative Practice' Phase 1. The PLLT members learnt that, at times, stopping and reflecting on what is working and what priorities are most important is time well spent.

What was the impact? (For example, for initiative success criteria - what changes in teaching, learning, wellbeing and so on, can be seen?)

- In qualitative analyses of PDP evidence sets there is a measurable, positive shift in classroom practice in the areas of teaching, learning, and assessment. In particular, new instructional and relational tools such as 'circle architecture' were incorporated into programs and lesson designs.
- Success Criteria: There is evidence that the SEF elements - 2.1.2.3, 2.1.4.3, 2.3.1.3, 2.4.3.4, 2.4.4.3 linked to this initiative were demonstrated at excelling in 2022.

Where to next? In 2023, in this initiative, we will:

- Finalise the school's evidence set demonstrating how the school has met the criteria for APST Lead and Highly Accomplished levels against the CESE 'What Works Best'
- Lead high impact professional learning to implement the school's 4Rs approach in classroom practice, non-teaching work practice, leadership practice to develop student agency and capabilities in self-regulation, social competency, critical and creative thinking and problem solving.
- Support other PLLT groups, subject teams and the Professional Practice Mentors designing learning and lessons as new curriculum is introduced (from Term 3 2023).

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
The percentage of students achieving expected growth in Numeracy is moving towards the lower bound system negotiated target of 67.8%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
The percentage of students achieving expected growth in Reading is moving towards the lower bound system negotiated target of 65.3%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Improvement in the percentage of students achieving in the top 2 bands in Reading is at or above the school's lower bound system-negotiated target of 14.4%.	• 8.64% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target where there was a decline of 3.93% compared to 2021.
Improvement in the percentage of students achieving in the top 2 bands in Numeracy is at or above the school's lower bound system-negotiated target of 13.6%.	• 8.22% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target declined by 3.3%.
The percentage of students achieving in the Top 3 Bands in HSC is moving towards the lower bound system negotiated target of 45.4%.	• 41.8% of students attained results in the top three bands demonstrating progress toward the lower bound target of 45.40%.

A reduction in the percentage of students achieving Bands 1 and 2 in HSC to be moving towards the school identified target of 18.3% from a baseline of average of 30.8%.	<ul style="list-style-type: none"> • 25.32% of students attained results in either Bands 1 or 2 demonstrating progress toward the school identified target of 18.3% .
The percentage of students achieving above expected growth from baseline in Reading, Writing, Mathematics and Science is maintained or increases from the new 2021 baseline from ACER-PAT and VALID data.	<ul style="list-style-type: none"> • Analysis of VALID data shows 64% of Year 10 students achieved above expected growth from the Year 8 baseline in Science. VALID includes assessment of reading, writing and numeracy skills. • According to the Year 8 numeracy check-in data between Semester 1 (45.7%) and 2 (45.3%) there was a decline of 0.4% in correct answers achieved. In numeracy the state decline was 0.8%, higher than the school. • According to the Year 8 reading check-in data between Semester 1 (43.4%) and 2 (39.4%) there was a decline of 4.0% in correct answers achieved. In reading the state decline was 2.5%, lower than the school.
Improvement from 2021 data in the percentage of teaching staff who demonstrate they are "highly accomplished" in PDP evidence they are more competent and confident in using explicit strategies to improve student learning and progress in subject specific literacy and numeracy delivered through universal, targeted and intensive learning initiatives (Australian Professional Standards for Teachers: Standard 2.5) to be moving towards the school identified target of 60%.	<ul style="list-style-type: none"> • Analysis of PDPs of teaching staff who demonstrate they are "highly accomplished" in PDP evidence shows 87% are more competent and confident in using explicit strategies to improve student learning and progress in subject specific literacy and numeracy delivered through universal, targeted and intensive learning initiatives (Australian Professional Standards for Teachers: Standard 2.5) demonstrating progress towards the school identified target.
The percentage of students achieving 'C' grade and above in RoSA and HSC school measures makes improvement from the measures in 2021 by the end of 2022.	<ul style="list-style-type: none"> • Analysis of internal school data shows 78.7% of Year 10 students and 68.61% of Year 11 students achieving 'C' grade and above in RoSA and HSC school measures. This demonstrates achievement of the school identified target for Year 10 and 0.42% below the school identified target for Year 11.
Percentage of students reaching minimum standards in most areas by the end of Year 10 is moving towards the school identified target of 100%.	<ul style="list-style-type: none"> • Analysis of internal school data shows 98.57% of students reaching minimum standards in reading, 91.9% in writing and 94.29% in numeracy by the end of Year 10 demonstrating progress towards the school identified target.
Maintain or increase the proportion or number of Aboriginal students attaining the HSC whilst maintaining their cultural identity.	<ul style="list-style-type: none"> • 100% of Aboriginal students attained the HSC whilst maintaining their cultural identity indicating achievement of the school identified target.

Strategic Direction 2: Student Agency

Purpose

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

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.

- Learning transfer, engagement and transitions
- Student Learning Journeys

Resources allocated to this strategic direction

Summary of progress

Learning transfer, engagement and transitions

What did you do in the initiative? Over what time period?

- Designed and delivered innovative cohort-based learning programs that focused on student agency, restorative conversations and relationships, reflective goal setting, entrepreneurial learning, personal and social competence and progress.
- Embedded the partnership with the Origin Foundation to co-design learning for students facilitated by teachers and volunteers from Origin Energy.
- Took a more targeted approach to attendance monitoring and follow-up.
- Took part in the Educational Pathways Program (EPP) to encourage and engage more students to undertake School-based traineeships (SBATs).

What did you do well in the initiative and what made this possible (enablers)?

- The student 'Tell Them' from Me' analyst teams worked closely with staff in providing feedback on what students wanted and how the delivery could be planned to increase student agency.
- Feedback from students for the programs that were delivered was very positive because the students themselves identified both the content of what they were to do and the way they wished to do it. Year 7 asked for a 'Challenge Day', Year 8 asked for two additional 'strengths in numbers' sessions, Year 9 asked for personalised learning to include more conversations and all year groups wanted opportunities to celebrate "the end of COVID" restrictions with face to face curricular, co-curricular and extra-curricular activities.
- With the appointment of the Student Support Officer, the introduction of an MH1 class, the return of the counselling services and a more coordinated, holistic approach, students at risk of poor attendance were supported and attendance for that group improved.
- Students provided feedback on the ways they could transfer learning from the year-based sessions to other areas of their lives and learning.
- All staff were very positive about the high impact professional learning they completed to implement the new personalised learning initiative and it was adapted creatively to meet the needs of individual students and groups of students.

What didn't you do as well as you would have liked in the initiative and what made things difficult (barriers)?

- Time constraints prevented the school from completing additional professional learning and introducing new strategies to improve student attendance.
- While students use the Personalised Learning Plan in 'MyLearningHub', changes to goals setting, the use of Google classrooms to store student data and the options to use new software suggest a review is needed to align capability reporting with new learner profiles.

What was the impact? (For example, for initiative success criteria - what changes in teaching, learning, wellbeing and so on, can be seen?)

- The school's work in partnering and entrepreneurial learning was featured as a core case study in 'Purposeful Partnering', a document prepared by The Origin Foundation to recommend changes in business, not-for-profit and school partnering. The theme is "to do with, not to do to".
- While the school did not meet its attendance target (68.2%), due to COVID restrictions, the attendance figure was

53% which placed the school 3% ahead of DoE state figures, 6% above the local network, and 20% above the similar schools group.

- Based on feedback and student engagement with the new personalised learning initiative, students valued the focus groups, the opportunity to speak with each other and the time to adapt their own personalised learning plans in preparation for 2023.
- There is evidence that the innovative year-based programs created a positive shift in relationships between staff and students. Students are better able to manage conflict, better able to self-regulate and understand that they will be listened to and heard when they find their voice.
- As a result of the EPP program, there were 29 new SBATs identified and undertaken by students.
- The school was recognised for its work in Student Agency with the Secretary's Award for an Outstanding School initiative.
- Success Criteria: There is evidence that the SEF elements - 1.2.1.3, 1.2.3.3, 1.2.2.3, 1.3.2.3 linked to this initiative were demonstrated at excelling in 2022.

Where to next? In 2023, in this initiative, we will:

- Continue whole school personalised learning check-ins for Years 7 - 9 in Term 1 to review student plans for 2023.
- Return to deeper student data analysis and presentations to staff, students and parents of the data by the Student Data Analyst teams.
- Continue partnering with EPP, Origin Foundation and other core partners.
- Undertake high impact professional learning in relation to attendance and effectively implement the DoE Attendance Strategy in school and classroom practice.

Student Learning Journeys

What did you do in the initiative? Over what time period?

- Reviewed and refined the student learning goals initiative in each faculty and 100% of students completed goal setting and student self-report comments.
- Designed, implemented and analysed student surveys completed by year 11 to inform the creation of a prototype learner profile.
- Continued to partner with 'Learning Creates', Melbourne University 'New Metrics' and worked with the NSW Department of Education on the design of learner profiles and portfolios - 'Learner Wallet'.

What did you do well in the initiative and what made this possible (enablers)?

- All students participated in the goal setting and self-reporting activities.
- Every faculty team has a template for implementing goal setting, student self-assessment, and reporting. Senior students participated in a case study and interviews where they spoke to media about the value of goal setting.
- All Year 11 students have a prototype learner profile which they will modify and to which they will add additional information.
- Using the student profiles, the PLLT created a 'year group profile' for the use of year advisers and classroom teachers to help them understand the needs, aspirations and planned pathways of the cohort and make accommodations based on the patterns of data.
- The partnering programs created opportunities for students to work with students from across the nation on a series of projects including student agency and 'Pulse Lab' (a research project).

What didn't you do as well as you would have liked in the initiative and what made things difficult (barriers)?

- In the time frame available, it was not possible to engage as many students as originally planned in the evaluation of the goal setting initiative. There will be more work in 2023.
- The survey for the learner profile was successful with senior students; the PLLT determined that the junior cohort (Year 9) survey would not proceed in 2022 due to the complexity of the design.
- As a result, the "persona" profiles were not created, although there are patterns in the data that, if repeated in 2023, will inform preparation programs for students in the junior school entering the senior school.
- As a result of the proposed Department of Education learner portfolio, the team decided to delay the full production of a similar product and, instead create a bespoke profile in the interim.

What was the impact?

- Goal setting and student self-reporting - 95% of staff provided positive feedback on the importance and value added by the goal setting and self-reporting program. As a result, this student agency initiative will be embedded in practice, with each subject choosing their "signature pedagogy" for implementation. Sample student feedback also supports the continuation of this approach with senior students indicating that goal setting has become more important to them as they move through the school.
- 100% of Year 11 students have a learner profile.
- There were 19 early offers to Year 12 students for a place at Macquarie University in the Leaders and Achievers program based on students using the learner profile as evidence for their applications. There was a similar approach taken by 4 students applying for the Jim Anderson Scholarship to WSU.
- There was some preliminary use of the 'year profile' to match post school destination opportunities for students in Year 12 2022. There were 185 offers for university placement and the 'matching' process was a key to this success.
- The school was recognised for its work in Student Agency with the Secretary's Award for an Outstanding School

initiative.

- Success Criteria: There is evidence that the SEF elements - 1.1.2.3, 1.2.3.3, 1.2.2.3, 1.3.2.3, 1.5.2.3, 2.2.2.3 linked to this initiative were demonstrated at excelling in 2022.

Where to next? In 2023, in this initiative, we will:

- Evaluate the goal setting and self-reporting initiative with feedback from staff, students and parents and refine it for incorporation into ongoing school practice.
- Based on the feedback and initial evaluation, the Learner Profile project will continue for Year 12 and will be implemented in Years 10 and 11.
- Information from the learner profiles for each year group will be used to better target pathways planning, early entry and scholarship application processes for students in the senior school.

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 proportion of students attending school more than 90% of the time to be moving towards the lower bound system negotiated target of 68.2%.	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more in 2022 (51.79%) has decreased by 16.32% from 2021 (68.11%).
TTFM Wellbeing data (advocacy, belonging, expectations) improves to be moving towards the school's lower bound system-negotiated target of 76.7%.	<ul style="list-style-type: none"> • Tell Them From Me data indicates 66.47% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
There is a continued increase in participation, engagement and evidence of learning transfer between curricular, co-curricular and extra-curricular activities from 2021 data.	<ul style="list-style-type: none"> • Analysis of internal school data shows an increase of 62% in participation, engagement and evidence of learning transfer between curricular, co-curricular and extra-curricular activities from 2021 data.
Percentage of students who continue to set and make progress towards and/or achieve personalised academic subject goals each semester is moving towards the school identified target of 100%.	<ul style="list-style-type: none"> • Analysis of internal school data shows 100% of students continue to set and make progress towards personalised academic subject goals each semester demonstrating achievement of the school identified target. (Please note that this figure does not include students who did not attend school in 2022.)
Percentage of students in Year 10 to 12 that have the opportunity to design a learning profile and portfolio based on their individual strengths and transition pathways is moving towards the school identified target of 100%.	<ul style="list-style-type: none"> • Analysis of internal school data shows 100% of Year 11 students had the opportunity to design a learning profile and portfolio based on their individual strengths and transition pathways demonstrating progress toward the school identified target.

Strategic Direction 3: Next Practice

Purpose

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

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.

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

Resources allocated to this strategic direction

Professional learning: \$2,000.00

Summary of progress

Evidence Informed Culture and Practice

What did you do in the initiative? Over what time period?

- Deep analysis of external assessment data and production of reports including the Faculty Annual Reports, Wellbeing Reports and reports to the Executive Director on Aboriginal Education.
- Developed the data skills of the PLLT team members by analysing the evidence sets of other initiatives before they were uploaded to SPaRO.
- Created resources to enable other staff to access, use, interpret and make meaning of the multiple data sets held in the school.
- Initiated (with other PLLT teams) the use of tools to undertake qualitative analysis.

What did you do well in the initiative and what made this possible (enablers)?

- Adopted new scaffolds to make FARs recommendations and record goal setting and implementation strategies in each faculty.
- Used innovative processes and new practices in encouraging data literacy and data ethics across the school.
- Redesigned the school's Performance Development Program templates to include "evidence sets" and this lifted the quality of both the evidence and the progress towards goals for teaching and administrative staff.

What didn't you do as well as you would have liked in the initiative and what made things difficult (barriers)?

- Given school priorities the PLLT leading this work was not as representative as some other groups but contained members either with expertise or willing to develop their expertise as part of this initiative.

What was the impact?

- Staff members across the school have a much deeper understanding of how to choose and use evidence in their practice; how to use the following external evidence sets: Check-in assessment, minimum standards assessment, HSC assessment, NAPLAN, VALID, TTfM; and how evidence can be used to identify ways to eliminate the lowest grades (E grades) and HSC Bands (1 and 2).
- Published an exemplary annual report for 2022 based on detailed analysis of evidence.
- The school overall has evidence of excelling in 13 of the 14 School Excellence Framework elements and detailed evidence sets have been uploaded to SPaRO in preparation for external validation.

Where to next? In 2023, in this initiative, we will:

- Continue to provide high level advice and professional learning to staff in the collection, use, analysis and ethics of data.
- Develop new, collaborative tools for producing high quality evidence of practice.
- Lead the evidence collection and preparation for External Validation.

Community Next Practice

What did you do in the initiative? Over what time period?

- 60th anniversary - events, social media, new online contact systems, alumni contacts extended, and community engaged in new ways.

- Implemented the school's commitment to Aboriginal and Torres Strait Islander Education including events, the establishment of the school's yarning-circle and a school development day for all staff developing cultural competence.
- Reviewed the school's Reconciliation Action Plan (RAP) with a seminar of invited community guests, students, staff and elders.
- Reviewed and redesigned the Personalised Learning Pathways in collaboration with the school's Learning Support Team (see also Aboriginal Education report below).
- Planned and designed a 'Gifted Gateway Program' for students in Years 5 - 8 for implementation in 2023.
- Improved our communications with the community using a wider range of social media, live stream and online promotional tools.

What did you do well in the initiative and what made this possible (enablers)?

- According to feedback, observation and evaluation every activity planned for 2022 was delivered with creativity, efficiency and effectiveness. The 60th anniversary was one of the school's most successful programs to engage the community in some years.
- As part of the school's 60th anniversary, there was a strong focus on traditional owners and honouring the local peoples of this area. Bangarra Dance ran workshops with Aboriginal students who then mentored other students to perform at the 60th anniversary community event. In addition, long standing partners, AFL Indigenous Academy ran traditional games for the 500 primary school students who attended the community event.
- According to the feedback on the RAP and year-based wellbeing programs, there was a much stronger focus on ensuring Aboriginal and Torres Strait Islander perspectives underpinned the key themes and activities.

What didn't you do as well as you would have liked in the initiative and what made things difficult (barriers)?

- One of the minor constraints for 2022 in community engagement was related to factors beyond the control of the school - weather and COVID restrictions delayed some events and forced others to be modified. The capacity of staff and students to adapt, find new ways and be prepared to be flexible were pleasing outcomes of the setbacks.
- The school's parent community is very involved at the individual level, but the school was unable to re-establish its Parents & Citizens Association due to the cost.
- While the school would like to do more with the Personalised Learning Plans for Aboriginal and Torres Strait Islander students, there was limited staff capacity in 2022.

What was the impact?

- The impact of the 60th anniversary was to enable the school to use social media and online technology to both increase the numbers of community members and alumni who engaged with the school and also to generate links with other community agencies, organisations and groups.
- Students and staff share a much greater awareness of the place of Aboriginal and Torres Straits Islander culture in our community and school. Critically, Aboriginal and Torres Strait Islander alumni, parents and community members led the assembly with their personal Acknowledgements of Country and willingness to speak about the community and the school. This was supported by the development of a Window of Certainty for Aboriginal pedagogy in each teaching team that resulted in great capacity to prepare personalised Acknowledgements of Country.
- Evaluations of staff professional learning and engagement with the RAP indicated that staff were more confident and more capable in designing learning using the yarning circle and Aboriginal pedagogies. The school's staff is now much more confident in using "circle architecture" in learning design and delivery.
- Success Criteria: There is evidence that the SEF elements - 2.4.3.4, 3.1.4.3, 3.4.2.3 linked to this initiative were demonstrated at excelling in 2022.

Where to next? In 2023, in this initiative, we will:

- Use the links established during the 60th anniversary, extend our partnering with community, business and other organisations to enhance the opportunities for students to engage beyond the school.
- Work with other PLL teams to review our current partnering and find opportunities for new forms of engagement and "purposeful partnering".
- Undertake deep professional learning in Aboriginal Education and use that learning to improve connection and practice.

Leadership, Culture, Collaborations and Practice

What did you do in the initiative? Over what time period?

- Continued to refine and redevelop evidence sets, tools and reporting mechanisms to support the implementation of the SIP and preparations for external validation.
- Designed and delivered 35 hours of whole school high impact professional learning.
- Leadership learning using 'Acts of Leadership' as the stimulus for the learning tasks.
- Worked with other Professional Learning and Leadership Teams (PLLT) to design high quality staff learning such as the DoE HSC strategy for 27 HSC teachers, and a school development day on assessment policy and practice with SD1.2.
- Designed and delivered every school development day at APST Highly Accomplished and registered all courses as elective professional learning on MyPL.
- Designed and delivered collaborative professional learning aligned with the school's 60th anniversary to identify

the most effective elements of the school's culture, platforms and practices.

- Redesigned the PDP process and evidence sets for all teaching and administrative staff to lift the expectations of staff about the goals they could achieve, their use of systematic tools to analyse data and their capacity to present high-quality evidence.
- Engaged with Real Schools and Schools Plus to implement Phase 1 (school), Phase 2 (school leaders) and Phase 3 (Eastern Creek Secondary Network) of the program 'Restorative Practices'.

What did you do well in the initiative and what made this possible (enablers)?

- The school exceeded its target for teacher goals at the APST lead level (53% of goals) resulting in a small decline in APST Highly Accomplished (34%). There were 13% at proficient and 8 teachers received accreditation at proficient level in 2022.
- The administrative and learning support staff exceeded the targets for demonstrating (18%), with 52% achieved at developing and 30% at delivering in the Excellence in School Administration Framework. This was a strong performance given the large number of new staff appointed to these roles in 2022.
- The school's Professional Practice Mentor initiative was reviewed in 2022 and there was evidence that it is now embedded and has evolved into a set of agreed practices led by expert teachers driving team-based learning, supporting NESA accreditation processes at all levels, and ensuring whole school innovations become shared practice.

What didn't you do as well as you would have liked in the initiative and what made things difficult (barriers)?

- Due to COVID restrictions, the school's sharing conference, #RHOctober could not go ahead. The school will launch its new Professional Practice website, designed to share high quality projects and practices early in 2023.

What was the impact?

- After 7 years of designing and delivering professional learning at APST Highly Accomplished and Lead, there is measurable evidence that the staff of the school have expertise in learning and delivering using the "language" of APST HA including collaboration, working together, purposeful cooperation, evidence informed, and using professional dialogue.
- There is evidence that the new PDP practices have resulted in a positive shift (and lift) in the quality of work and professional practice for teaching, executive, administrative and learning support staff.
- The school's operational and SIP implementation plans were fully implemented with evidence of progress in terms of how much we did, how well we did it and the impact we are making.
- The level of cultural engagement with the school through the 60th anniversary, partnering and opportunities to share our work continued in 2022 with 3 podcasts and 5 case studies, including the Origin Energy Foundation report which featured the school as a major case study (purposefulpartnering.org.au) and the leadership of this school in the Schools Plus Eastern Creek Secondary Network project with Real Schools.
- Success Criteria: There is evidence that the school demonstrates and provides evidence for a rating of 'excelling' on 13 of the 14 elements of the School Excellence Framework (V2) using the self-analysis tool in preparation for the External validation and the school has evidence of, and recognition for, best practice (improvement) and next practice (innovation).

Where to next? In 2023, in this initiative, we will:

- Continue to refine PDP processes, and design and deliver high impact professional learning for the school's staff and colleagues in other networks.
- Increase the opportunity for the development of teacher leaders and school leaders through the School Leadership Institute, school designed leadership learning programs, Phase 3 of Restorative Practices and participation in NESA Highly Accomplished Teacher program.
- Provide opportunities and support for teachers to participate in high impact learning for the introduction of the new NESA curriculum, HSC strategy, Aboriginal Education and new wellbeing practices (including the IER, key platforms and the 4Rs).
- Launch and curate the RHHS Professional Practice website to support both learning in the school and with professional colleagues beyond the school.

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
The school will continue to be rated on SEF self-analysis as excelling on 13 of the 14 elements in SEF Version 2 in 2022.	Self-assessment against the School Excellence Framework shows the school currently performing at <ul style="list-style-type: none">• excelling in the element of Learning Culture.• excelling in the element of Wellbeing.• excelling in the element of Curriculum.• excelling in the element of Assessment.

<p>The school will continue to be rated on SEF self-analysis as excelling on 13 of the 14 elements in SEF Version 2 in 2022.</p>	<ul style="list-style-type: none"> • excelling in the element of Reporting. • sustaining and growing in the element of Student Performance Measures. • excelling in the element of Effective Classroom Practice. • excelling in the element of Data Skills and Use. • excelling in the element of Professional Standards. • excelling in the element of Learning and Development. • excelling in the element of Educational Leadership. • excelling in the element of School Planning, Implementation and Reporting. • excelling in the element of School Resources. • excelling in the element of Management Practices and Processes.
<p>The school will implement high quality practices in consultation with the Aboriginal Education Consultative Group (AECG), Aboriginal students and their families to implement the Partnership Agreement and provide evidence to meet the "What will we see" criteria.</p> <p>The school will provide evidence of the school's progress towards meeting the goals of the Reconciliation Action Plan.</p>	<ul style="list-style-type: none"> • Internal school data indicates the school has implemented high quality practices in consultation with the Aboriginal Education Consultative Group (AECG), Aboriginal students and their families to implement the Partnership Agreement. • The school has made progress on all 2022 Reconciliation Action Plan (RAP) goals. The 2022 RAP was reviewed, relaunched and published. All evidence can be accessed in the evidence components of RAP 2022.
<p>The school will have evidence of developing high-quality practices as measured against the DoE Strategic Goals 7, 8, 9 and 10 from 2021.</p>	<ul style="list-style-type: none"> • Analysis of internal school data indicates the school has achieved its purposes in developing high-quality practices as measured against the DoE Strategic Goals 7, 8, 9 and 10.
<p>The school has evidence of measurable improvement and "Next Practice" in the strategic and operational leadership, work, teaching, learning, community consultation and collaborative practices used across the school and school-community to improve the quality of the learning culture and outcomes for students, staff and community.</p>	<ul style="list-style-type: none"> • Analysis of internal school data and the SEF 2.0 indicates the school has achieved "excelling" (SEF 2.0) and "lead" (Australian Professional Standards for Teachers) in its practice in all areas of strategic and operational leadership, work, teaching, learning, community consultation and collaborative practices used across the school and school-community to improve the quality of the learning culture and outcomes for students, staff and community.
<p>The percentage of Professional Development Plan (PDP) goals achieved by teachers at Australian Professional Standard for Teachers (APST) highly accomplished (2019 39%) increases to be moving towards the school identified target of 60%.</p> <p>The percentage of PDP goals achieved by teachers at APST highly lead level (2019 25%) increases to be moving towards the school identified target 35%.</p> <p>The percentage of PDP goals achieved by School Learning Support Officers (SLSO) and administration staff at "developing" increases to be moving towards the school identified target 60%.</p> <p>The percentage of PDP goals achieved by SLSOs and administrative staff at "demonstrating" increases to be moving towards the school identified target 15%.</p>	<ul style="list-style-type: none"> • Analysis of Professional Development Plans shows 34% of goals were achieved for teachers at Australian Professional Standard for Teachers (APST) highly accomplished level indicating progress the school identified target. • Analysis of Professional Development Plans shows 53% of goals were achieved for teachers at Australian Professional Standard for Teachers (APST) lead level indicating achievement of the school identified target. • Analysis of Professional Development Plans shows 52% of goals were achieved for School Learning Support Officers (SLSO) and administration staff at "developing" indicating progress towards the school identified target. • Analysis of Professional Development Plans shows 18% of goals were achieved for School Learning Support Officers (SLSO) and administration staff at "demonstrating" indicating achievement of the school identified target.
<p>Staff, students and families have a deeper understanding and improved</p>	<p>Staff and students have a deeper understanding and improved capacity in data literacy and data ethics supported by regular reviews of teaching and</p>

capacity in data literacy and data ethics supported by regular reviews of teaching and learning programs using multiple sources of evidence including student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and staff colleagues (APST 3.6.4).	learning programs using multiple sources of evidence including student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and staff colleagues (APST 3.6.4). There is more work to be done to assist families to understand learning data.
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Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$831.87</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in the following impact: Professional learning through a Muster Moment increased the understanding of staff about trauma and supporting students from refugee backgrounds. Increased connection with individual students and their communities through interactions in Refugee Week, Iftar and Harmony and Diversity Day.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage staff in professional learning.</p>
<p>Integration funding support</p> <p>\$96,036.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Rooty Hill 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"> • Other funded activities <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: All identified students have individualised and personalised learning plans that support their learning in a mainstream setting. Once the MH1 class was formed, students with identified mental health disabilities and poor attendance were able to significantly improve their attendance and progress. Students with identified needs were supported by staff (both teaching and learning support) who developed their expertise in providing personalised support.</p> <p>After evaluation, the next steps to support our students will be: Continue to ensure that NCCD reporting identifies those students who need higher levels of funding support to continue to learn in the mainstream. Develop and deliver personlised Life Skills</p>
<p>Socio-economic background</p> <p>\$1,040,535.03</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Rooty Hill 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"> • Other funded activities

<p>Socio-economic background</p> <p>\$1,040,535.03</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • personalised learning plans supporting all students including 50 individualised learning plans, 99 health plans, and 20 behaviour plans for students in Years 7 - 12. <p>The allocation of this funding has resulted in the following impact: Additional learning support was provided for individuals and targeted groups through the Learning Centre (junior school) and Senior Classroom (senior school). Special provisions were provided to 118 junior students for NAPLAN and 67 students in Year 12 completing the HSC examinations. Intensive learning programs were put in place for identified students to address student agency, student learning and achievement (140), and student transitions (35) to further study or other pathways.</p> <p>After evaluation, the next steps to support our students will be: Improving data collection and analysis for NCCD, personalised planning and review of program effectiveness. Undertaking resilience training as part of the RIOT (Resilience In Our Teams) program. Completing evidence based programs focused on learning and relationships.</p>
<p>Aboriginal background</p> <p>\$51,736.52</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Rooty Hill 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"> • All students have a personalised learning plan developed in consultation with their families and facilitated by the school's Aboriginal and Torres Strait Islander coordinator. • Student initiatives are supported by professional learning for all staff, the partnering agreement with the AECG and a Reconciliation Action Plan developed with community members and elders. <p>The allocation of this funding has resulted in the following impact: Cultural impacts included the embedding the AECG partnership agreement, the Reconciliation Action Plan, personalised Acknowledgements of Country for all staff, for Aboriginal and Torres Strait Islander students and all student leaders; and the design and locating of the school's yarning circle. All Aboriginal and Torres Strait Islander students have a Personalised Learning Plan which is reviewed twice each year to ensure students are making progress on their attendance, academic work and transition plans. Three students achieved the HSC in 2022 and the overall progress of Aboriginal and Torres Strait Islander students was close to (and in some cases) above the school means.</p> <p>After evaluation, the next steps to support our students will be: All staff will participate in professional learning in Aboriginal Education, cultural competence and supporting Aboriginal and Torres Strait Islander students (in consultation with families) to achieve their personal goals. Continuing to ensure both the cultural and academic progress of all students.</p>

<p>English language proficiency</p> <p>\$104,044.12</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Rooty Hill 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 • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • additional staffing to implement Individual Educational Plans for all EAL/D students • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: The development and use of personalised learning and EALD plans for all students identified as needing additional language support. The effective application of professional learning for faculty teams in programming and lesson design to meet the needs of targeted students. Improved academic and social competency outcomes for targeted students.</p> <p>After evaluation, the next steps to support our students will be: Continue to allocate 0.8 specialist staffing towards the support of targeted and intensive student language needs. Undertaking professional learning for all staff in meeting the needs of over 600 students with diverse cultural and linguistic needs.</p>
<p>Low level adjustment for disability</p> <p>\$459,457.15</p>	<p>Low level adjustment for disability equity loading provides support for students at Rooty Hill 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Support for students including: 244 students identified in the Nationally Consistent Collection of Data (40 Universal, 137 QDTP, 63 Supplementary, 4 Substantial) The development and implementation of 21 individualised learning plans, 51 health plans, 4 attendance plans to ensure progress for identified students. The identification and support of targeted students needing to develop confidence, resilience and coping strategies. The continued use of the school's Junior Learning Centre and Senior Study to provide additional academic support leading to student retention and successful transition. The identification of students with significant mental health needs and the preparation for the successful implementation of a specialist class.</p>

<p>Low level adjustment for disability</p> <p>\$459,457.15</p>	<p>After evaluation, the next steps to support our students will be: Continue to identify universal, targeted and intensive programs, strategies and practices to support students with the full range of disability. Provide additional subject-based learning support across all year groups. Continue to employ staff to coordinate the school's Learning Centre and Senior Classroom, ensuring personalised support with assessment and "catch-up" learning. Employ Learning and Support teachers with expertise in developing literacy, numeracy and problem solving skills with students in Years 7 -12. Better identify students who need additional support and add them to the annual NCCD and/or EALD data collections and/or other data sources that identify disability.</p>
<p>Professional learning</p> <p>\$88,633.63</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 Rooty Hill 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"> • Evidence Informed Culture and Practice • Leadership, Culture, Collaborations and Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Training for teachers in Choice Theory (14), Envoy (15), Resilience in Our Teens (Champions Program) • Leadership Seminar (delivered at APST lead level) and follow-up learning conversations for all executive and aspiring leaders with Dan Haesler (author of The Act of Leadership) • Attendance at targeted conferences - HSC Strategy, Principal, Deputy Principals, Science Teachers, Geography teacher, Society and Culture teacher, English teachers. • Payment of casuals to support teacher participation in the HSC Strategy (22 teachers for 2 days each). • Payment of casuals to support executive participation in the IER Policy implementation. • Attendance of teachers at specific course-based professional learning activities, particularly in relation to the introduction of new curriculum reforms. • Design and delivery of school-based elective professional learning for all teachers and support staff at APST Highly Accomplished level including School Development Day programs on Strategic Direction 1 (literacy, numeracy, HSC strategy, assessment, classroom practice), Strategic Direction 2 (student agency, academic goal setting), and Aboriginal Education. <p>The allocation of this funding has resulted in the following impact: 1127.5 hours of professional learning was funded across the whole school in addition to the 26.5 hours allocated to each member of staff through school development days and twilight (after school hours) workshops. All new teaching staff completed additional 28 hours professional learning in Choice Theory Reality Therapy and 3 hours in Introduction to ENVOY; both courses underpin the PERSIST values of the school and the relational pedagogy framework that shapes teaching and learning and student wellbeing and engagement practices. Full implementation of DoE IER policy and procedures. Teaching and learning practices, particularly in relation to the HSC have been reviewed and improved upon particularly in the areas of assessment, programming and lesson design, the explicit teaching of writing and the development of targeted learning activities. Evaluations by school leaders involved in the Act of Leadership training were very positive with 100% indicating it had added value to their work practices. 90% of participants agreed the training had provided additional tools to use in their leadership practices and that they really liked the opportunity to learn from and with colleagues. All participants rated the</p>

<p>Professional learning</p> <p>\$88,633.63</p>	<p>training as either 4 or 5 out of 5.</p> <p>After evaluation, the next steps to support our students will be: All staff to be trained in the principles and practices of Resilience in Our Teens for whole school implementation. Ongoing involvement of HSC teachers in the DoE HSC Strategy training. Ongoing professional learning with Real Schools on the implementation of Restorative Practice. Ongoing APST Highly Accomplished and Lead level elective professional learning designed by the school focused on evidence informed practice, improving the quality and impact, improving staff skills in data analysis and meaning, producing high impact Professional Development Plans, Aboriginal Education, Curriculum and Assessment, Classroom Practice and observation, external validation and strategic planning. Continuing leadership learning for executive and aspiring leaders using the School Leadership Institute materials, and ongoing "book studies" using "Real Teaching", "When the Adults Change" and "Head and Heart Leadership". Leadership training for executive will continue to be scheduled into executive meetings.</p>
<p>COVID ILSP</p> <p>\$369,044.00</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"> • Targeted small group literacy withdrawal groups delivered through English programs with intensive support for groups provided by School Learning Support Officers. • Targeted small group numeracy tuition program focused on high middle achieving students, delivered through Maths and Science programs with intensive support for groups provided by School Learning Support Officers. • Intensive small group tuition focused on low achieving students for numeracy and literacy groups delivered by Learning and Support Teachers. • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Student impact:</p> <ul style="list-style-type: none"> • Learning progression tracking data for Year 8 targeted students showed improvements in literacy from 28% to 58% achieving an 'always' status in the Understanding Texts {UnT9} and Creating Texts {CrT9} areas of focus. Year 9 targeted students showed improvements in literacy from 18% to 58% achieving 'always' status in the Understanding Texts {UnT10} and {CrT10} indicators as per their area of focus. <p>35% of targeted students responding to the evaluation said the program would have a significant impact long term for them in English.</p> <ul style="list-style-type: none"> • Learning progression tracking data of targeted students in Maths showed that 51% were frequently working at an 'always' status in the indicators as per their area of focus. 83% of students thought the program would have some long-term impact for them in Maths. • Student progress on learning progressions in the Science program indicated that 48% of targeted Year 7 and 8 students were working at an 'always' in the chosen area of focus, Proportional Thinking (PrT2 and PrT4 respectively); 47% of targeted Year 9 students and 58% of Year 10 students were working at 'always' in Understanding Units of Measurement (UuM8 and UuM10 respectively). There was less data available for Mathematics and Science due to limitations in pre-testing and the lack of NAPLAN data. • All staff indicated (staff survey) that students' confidence improved, 75% of staff indicated an improvement in student engagement and 88% of staff indicated an improvement in student skills. • Data from Y7-9 indicated that there was greater benefit for Year 7-8

<p>COVID ILSP</p> <p>\$369,044.00</p>	<p>from doing the programs and that Year 9 could be better supported in a Stage 5 focused program.</p> <p>NAPLAN 2022 Data:</p> <ul style="list-style-type: none"> • Year 7 NAPLAN writing showed improved academic performance, with 46% of students scoring a Band 7 or above (up from 36% in 2021). • Year 7 NAPLAN writing average scores were closer to state average than previous years. The RHHS average NAPLAN score was 522.1, state score was 525.97. RHHS is above the SSG (similar school group) average of 510.48. • Year 7 NAPLAN numeracy showed improved academic performance compared to previous cohorts, with more students moving into the high middle band, 21% scoring a Band 8 or above (up from 15% in 2021). • Both Year 7 and 9 NAPLAN average numeracy scores were above the SSG group for the first time - Year 7 average score was 520.9 (SSG 520.12), Year 9 average score was 564 (SSG 562.15). <p>Staff impact:</p> <ul style="list-style-type: none"> • 72% of staff involved in the program measurably increased their skills in using student data to inform programming, planning and/or teaching of literacy and numeracy. • All staff involved in the program increased their knowledge of the learning progressions (71% to a great extent) and of how to create tasks using these progressions. • As the result of staff recording student progress against the learning progressions, staff developed greater expertise in formative assessment, evaluating student progress, planning for future lessons and programs, making adjustments to timing and making informed accommodations for students requiring additional support with the skills. • Small group tuition worked in intensive support and coaching. <p>Employing teacher education students and SLSOs tutoring in the program resulted in a wider reach and deeper intervention than other approaches. The tutors reported improved skills in the classroom as well as an improvement in adaptability, leadership, communication, creativity and time management skills.</p> <p>After evaluation, the next steps to support our students will be: Continued employment of SLSOs and LaST to run literacy and numeracy specialised skills groups within class and through withdrawal from class. Small group support of extension students through English and Maths classes delivered by tutors.</p>
<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Rooty Hill 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 Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of a Student Support Officer (SSO). <p>The allocation of this funding has resulted in the following impact: Significant increase in the identification and support of individual students and groups of students requiring intensive or targeted support. The identification, design and delivery of programs to address the social-emotional and social competency skills of at -risk students. Improved relationships with local not-for-profit organisations and agencies to provide support to students and their families.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ the student support officer to work with individuals, groups and cohorts of students in the school's core wellbeing, student agency, self-regulation and 4Rs work - building respect, responsibility, restoration and resilience. Initiate and deliver core programs in Choice Theory, Cognitive Reality Therapy, Restorative Practice and RIOT (Resilience in our Teens)</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	521	527	513	514
Girls	554	590	586	574

The school's enrolment pattern shifted in 2022 as the result of the impact of the enrolment cap, increased family mobility, and a decline in enrolments from the local area primary schools. Enrolment processes now require the allocation of a full-time administrative officer and there has been an increased demand for places in Years 9 - 12.

Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.0	94.5	92.4	88.5
8	89.0	93.8	91.5	85.4
9	89.7	92.1	91.1	86.8
10	88.6	92.7	87.9	88.1
11	89.8	93.1	88.6	86.5
12	92.8	93.0	92.8	89.9
All Years	90.2	93.2	90.6	87.5
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	0.6	8
Employment	2.3	12.65	27
TAFE entry	0.93	6.62	5
University Entry	0	0	45
Other	16.9	9.63	0
Unknown	0	0	10

Year 12 students undertaking vocational or trade training

55.15% of Year 12 students at Rooty Hill High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

96.7% of all Year 12 students at Rooty Hill 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)	12
Classroom Teacher(s)	53.9
Learning and Support Teacher(s)	2.6
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	13.97
Other Positions	1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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.

At Rooty Hill High School 100% of staff, both teaching and non-teaching set professional goals as part of Performance

and Development Plans (PDPs).

Beginning teacher induction and accreditation is a key feature of the school's professional development program. In 2022 seven beginning teachers joined the school. 9 teachers achieved accreditation at proficient on the Australian Professional Standards for Teachers. Throughout the year 20 teachers successfully undertook the processes to maintain their accreditation at proficient. The school continues to support teachers aspiring for accreditation at Highly Accomplished or Lead level.

The school's Professional Practice Mentors (one appointed on merit for each faculty) remain a critical component in maintaining the high quality of the school's professional learning and professional practice programs.

Please see additional information in the reports on needs-based funding - Professional Learning.

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	2,269,883
Revenue	13,981,273
Appropriation	13,586,905
Sale of Goods and Services	97,782
Grants and contributions	267,759
Investment income	27,212
Other revenue	1,615
Expenses	-13,548,022
Employee related	-11,853,919
Operating expenses	-1,694,102
Surplus / deficit for the year	433,251
Closing Balance	2,703,134

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

The school employed a Deputy Principal Business Systems and Administration in 2021-2022 and an additional School Administrative Manager to ensure probity, integrity and efficiency in the use of school funding and resources.

The school's annual operational plan was used to track the allocation and expenditure of funds in 11 operational areas, using milestones to ensure the cash flow and minor capital expenditure met the needs of students in the calendar year.

The school has no general contribution and capped its course costs to support families in 2022.

In 2022:

1. As the result of COVID, the school used its low needs equity funding to move from a BYOD (bring your own device) program to the purchase of Chromebooks for each Year 7 student, new enrolments and students whose families needed financial assistance in Years 8-12. The viability of this program will be reviewed in 2023.
2. The school employed a full time Technical Support Officer and the equivalent of 9.4 full time School Learning Support Officers to support targeted and intensive learning initiatives.
3. The school spent \$50000 on the celebrations and recognition of the 60th anniversary - significantly increasing engagement with the community and alumni.
4. The school funded a number of minor capital projects including the building of a new COLA over the volleyball and basketball courts to increase safe play in rain and extreme heat, a new "reflective and restorative" courtyard, a new indoor/outdoor first aid area and, most importantly a new yarning circle. In 2023, the school will fund additional refurbishments to critical infrastructure.

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	96,868
Equity Total	1,655,773
Equity - Aboriginal	51,737
Equity - Socio-economic	1,040,535
Equity - Language	104,044
Equity - Disability	459,457
Base Total	10,525,531
Base - Per Capita	277,594
Base - Location	0
Base - Other	10,247,937
Other Total	632,253
Grand Total	12,910,425

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.

This strong results for Year 7 2022 reflect the improved performance of 2022 Year 7 students in NAPLAN Reading and Numeracy compared to previous cohorts. The results demonstrate the impact of new programs in the partner primary schools and the emphasis on reading, writing and numeracy through both faculty and COVID ILSP initiatives.

Reading: Compared to NAPLAN 2021, the Year 9 2022 Top-2-Bands result in Reading declined under the target Annual Trajectory Lower Band by 3.93%. The Year 7 reading results were the strongest scored by the school and the measures were consistently better than the school's 2017-18 baseline.

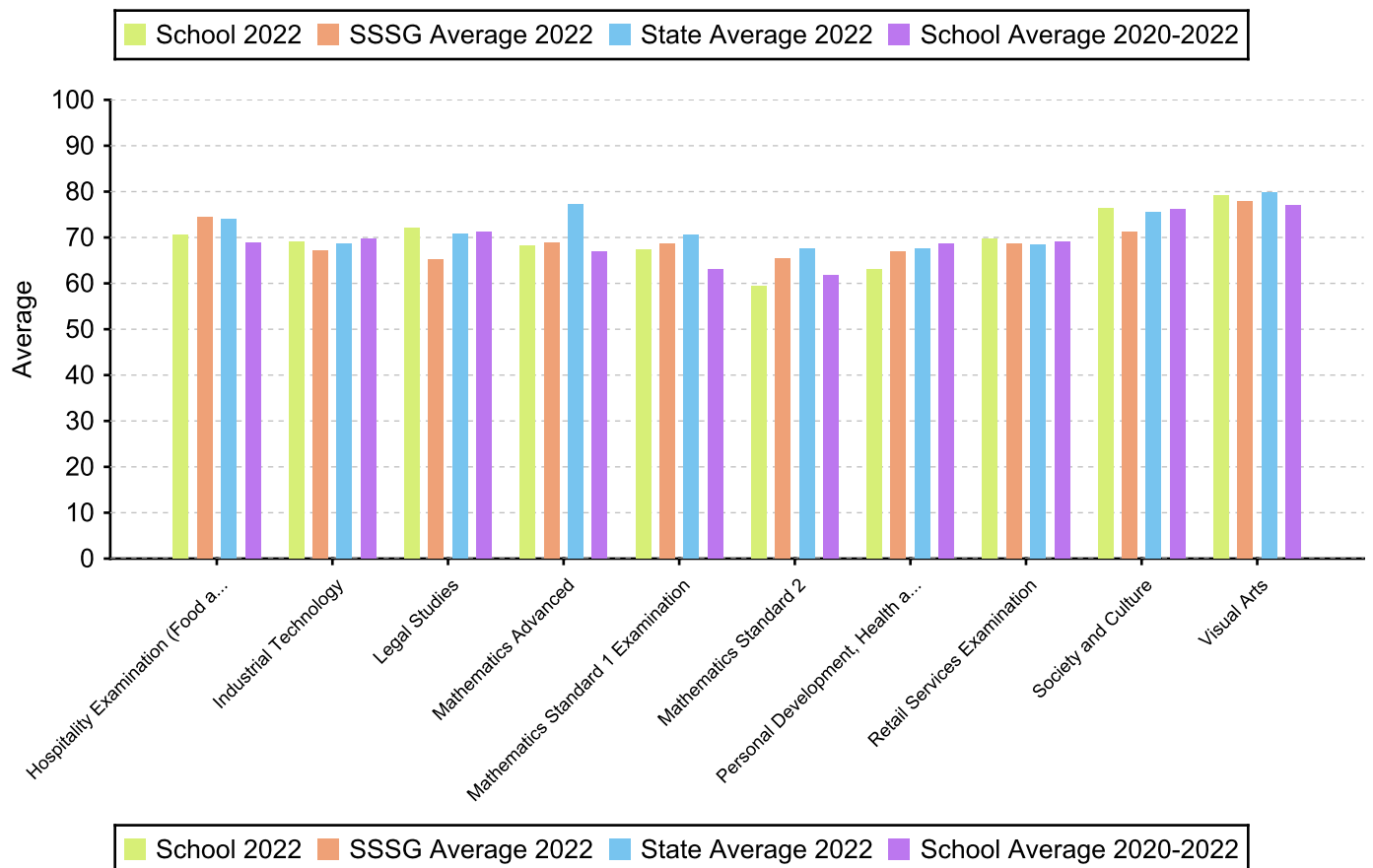
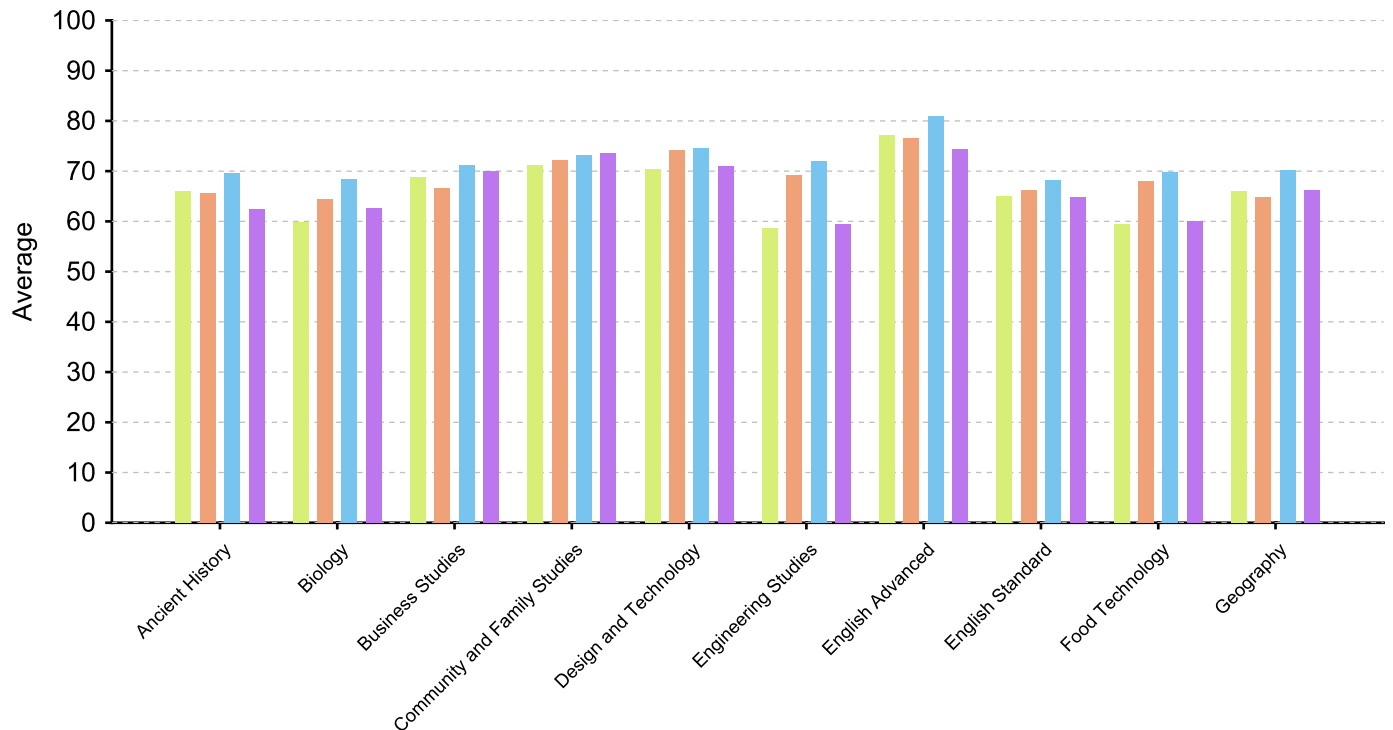
Numeracy: Compared to NAPLAN 2021, the 2022 Top-2-bands result in Numeracy declined under the target Annual Trajectory Lower Band by 3.33%. Please note: these measures were still consistently better than the school's 2017-18 baseline.

Changes to NAPLAN in 2023 will change the way the school reports this information in future.

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
Ancient History	66.0	65.6	69.6	62.5
Biology	59.9	64.4	68.5	62.5
Business Studies	68.8	66.6	71.2	70.0
Community and Family Studies	71.1	72.2	73.2	73.5
Design and Technology	70.3	74.1	74.6	71.0
Engineering Studies	58.6	69.2	72.0	59.4
English Advanced	77.2	76.6	81.0	74.4
English Standard	65.0	66.1	68.1	64.9
Food Technology	59.5	67.9	69.7	60.0
Geography	65.9	64.8	70.2	66.1
Hospitality Examination (Food and Beverage)	70.6	74.5	74.0	68.8
Industrial Technology	69.1	67.2	68.6	69.6
Legal Studies	72.1	65.2	70.8	71.2
Mathematics Advanced	68.2	68.9	77.1	66.9
Mathematics Standard 1 Examination	67.3	68.6	70.5	62.9
Mathematics Standard 2	59.4	65.4	67.6	61.7
Personal Development, Health and Physical Education	63.1	66.9	67.5	68.5
Retail Services Examination	69.6	68.6	68.4	69.0
Society and Culture	76.3	71.3	75.5	76.2
Visual Arts	79.1	77.9	79.8	77.1

Like other students across the state, the Year 12 cohort in 2022 were the most impacted in Years 10-12 by COVID lockdowns.

Results

In 2022 41.8% of results at the HSC were Bands 4, 5 and 6.

Although the school did not meet its HSC top three bands target, the results were only 1.3% below, reflecting a slight decline in Band 4 results. There were more Band 5 results than in 2021.

Cohort tracking

The school completed cohort tracking from Year 7 2017 to Year 12 2022.

In Year 7 the percentage of students in the bottom two bands of NAPLAN was 33% and the top two bands was only 11%. At the HSC the bottom two bands were 25.3% and the top two bands 15.5% respectively, showing significant growth and progress from Year 7 to 12.

Recommendation

The trajectory line of target higher and lower bounds indicated there is still more effort to make towards shifting more Band 1 and 2 results to the top three bands especially Band 3 to 4.

Parent satisfaction

After successfully engaging parents and families through the COVID period, the school used the opportunity of its 60th anniversary in 2022 to re-engage families and alumni in a sense of community. Over 2000 visitors came to the school for the anniversary celebration and feedback was extremely positive. The school continued its personalised parent programs and collected information from over 600 parent/caregiver interviews, feedback from Parent/Teacher Nights, over 200 enrolment surveys and exit interviews with students leaving the school. In all these interactions, the school's use of the Parent Charter and the willingness of staff to work with families to seek positive solutions were identified as critical features in successfully engaging with a diverse cultural and linguistic community.

One area of note was the inability of the school and parents to re-establish a Parents & Citizens Association. Despite a range of suggestions and willingness to do so for the 60th anniversary, the legislation and regulations of the state association mean the parents in this community cannot raise enough funds to pay the fees to belong and the school is not allowed to use school funds to assist them.

Teacher and staff satisfaction

While there was an overall level of teacher satisfaction in meeting the many challenges posed for teachers and students in 2022 in ensuring learning continuity, detailed conversations and data collection (both school and from the wider profession) showed that many teachers felt considerable pressure from negative media and their own families to consider other options. Five teachers left the school for personal reasons in Terms 2 and 3 and, as the year progressed it became difficult to employ temporary teachers to fill vacancies.

By contrast, the administrative and learning support staff were very positive about their work and roles in 2022. The capacity of the school to employ ex-students (currently studying at university) to work in either administration or in learning support was both a source of satisfaction for those staff and a source of support for the teaching and executive staff.

Student satisfaction

The school continued its practice of analysing the Tell Them from Me surveys using student data analyst team in each year group. While there was a decrease in overall satisfaction (to 66.47%) on the survey, there was an increase of 62% in participation, engagement and learning transfer. In response to the recommendations of the student data analysts, the school ensured that its co-curricular and extra-curricular activities in Terms 3 and 4, recognised the need for students to "have more fun and do more things where there were a wider range of opportunities".

Of particular concern was a significant decline in "motivation" (as reported in the TTFM survey) in the senior years and, once this was identified, a range of new opportunities and practices were identified. It is critical to note the importance of "access to early entry" to university and other tertiary pathways as a motivator for 30% of Year 12 students to continue with their studies.

A final feature of student satisfaction is the high quality of student-teacher and community relationships reported in all student surveys in 2022. The following remarks made by the Principal's Representatives on behalf of Year 12 at the Year 12 Graduation provide an example:

As to all our teachers throughout the years, we would definitely not be here today without your extreme effort and dedication. Thank you for providing us with a quality education and learning environment which has promoted our growth as learners and people. We would also like to further include all the staff at Rooty Hill High, your actions in the background have been vital in maintaining a strong, supportive culture. Thank you for the friends and families who have supported us along the way. Without your support in and out of school, we wouldn't be the people who we are today. Thank you for everything you have done for us.

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.

Aboriginal Education - School statement

In addition to the evidence listed above, the school continued to implement its Reconciliation Action Plan (RAP). Each faculty and the administrative team participated in professional learning on the School Development Day in Term 2, created a Window of Certainty (a statement of values, beliefs, behaviours and planned outcomes) to implement the RAP and ensured the growth and progress of Aboriginal students remained consistent with the expectations held by the school. In Year 12, 100% of students completed the HSC and transitioned to employment and further study.

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.

Anti-Racism - School statement

Data held at the school indicates that over 600 students had a language background other than English in 2022 and there were 60 students of Aboriginal and Torres Strait Islander background. The school is also multi-faith. Symbolically, the school values all cultures through its commitment to Harmony and Diversity and teaching and learning programs incorporate practices of agreement, responsibility and understanding of diverse cultural and linguistic backgrounds.

In this context, there is limited racism, and incidents of racism usually occur during conflict between individual students. The school's anti-racism contact officers support all staff in promoting cultural harmony.

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.

Multicultural and anti-racism education - School Statement

Data held at the school indicates that over 600 students had a language background other than English in 2022 and there were 60 students of Aboriginal and Torres Strait Islander background. The school is also multi-faith. Symbolically, the school values all cultures through its commitment to Harmony and Diversity and teaching and learning programs incorporate practices of agreement, responsibility and understanding of diverse cultural and linguistic backgrounds.

One particular strategy used in the school is the writing and speaking of Personal Acknowledgements of Country by all staff and many students, especially student leaders.