Our school at a glance

Sarah Redfern High School’s purpose is to: promote for students and staff a safe, caring and stimulating physical and social environment which is conducive to working and learning; provide a variety of meaningful learning experiences in order to promote the development of all children towards their full potential; and encourage students to strive for excellence in all areas of school life as they pursue the knowledge and skills necessary for making mature judgments enabling them to become valuable members of our society.

The school aims to develop an awareness of the value of education and all students are provided with an equal opportunity for learning. We encourage in our community a feeling of ownership which helps to reduce the image of the school being an institution and assists in promoting responsible self direction. We value the qualities of tolerance, independence and individuality.
Sarah Redfern High School is a comprehensive high school servicing a diverse community. In 2010 the school had a student enrolment of 465 students with 40% of students identified as ESL and students from a Language Background Other Than English (LBOTE) representing 46% of the school community: LBOTE 1 - 9%, LBOTE 2 - 14%, LBOTE 3 - 76%. Thirty nine percent of LBOTE students were born overseas with the top 5 countries being New Zealand, Samoa, Cook Islands, Fiji and Philippines. Twenty two different languages were identified with the top 5 Languages Other Than English (LOTEs) being Samoan, Tongan, Maori – New Zealand, Hindi and Maori-Cook Islands. In addition 12% of students identify as being Aboriginal Torres Strait Islander.

The school has a support unit with 3 classes for students identified as intellectual mild and 1 for intellectual moderate.

The school continues to receive support through the Priority School Funding Program (PSFP). The school also receives an allocation for a School Learning Support Coordinator (SLSC) and an Aboriginal Education Officer (AEO).

The year has been a challenge due to two fires which happened at the school during 2010. A large amount of damage was done to the Administration block and Block 8. Even though we had these major incidents it was business as usual at Sarah Redfern High School. It was a credit to the staff that coped with the enormous disruption and continued to provide a quality education to all the students. The staff pulled together as a team and overcame the obstacles that were put before them. Quite often we forget that such incidents can be quite traumatic and give little credit to those that “just soldier on”. I would like to acknowledge the professionalism and commitment of the staff at Sarah Redfern High School and thank them for the great effort they have made in very trying circumstances.

**Significant Programs and Initiatives**

This year has been an exciting year as a school community we have restructured the school in a variety of ways. The areas we have focused on are:

- **The school management structure has undergone major changes with staff taking up new roles and responsibilities**

  Mr Gavin: National Partnerships Manager (Senior Executive)

  Mrs Sculley: Deputy Principal (Senior Executive)

  Mr Dummett: Manager School Community and Stage manager Year 9 & 10 - 2010 (Senior Executive)

  Mr Taylor: Manager Student Well Being, Stage Manager 9 & 10 – 2010, Senior Student Well Being Coordinator (Senior Executive)

  Mr Rawlings: Manager Curriculum and Stage Manager Year 7 & 8 (Senior Executive)

  Ms Millot: Senior Administration Manager (Senior Executive)

  Mr Bordardo: Head Teacher PD/H/PE and Junior Student Well Being Coordinator

  Mr Kumar: Head Teacher Mathematics
Staff roles and responsibilities have been clearly defined in specific role statements which have been developed and issued for Principal, Deputy Principal, Managers and Head teachers.

- **Restructure of staff rooms into professional learning teams**

  The school this year has also developed professional learning teams and moved staff to five staff rooms. Block 11 has the English, HSIE and a Support Unit teacher; Block 4 has Mathematics, Science, Computer Studies and a Support Unit teacher; Block 2, PD/ Health/ PE and Music staff and a Support Unit teacher; Block 10 has TAS, Visual Arts, Careers and a Support Unit teacher. The structure allows teachers to support each other through professional dialogue around teaching and learning, and classroom management.

- **On-going 4MAT Training**

  The staff this year participated in 4 MAT professional learning. Staff have been working on developing units of work for Year 7 & 8 to fully engage all types of learners. All staff who participated in the training also have been supported with coaching sessions to assist them in implementing the 4 MAT model. Teachers from English, Science, Maths, Technical and Applied Sciences, Human Society and Its Environment, Visual Arts, Music and the Year 7 teaming teachers have all participated. The training will be on-going for the rest of the staff in 2011.

- **Implementation of Positive Behaviour Learning (PBL)**

  The school has been preparing for the implementation of Positive Behaviour Learning (PBL) as we believe that positive behaviour leads to improved student learning and achievement. We believe that all students and teachers have the right to be treated with respect and dignity, in an environment free from disruption, intimidation, harassment and discrimination.

  We are striving to maintain high standards of student behaviour with a focus on 'Be Respectful, Be a Learner, Be Responsible'. The implementation has involved the school reviewing school values, rules and the refining of our student management system to encourage students who demonstrate the expected behaviour to be recognised. The expectations of behaviour will be explicitly taught to all students through our Positive Behaviour for Learning Program.
• **Review of School Values and Student Management System**

Over the last twelve months the school has reviewed school values and made a commitment to what we as a school community want to achieve. Our mission statement drives the decisions we make:

*“Inspire each student to excel”*

• Sarah Redfern High School believes that learning empowers each individual to achieve their greatest potential.

• SRHS is committed to inspiring students to achieve the highest standards of intellectual and personal development through a stimulating and engaging learning environment.

• Within a caring, respectful, diverse environment, the school is committed to providing students with a desire to learn, to make calculated and informed decisions, and to accept challenges. We are committed to ensuring students are self-motivated, confident individuals, who will be valued members of our community and society.

The student management system has undergone a review and is now aligned with PBL. The appointment of a Manager Student Well Being Coordinator as well as Junior and Senior Student Well Being Coordinators has streamlined and addressed inconsistencies in our Student Management System.

• **Appointment of Manager National Partnerships**

This position has been crucial in the organisation and coordination of the school becoming a National Partnership School in 2011. The National Partnerships Manager in collaboration with the Senior Executive Team has been responsible for analysing data, completing the situational analysis and setting school targets for 2011. The National Partnerships Manager has a crucial role in providing professional development for Head Teachers as well as staff and monitoring programs implemented to assist staff in achieving Targets set for 2011.

• **Implementation of professional learning using Data**

All staff have been participating in professional development in understanding the use of data and how it can inform teaching and learning and identify areas of improvement. Manager National partnerships has been leading and coordinating the workshops.
• **Development of Marketing Strategy and appointment of Manager Community**

The appointment of Manager Community and the employment of a Community Liaison Officer for five days a week have been essential to coordinate Sarah Redfern High School marketing strategy for the next 3 to 4 years. During 2010 all print material has been standardised and given a professional finish including current school policies, school newsletter and the school website. The development of the school diary has been well received by students and parents. The development of projects under the umbrella of “Community of Schools” has had our school working very closely with our feeder primary schools on a wide range of programs that has been very successful.

• **Development of the Year 7 Teaming Concept and appointment of Head Teacher Middle Schooling**

It was identified in 2010 the school needed to look at the transition of students from Year 6 to 7. The appointment of the Head Teacher Middle Schooling has enabled the school to implement a very effective transition to high school program. The year 7 team teaches across the Key Learning Areas (KLA’s). The team underwent 4MAT training in term 4 2010 and collaboratively planned units of work with a strong emphasis on building student literacy and numeracy skills.

The school is part of the Priority Schools Funding Program (PSFP) and has a strong emphasis on improving student literacy, numeracy and parent participation. At the school we offer a wide range of opportunities for students to improve their knowledge and leadership skills such as the Fast Forward Program, Norta Norta program, HSC Tutorial program, Peer Mentoring and School Representative Council, Sarah Pride Crew. All of the programs prepare students to lead full and satisfying adult lives and prepare them to become independent, tolerant and responsible Australian citizens.

This report outlines the enormous achievements of the school in many fields. These achievements reflect the dedication and professional approach to education taken by the community. It acknowledges the ongoing dedication and commitment of teachers as they strive to continuously enhance student learning outcomes.

The staff is talented, dedicated and experienced. They work hard to give the best education inside and outside the classroom. Staff continually update their professional knowledge and this knowledge supports excellence in student learning outcomes.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

**Ms Karen Endicott**
P & C and School Council Message

P & C message

The P&C is open to all parents, citizens & community people interested in the welfare & workings of SRHS. The P&C meets at 4pm on the 4th & 8th week of the term on a Wednesday in the sunshine room. Voting membership of $2 is paid annually.

The meeting starts with the Canteen Committee meeting, the supervisor tables a financial statement for each of the canteens running under the auspices of the Sarah Redfern High School P&C Canteen (the canteens include The Grange Primary School, Campbelltown North Public School & SRHS). Any changes and/or decisions are presented & voted on, such as products, menus, pricing etc.

This then leads onto the P&C meeting where the P&C considers the Principals monthly report, financial report and also creates our own agenda items for discussion/resolution. On occasions we have received reports on issues requested from the previous month.

The P&C report is tabled at the School Council meeting at 6pm that night. We are represented at the Council by the P&C President and a voted P&C representative. The P&C is a strong voice in developing school policy & procedures at Sarah Redfern High School as well as providing employment and service through our canteens. As an independent source of finance, the P&C Canteens support SRHS & provide funding for a number of scholarships & sponsorships for our students.

In 2010 the SRHS P&C Canteen have funded;

- University Scholarship to the value of $3000 to a graduating Year 12 student.
- TAFE scholarship to the value of $1500. The university & TAFE scholarships were offered but only students applied from TAFE, so the decision was made to offer 3 TAFE scholarships of $1500 each
- Nine, year 7 scholarships to the value of $300 each
- Sporting sponsorships to the value of $1500
- Sponsorship of the PBL program
- Contributions towards the PBL signage and sports house flags
- Reading program sponsorship to the value of $400
- Contributed to the Digital Imaging Project $5000

P&C operates our school canteen
- Contribution to Garden maintenance $2000
- Sponsored the “Bring it on” program $1080
- Green Canteen rewards to the value of $5.00 (this program was run throughout the year, done year by year to the students who were on green level for a whole term).

Most of these scholarships and sponsorships will continue into 2011, others will be reviewed.

We look forward to working with everyone in 2011 to brighten the future of our students, staff, community and friends in the Sarah Redfern High School and the Minto Community.

School Council

The School Council is a body of people that have active input into the development of school policy. It comprises of elected staff, executive staff, students (Captains & Vice Captains), the Principal, P&C President, elected P&C representative, together with invited “prominent community members” complete the council. Agenda and notices are distributed prior to meetings so debate/decisions are learned and informed.

The School Council meet monthly at 6pm after the P&C meeting.

In 2010 School Council-
- Monitored functioning of the school P&C, P&C Canteen, finance & sports.
- Participated actively in a wide range of school committees.

Mrs Glenna Niedermayer

Our school canteen offers a variety of fresh and healthy food.
The Sarah Redfern High School Student Representative Council (SRC) is a unique leadership body in our school that has the potential to make real differences in the lives of our students and local community. Each year students from across years 7 to 12 are elected into the SRC. The SRC provides opportunities for students to become active citizens and is inclusive of students of special needs, cultural backgrounds and socio-economic status.

**Red Nose Day SC donut fundraiser**

The SRC is tailored to help members realise their unique strengths and how they can work well together as a team. The SRC meet regularly and at these meetings facilitate members to create a vision for their year in office and set clear and achievable action plans which work to transform the school culture and spirit. The method used during SRC meetings in decision making reflects demographic and representative practices.

The SRC are involved in many aspects of the school. The SRC identify and voice student opinions and ideas. They organise fund raising activities such as Red Nose Day, RSPCA Cupcake Day, Pink Ribbon Day, UNICEF Day for Change, Jersey Day and natural disaster causes.

The SRC also participate in community service programs, develop international awareness, assist in orientation of new students, run social and recreational activities, recognise student’s achievements, work to improve school amenities and promote creative and performing arts activities.

The SRC have developed different strategies to reach the community through their school newsletter column ‘Sarah Speaks: The Voice of the SRC.’ Also, through our developed friendship with Working Together In Minto (WTIM), we have the opportunity to promote our school in their seasonal calendar and Minto Messenger newsletter.

The SRC have also participated in a joint project with Campbelltown City Council and National Disability Coordination Officer Program (NDCOP). The aim of the project was to create an event to promote awareness of people with a disability and focus on their ability and not their disability. This was achieved with the creation of the Sarah Redfern High School Ability Day.
The Sarah Redfern High School SRC is represented at the South West Sydney Regional Interschool council by two year 11 SRC members, with two other positions filled on a roster basis from years 7 to 11. Students are encouraged to participate in these meetings as it is an excellent opportunity for students to experience student leadership, to hear and exchange new ideas and form relationships with students from other schools.

This year saw an SRC member be elected into the state SRC as a representative of the South Western Sydney Region.

Other representative experiences include a visit to Parliament House, South West Sydney Regional Interschool SRC conference, committee membership in the Working Together in Minto (WTIM), World Vision Global Leadership Convention and the Halogen National Young Leaders Days.

Ms Renee Stephens

Australia Day Honours (Campbelltown) Junior Citizen of the Year Vickie Latu, School Captain receives the award from Mayor, Paul Lake and Mr Cameron Kerr.
Student Information

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile
Enrolment figures indicate a decline in our overall enrollment since 2009, however number indicate an increase in the number of female students.

<table>
<thead>
<tr>
<th></th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>243</td>
<td>237</td>
<td>228</td>
<td>249</td>
<td>222</td>
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<tr>
<td>Female</td>
<td>221</td>
<td>229</td>
<td>232</td>
<td>226</td>
<td>237</td>
</tr>
</tbody>
</table>

Student attendance profile
Student attendance remained relatively stable. Regular monitoring of attendance has supported the progress in student attendance.

Management of non-attendance
Student non-attendance is addressed in a variety of ways. Attendance is monitored on a daily basis by the school Community Liaison Officer. This is then followed up with phone calls. Each week the Student Well Being Manager meets with the home school liaison officer to look at attendance patterns of every student in the school. Students whose attendance is causing concern are interviewed by the attendance team, letters are sent home, and if necessary attendance improvement plans are initiated.

This year saw the commencement of an ‘attendance blitz’ day where external staff, directed by the school HSLO, interviewed students regarding their attendance – lateness or days of absence.
Structure of classes

Students in years 7 and 8 (stage 4) undertake a program of study which include: English, mathematics, science, history, geography, personal development health physical education, visual arts, music, technology, language and integrated sport. Additionally, students participate in a school based course ‘Expectations’ which provides direction and support for students in both the academic and social context.

Students in years 9 and 10 (stage 5) undertake a program of study which includes: English, mathematics, science, history, geography, personal development, health and physical education and integrated sport. They also study two elective subjects offered by the Board of Studies and participate in a third elective which combines study of the Board of Studies - Work Education course with an area of their vocational interest.

Students in years 11 and 12 (stage 6) study English and a pattern of courses which is individually negotiated between the student (family) and the senior curriculum advisory team comprising the career advisor, year advisor and deputy principal.

Units of study operate across a 7 line structure to provide flexibility of subject choices.

A student support unit is an integral part of the school with three classes for students identified as intellectually mild, and one for intellectually moderate students. The classes cater for students across years seven to twelve. Students in years nine to twelve are able to participate in mainstream classes as determined through their individual learning plans.

Retention to Year 12

<table>
<thead>
<tr>
<th></th>
<th>SC04-HSC06</th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
<th>SC08-HSC10</th>
</tr>
</thead>
<tbody>
<tr>
<td>School SEG</td>
<td>52.2</td>
<td>52.0</td>
<td>52.4</td>
<td>57.7</td>
<td>53.7</td>
</tr>
<tr>
<td>State</td>
<td>59.7</td>
<td>62.0</td>
<td>60.5</td>
<td>64.8</td>
<td>62.4</td>
</tr>
<tr>
<td></td>
<td>61.1</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
<td>62.7</td>
</tr>
</tbody>
</table>

Post-school destinations

Students in year 12 at Sarah Redfern High School participate in a post-school destination survey.

Year 12 students undertaking vocational or trade training

In 2010 the school again offered a broad range of Vocational Education Options to its senior students. The three frameworks delivered through school in Stage 6 were Hospitality, Construction and Sports Coaching. These courses offer the students the opportunity to achieve recognised Vocational qualifications while completing their Higher School Certificate. In conjunction with the school delivered competencies, our students undertook further study on their industry based work placements. These were sourced through MWLP Campbelltown, who have been instrumental in finding suitable placements for our VET students.
TAFE courses (TVET) were accessed by students who sought to complete 2 or 4 units of study in an area not serviced by the school curriculum. Some of these included Beauty Therapy, Primary Industries, Information Technology, Metals and Engineering, Animal Studies and many more.

There was a significant increase in the number of School Based Apprenticeships and Traineeships (SBAT’s) that were secured by the school. Students who commenced the SBAT’s completed not only their school prescribed study, but, further study of their industry offered by TAFE or other Registered Training Organisations. In addition, these students participated in paid work with a host employer. Ten Traineeships in the area of Horticulture were undertaken at the New Leaf Housing Development in Bonnyrigg. One Hairdressing SBAT was undertaken at Sheshwarz Hair and Beauty Roselands, one Warehouse and Logistics SBAT was undertaken at Reece Plumbing Wetherill Park, and one Engineering SBAT was undertaken at Wellman Packaging Ingleburn.

A 2010 Year 11 student received the Young Trainee of the Year Award from MG MyGateway, which is a commendable achievement. He has been working at New Leaf Bonnyrigg one day per week assisting with Landscaping, Garden Maintenance and Civil Works. He also attends TAFE, completing a Certificate II in Horticulture.

The school would like to thank all the host employers, partnership brokers and Registered Training Organisations for providing such valued learning experiences for our students in 2010.

**Year 12 students attaining HSC or equivalent vocational educational qualification**

All 44 year 12 students successfully achieved their HSC in 2010.
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

### Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>7</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>27</td>
</tr>
<tr>
<td>Teacher of Moderate Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.3</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>14</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>59.5</strong></td>
</tr>
</tbody>
</table>

Eight Learning Support Officers work with the Support teachers and other groups throughout the school. Four officers identify as members of the Aboriginal Community.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>66</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>34</td>
</tr>
</tbody>
</table>

### Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
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<tr>
<td>Balance brought forward</td>
<td>450 248.93</td>
</tr>
<tr>
<td>Global funds</td>
<td>351 467.61</td>
</tr>
<tr>
<td>Tied funds</td>
<td>443 790.90</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>63 828.97</td>
</tr>
<tr>
<td>Interest</td>
<td>22 987.27</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>28 363.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1 360 687.43</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>84 619.27</td>
</tr>
<tr>
<td>Excursions</td>
<td>11 271.53</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>58 299.27</td>
</tr>
<tr>
<td>Library</td>
<td>17 000.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>19 379.42</td>
</tr>
<tr>
<td>Tied funds</td>
<td>591 971.31</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>27 991.79</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>160 531.37</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>70 161.64</td>
</tr>
<tr>
<td>Maintenance</td>
<td>105 957.26</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>21 152.65</td>
</tr>
<tr>
<td>Capital programs</td>
<td>32 880.00</td>
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<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>1 201 215.51</strong></td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>159 471.92</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2010 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.
Achievements

Arts

The creative and performing arts continue to be an area of excellence for our school. Our students, under the guidance of dedicated staff, have been involved in a range of activities in 2010. The CAPA committee has been instrumental in developing and supporting many of these activities.

During 2010:

- SRHS was selected in Company B education program for PSP schools. This enabled our students to see live theatre and the experience was supported by teachers’ notes/education package. For many students this was their first visit to live theatre.
- Continued employment of an artist-in-residence. This has enabled students to develop skills in basic movement and voice skills; embedded experiential learning of Shakespeare in years 7-12; continued to develop student/staff skills in film making resulting in the production of short films shown at assemblies and other school functions.
- School assemblies continue to be a highlight of school life. A student stage crew has been developed from the elective Entertainment class and takes responsibility for the set up and usage of our state of the art equipment.
- Confidence in our students regarding their own ability has been evident from outstanding assembly performances throughout the year.
- Australian Children’s Music Foundation (ACMF) continues to support our budding songwriters and musicians with weekly lunchtime tuition.
- A number of students were selected to perform at the opening ‘Sydney Swifts’ game, for the start of the National League
- Students auditioned and were selected into the SSW Regional Talent Identification Program
- One of our students had the opportunity to record her own compilations in a professional recording studio
- One of the highlights of the year was a ‘Community Showcase’, which provided a showcase entertainment produced by the high school, local primary schools and community groups
Sport

Sport at Sarah Redfern High School has become an integral part of the school community through social student interaction, student leadership and contribution to student welfare programs. Through our sports programs students have displayed successes on the sporting field, representation at higher levels in sport, improved academic results, strengths in leadership skills and the development of roles models and mentors within our school. Students from Year 7 through to Year 12 have become valuable citizens within our community providing coaching, managing and officiating skills for our community of schools teams.

Evidence provided through our ‘Sport Challenge’ Program where students ‘at risk’ in Year 7 were selected to complete a sporting program over a 2 week period, showed improvements in the areas measured:

- Self and School (school and ability to achieve) 46%
- Self and Others (peer interaction and acceptance) 9%
- Self Worth (confidence in self and physical appearance) 10%
- Self and home (family interaction and acceptance) 5%
- Data indicates an overall improvement of 22%

Our school integrated sport structure (introduced in 2008) has seen the development of skills and knowledge of numerous sports, within the Year 7-10 students. This structure enabled students to have more variety in sport, which generated improved participation, and truancy was non-existent.

There has been a marked increase in student participation in all areas of sport at Sarah Redfern High School. This has been indicated by increased participation, not only in school sport, and representative sport, but also participation in local sporting associations such as OzTag, Rugby League, Basketball, Soccer and Netball competitions, where students have been selected to represent at Regional levels or higher.

A total of 52 students were selected to represent Fisher Zone in Swimming, Athletics, Cross Country, Netball, Soccer, Volleyball, Rugby Union, Hockey, Touch Football, Soccer and Basketball. In 2010, we saw 11 representatives for Sydney South West sporting teams which included both boys & girls in rugby union, soccer, touch football, hockey, volleyball, swimming and athletics. Six of our students were selected to represent NSW CHS or above regional level in 2010.
A special congratulations goes to the following team achievements in 2010:

**Rugby League**

- U/13 squad were Buckley Shield finalists
- U/14 Boys All Schools finalists.
- Girls squad were the inaugural NSWRL All School Champions
- Girls Gala Day champions.
- The U/16 Girls Rugby League team were awarded ‘Team of the Year’ at the South West Sydney Pacific Island Awards.

**Rugby Union**

- Girls Opens squad were NSW CHS finalists.
- U/15 Girls squad are the second-time running NSW CHS Champions, many of these girls backed up in the Rugby League competition.

**Touch Football**

- Open Girls were finished 4th in region.

**Netball**

- Open Girls finished 5th in region.

Importantly, there has been a marked improvement in female participation across various sports based on the multiple successes of our girls’ teams. Overall, participation in sports programs at Sarah Redfern High School has continued to develop the self confidence, self esteem and citizenship skills of students, we want to build upon these foundations and work towards even greater success in the school and wider community.
Literacy – NAPLAN Year 7

Students in year 7 2010 showed an increase in all areas when compared to the 2009 cohort results. Students continued to perform best in spelling with 38.6% gaining bands 7, 8 and 9 (2009: 37.8%) followed by reading 27.0% (2009: 12.7%), writing 25.7% (2009: 16.3%) and grammar and punctuation 17.2% (2009: 13.2%).
Numeracy – NAPLAN Year 7
Trend data across 2008 to 2010 reflects that there has been a decrease in student performance relative to State but mirrors the performance of students from statistically similar group (SSG) schools.

Literacy – NAPLAN Year 9
Students in year 9 2010 showed an increase in two areas when compared to the 2009 cohort results. Students continued to perform best in spelling with 38.6% gaining bands 8, 9 and 10 (2009: 26.4%) followed by grammar and punctuation 20.5% (2009: 14.9%). There was a decrease in the area of reading with 9.3% in 2010 (2009: 16.3%) and writing with 11.0% (2009: 19.6%).
Numeracy – NAPLAN Year 9

Growth (when compared to year 7 NAPLAN results) showed that girls performed better than boys with the average of all students being above state average. ATSI students on average had growth which was higher than the average school growth and above that of the State. Student results for 2010 were similar to the school average 2006-2010.
School Certificate

In 2010 71 students sat for the School Certificate examinations with the majority of students achieving results in Bands 2 to 4. Student performance in Bands 3 to 6 were higher than the average students results 2006-2010 in the areas of English-literacy, Mathematics and Science.
School Certificate relative performance comparison to Year 5 (value-adding)

An analysis of relative growth from Year 5 to school certificate indicates that significant gains were made in the courses of Australian history, civics and citizenship, mathematics and English.
Higher School Certificate

In 2010 44 students presented for the Higher School Certificate studying a wide range of courses. Six subjects had a class size greater than 9 students.

Student results reflect than in 4 of the 6 subjects, English (standard), business studies, general mathematics and personal development health physical education, student results in 2010 were higher than the 2006 – 2010 average for the course.

Minimum standards Information

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<tr>
<th>Subject</th>
<th>2010</th>
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<td>Writing</td>
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<td>Numeracy</td>
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<tr>
<td>Percentage of Year 9 students</td>
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<tr>
<td>Numeracy</td>
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</table>
Significant Programs and Initiatives

Priority Schools Funding Program
The purpose of PSP was to reduce the achievement gap in literacy, numeracy and engagement for all students. The program objectives for 2010 were to:

- Improve the literacy and numeracy outcomes of every student
- Increase the level of students’ participation and engagement in learning
- Improve the quality of teaching and learning
- Ensure all students achieve the syllabus standards for their stage of schooling, where appropriate
- Raise the expectations of students, teachers, school executive, parents and caregivers
- Strengthen the partnerships between schools, parents and caregivers and community agencies
- Increase the effectiveness of classroom and school organization
- Develop and sustain a positive and inclusive school culture

Staffing allocation 1.1 = 33 periods

1. 10 periods – 1 period a week to all year 7/8 classes to raise expectations, implement study skills programs, build resilience
2. 12 periods – Establishment of an additional small class in English and Maths to enable intensive English/Literacy/Numeracy remediation to occur in stage 4
3. 11 periods – Maintain case management approach to students in years 7-10. Personnel worked with students on a one on one basis throughout the year developing strong links that supported students enrichment through:
   - Engagement in learning
   - Development of individual learning programs related to academic/career planning
   - Raised expectations for academic achievement
Community of Schools
Sarah Redfern High School, in partnership with its four feeder primary schools; The Grange, Sarah Redfern Public, Campbellfield and Minto, are committed to providing all students in the Minto area with a comprehensive and diverse education. The Community of Schools (CoS) motto is “Minto students receiving a Minto Education”. This ethos is the motivating factor behind the following programs that have been established to support the students and families in our area receive the best possible education.

Endicott Cup
The Endicott Cup is a series of academic tournaments designed to extend the top achievers from our four local primary schools. This is achieved by organising four competitions throughout the year that cover the Key Learning Areas (KLA’s) of Literacy and Numeracy. Students represent their respective primary schools and earn points during year with the ultimate goal of being crowned the Endicott Cup Champions for 2011.

EDUHUB
The EDUHUB is a resource that has been allocated by the High School as an educational resource that can be used by the greater community. Some of the programs that currently run out of the EDUHUB as follows,

a. Homework Centre – Monday Afternoons, 3pm – 4pm
b. Mighty Mathematicians Breakfast Club – Monday, Wednesday, Friday Mornings – 7.30am to 8.30am
c. Community Forums
d. Parent Information Evenings

All programs are designed to support the educational and social needs of all students from kindergarten to year 12 in the local area.

Gifted and Talented Program
We are inviting talented students from local primary schools to join us once a week for accelerated courses in literacy, science, numeracy, photo imaging and software applications such as Microsoft Word, PowerPoint, and Excel. Students who wish to successfully transition into high school and prepare for tertiary education must develop the necessary skills and strategies to make this possible. Our enrichment program is a learning environment that engages students in higher order thinking and encourages students to think and act independently. They will test their limits along with other like-minded students in situations that are both challenging and competitive.
Mathletics
As a Community of Schools, we have identified through our extensive analysis and evaluation of data that Numeracy is an area that needs greater support. As a result, the high school has purchased Mathletics for every student from year 5 to 10 within the CoS. Mathletics is a web based toll specifically designed to improve educational outcomes and support the good work done by the classroom teachers.

Science Sensations and Lab for a day
Throughout the school year the Year 5 students from the feeder primary schools are invited to the high school to participate in a number of activities and experiments that are overseen by the high school science faculty. This program exposes the students to state of the art scientific laboratories, as well as, increases their appreciation of the KLA and what they can expect when they arrive at high school. The high school has also allocated a Lab that any one of the primary schools can use to perform experiments that support the work done in the classrooms.
Sarah Redfern High School prides itself on its Aboriginal Programs. We are recognised as a leader in this field for our innovation and dedication over a prolonged period. The primary goals of the Aboriginal Education Programs that the school has implemented are as follows.

1. To bridge the gap between Indigenous and Non-Indigenous students.
2. To support the social, emotional, cultural and educational growth of all Aboriginal students.
3. To engage the local Indigenous community in supporting the school and becoming more involved in the process and programs it implements.

These goals are achieved by the following programs,

**Aboriginal Numeracy Competition (ANC)**
Numeracy based competition between schools within the region. All competitors must attend training sessions prior to competing at Gala Days and are required to satisfy the schools welfare policy.

**Personalised Learning Plans (PLP’s)**
During 2010, Year 10 & 11 Aboriginal students had PLP’s developed to cater for their learning needs. Planning was undertaken to ensure every Aboriginal student enrolled at Sarah Redfern High School in 2011 will have a PLP developed for them in conjunction with their Year Adviser, AEO and parent. The PLP’s will be reviewed at designated periods throughout the year to evaluate a students’ progress and make modifications if required.

**Indigenous Community Forums**
Once a term the high school hosts the elders, parents and guardian of the enrolled Aboriginal students and lead them in a discussion regarding their child’s education and the direction the school is heading. It is vital that we include our Indigenous parents and members of the local AECG in all decisions that effect the education delivered at Sarah Redfern High School.

**AFL Indigenous Community Program**
Sarah Redfern High School is a founding member of the AFL’s Indigenous Community Program. This particular program is designed to support the students in their academic, social and emotional journey whilst at high school, as a well as, provide the students with positive role models and vocational options on successful graduation from the program.

**University Links**
Sarah Redfern High School has established a number of links with universities in the region, which assists our Indigenous students and provides them with access to mentors designed to support their endeavours of furthering their education at University.
The DET Policy on Multicultural Education has been implemented in all KLAs and is reflected in the following programs and practices:

- Staff and community activities to develop awareness of cultural, linguistic and religious issues pertaining to the local community.
- Target English Second Language support to students.
- Staff / carer interviews with a culturally appropriate support person present involved in ongoing mentoring and liaising between student, staff and carers.
- Use of ARCO to resolve student issues arising from prejudice.
- Articles in school newsletter to raise awareness and appreciation of diversity within the school community.
- Dissemination of DET memoranda in language (where appropriate).
- Raising staff understanding of cultural issues to avoid insensitivity and support recognition of differences within our community.
- ESL pedagogy project completed with a selected group of students.

**Respect and responsibility**

The values of respect and responsibility are a major focus for staff, students and parents. Sarah Redfern High teaches values, including those that underpin learning. Respect and responsibility are taught explicitly in classrooms through the activities, relationships and policies of the school and with its community. This commitment is evident in the implementation of the ‘Positive Behaviour Learning’ lessons for years 7 – 10. It is proposed that the PBL lessons will be timetabled into the curriculum in 2011.

The school is committed to highlighting and developing strategies for making the schools core values explicit and embedded in the teaching and learning programs at Sarah Redfern High School.
The model concept centralised around a 3 strand (or stream) stage 6 curriculum supported by a ‘suite’ of options for each, to cater to individual patterns of study. The flexibility of the model also created the significant elements of sustainability and practicality which is required for the dynamic setting of which our institution fluctuates.

STRANDS

1. Academic – Students wishing to receive an ATAR are offered a highly academic passage of study, supported by smaller class sizes, increased study provisions, an allocated 1 period study workshop per week and tracking of individual progress each semester.

2. Work Ready – Students wishing for a more generalised pattern of study for transition to TAFE or into the Work Force. Offerings included 3 mandated units: the newly designed English Studies, Mathematics and Work Studies. Students also had opportunity to access VET and TVET frameworks.

3. Vocational Education and Training (VET) – A primarily Vocational stream, with the opportunity for students to complete combinations of VET, TVET and SBAT’s. Fast tracked VET qualifications could be achieved by students completing the TVET SPY course offerings around a flexible timetable. Essentially students could leave school before completion of Yr 12 and still have obtained recognised qualifications. This specific strand is essential to supporting the NSLA.

The model itself will be stringently evaluated in 2011, and adjustments made to each strand accordingly. The positive aura generated by the new yr 11 cohort who will be piloting the model in 2011 reinforces that the school is travelling in the right direction.

The Vocational Education Portfolio which we believe plays a substantial role in addressing the NSLA has increased significantly with over 34 students now accessing TVET courses off school premises. Strategically the school chose to predominately offer TVET courses which are facilitated from the Campbelltown College on Tuesday afternoons. To accommodate this large number of students, the senior school day on a Tuesday will now conclude at 12.50pm, permitting students to attend TAFE without missing out on key subject content. Currently 16 students are undertaking SBAT’s, and 6 completing TVET SPY with intentions of gaining employment after the course conclusion.
Learning Support is available to all students who need additional assistance. Some of the programs and activities include:

- Assessment on a 1:1 basis - this is the first step to establish what a student needs to perform to their best ability.
- Staff and community are informed of students who require additional assistance and special provisions are put into place for these students.
- special provisions include; using a reader, writer or having extra time to complete examinations and assessment tasks.
- Year 12 tutorials are held between a Monday – Thursday. These teach students how to write essays and ways to prepare for exams. Students volunteer to come during one of their study periods.
- Small literacy groups – usually 3 – 4 students from the same class who engage in intensive literacy lessons.
- Staff professional development provided.
- Team teaching to introduce new concepts to students.
Sarah Redfern High School understands the demands and anxiety for both Parents and students, on their first day at high school.

As a result, we have focused on a middle schooling approach that looks at integrating a primary student’s exposure to high school life over a period of four years.

This is achieved by the following programs.

Year 5
- Science Sensations and lab for a day
- Endicott Cup
- Mathletics
- EDUHUB

Year 6
- Endicott Cup
- High School Expo
- Orientation day
- Year Adviser Visits
- Gifted and talented Program (Stage 3)

Year 7
- Year 7 teaming Block
- Gifted and Talented Program (Stage 4)
- Peer Mentor Program

Year 8
- Integration into whole school population.

Each program is underpinned by regular Community of Schools meetings and discussions that are aimed at improving student engagement and educational outcomes of all students in the Minto community.
Year 7 Teaming

- The Year 7 Teaming is a new initiative at Sarah Redfern High School. It encompasses the Middle Schooling philosophy where we transition young adolescents from the end of primary school to high school. The students experience significant differences in their learning environments.

- The Team is comprised of four Literacy teachers delivering English, History and Geography and four Numeracy teachers delivering Science and Mathematics. Programming is written in a 4MAT style where units of work are centred around a concept. For example the Literacy team introduced the concept of Adventure over 5 weeks while the Numeracy team presented the concept Building Wealth.

- The 4 parallel classes are 7Orange, 7Red, 7Purple and 7Green and through collaborative planning the curriculum is delivered in a supportive, structured environment that engages, challenges and motivates students as learners, community members and leaders.

- The Team, with parent input, develop Individual Educational Plans (IEP) which provide specific support for every student. These are to be reviewed at the end of Semester 1 and a new IEP written for semester 2. These will continue to the following year. To assist with the implementation of the IEP’s support is given to each class from specialist teachers, ESL and STLA, the School Learning Support Officers including the support officer for Norta Norta and the Team Leader who provides daily ongoing support to teachers including curriculum delivery, accommodations and adjustments as well as professional training of staff in all areas of programming and teaching strategies.

- Students have a home room in a designated block where they receive 24 periods per week of instruction. Each class is assigned 2 teachers, one from the Literacy team and one from the Numeracy team.

- The Year 7 Teaming is designed to develop a love of learning, a strong sense of identity and respect for others.
Progress on 2010 Targets

Target 1

Achieve positive value added in literacy and numeracy

Our achievements include

Literacy

- Decrease in the percentage of students Below National Minimum Standard in Year 7 reading from 20% in 2009 to 10% in 2010 and Year 7 writing from 28% in 2009 to 16% in 2010

- There was a significant decrease in the percentage of boys Below National Minimum Standard in Year 7 Grammar and Punctuation from 47% in 2008, 36% in 2009 to 26% in 2010. There was also a significant increase in the percentage of boys achieving bands 6 and 7 from 28% in 2008, 23% in 2009 to 56% in 2010

- Decrease in the percentage of students Below National Minimum Standard in Year 9 writing from 46% in 2009 to 38% in 2010. Girls continued to show a trend of improvement with an increase in students achieving at the top two bands from 2% in 2009 to 8% in 2010 and a decrease from 17% in 2008 to 10% in 2010 for student Below National Minimum Standard

Numeracy

- There was a significant decrease in the percentage of boys achieving Below National Minimum Standard in year 7 numeracy from 23% in 2008, 13% in 2009 to 9% in 2010. There was also a significant increase in the percentage of boys achieving at the top two bands with 3% in 2008, 4% in 2009 and 13% in 2010

- In Year 9 numeracy, Growth (when compared to year 7 NAPLAN results) showed that girls performed better than boys at 45.4 points with the average of all students being 41.5 which was 2.4 above state average. ATSI students on average had a growth of 54.8 which was higher than the average school growth and 18.5 above State and 11.1 above the school education group
Target 2

_Improve the quality of teaching and learning in all key learning areas_

Our achievements include:

- 75% of teaching staff trained in the 4MAT model as a framework to embed quality teaching and learning into their programs. Teachers trained in 4MAT participated in ongoing coaching sessions to support their teaching practice and pedagogy that supported student engagement, higher order thinking and problem solving.

- There was an increase in student engagement in lessons across years 7-10 as indicated by a decrease in the number of students placed on orange and red levels arising from unacceptable classroom behaviours.

- Establishment of professional learning teams through the introduction of combined staff rooms for key learning areas.

- A structure for whole school professional learning as part of the schools staff meetings was established.

- With the introduction of the increased school leaving age a review was conducted of the stage 6 curriculum. As a result, courses for study by students in year 11 2011 were aligned to three streams: academic, vocational, work ready.
Target 3

Develop a marketing strategy for Sarah Redfern High School offering opportunities for gifted and talented students in academic, sport and performing arts. Through high quality targeted marketing increase enrolments by 2-4%.

Our achievements include

A focus of consistency & professionalism in promoting the brand of SRHS

Promotional material has been relaunched with corporate styling.

The introduction of SRHS colours in a wave form and consistency of layout in printed material.

The newsletter has been redeveloped for 2011, with set format and printed in an A5 booklet. The newsletter, Sarah Matters, is then distributed amongst the Community of Schools

Community links through local media have been strengthened. Regular calls and media releases to both of the local papers has encouraged genuine respect between SRHS staff and the media. On top of local Media the high school is also utilising the One Minto circular that periodically is delivered amongst the community.

Presentation folders have been developed to enhance the printed material & forms at SRHS. The folders have already been used extensively to promote SRHS to the local feeder primary schools and the local community. They are also used for inform interested parents, new enrolments and all community events.

Australia Day Honours –
Campbelltown Junior Sportsperson of the Year, Shamiran Khamis
Background

In 2009 Sarah Redfern High School was identified to participate in the Australian Government Smarter Schools National Partnership for Low SES School Communities commencing from 2011.

In 2010 a manager was appointed to oversee the National Partnership program and lead a two layer management team, comprising the school executive (executive team) and newly established senior management team with the inclusion of a representative of the local Aboriginal community and president of the school council (national partnership project team) in the conduct of a situational analysis which included participation by all stakeholders: students, staff, parents and the wider community including the Aboriginal education consultation group (AECG). The process also included formal and informal meetings with the Principals of Sarah Redfern Primary School and James Meehan High School.

In conducting the situational analysis, four phases; planning the process, collecting data, analysing data, communicating findings, were followed to draw conclusions, make recommendations and develop strategies linked to the six Reforms of the Low SES School Communities National Partnership.

In November 2010 a report was prepared which detailed school context, methodology, findings, conclusions and recommendations. School plan targets for 2011 were established and strategies devised and integrated into the revised School Plan 2009-2011.

Findings and conclusions

A full copy of the report is available from the school.

The situational analysis centred on three core elements of students, teachers and community. In relation to students, an in-depth analysis provided meaningful data in relation to patterns of students enrolling into and leaving the school, the intake of students from the feeder primary schools, the attendance of students to school and their retention to year 12, the engagement of students and suspension rates and categories. Data also provided an analysis of student performance in year 7 and year 9 NAPLAN tests and students attitudes to learning. Data also reflected student participation in vocational education courses and traineeships.

In relation to staff, data provided an analysis of teacher experience and mobility, attitudes and perspectives to teaching and learning, availability of resources and access to teacher professional learning. Findings from surveys and conversations with parents and the local community centred on what was considered to be ‘important and essential’ for students and on methods of communication between all parties.

Over the period July to October, findings from the collection and analysis of data were reported on a weekly basis to the national partnership project and executive teams, openly displayed in the staff common room, presented at monthly P&C, School Council and staff meetings.
Phases 2, 3 and 4 were conducted as an ongoing process following an action research model where data was collected, analysed and communicated which led to further planning, collection of additional data and subsequent analyse and communication of findings.

From the findings there were 6 conclusions:
- improve student performance in literacy and numeracy;
- engage all students in their learning;
- primary school students daunted by number of teachers, size of the school and different teaching styles;
- increase enrolments from feeder schools;
- open channels of two-way communication between school, parents and the community and encourage involvement in decision-making.

Twenty three recommendations arose from the conclusions and strategies were developed to be implemented as part of the 2011 school management plan.

Future directions
Eleven key strategies were identified which will be funded by the Low SES School Communities partnership:

- Provide professional training for teachers in Accelerated Literacy
- Appoint executive members with a focus on teaching and learning to support teachers in classrooms with students data analysis, mentor teachers and team teach literacy / numeracy
- Implement a planned approach to focussed interventions in literacy (writing) and numeracy (number pattern algebra) for year 7 - 9 students based on NAPLAN and internal data sets
- Provide structured professional learning for staff in data analysis, 4MAT and positive behaviour learning
- Implement personalised learning plans for year 7 - 8 and all ATSI students electronically accessible to all staff
- Provide skill development training and structured professional learning for executive and aspiring executive
- Provide student enrichment programs and learning/revision modules accessible via web for students from year 5 -12
- Focus on incorporating quality teaching framework elements into each lesson / assessment tasks utilising the full range of outcomes and incorporating information communication technology
- Provide regular opportunities to share information and engage parents, community and Aboriginal Education Consultation Group in decision-making bodies
- Develop professional learning plans for teachers and head teachers which includes ongoing career planning
- Implement attendance monitoring system that is time effective in implementation of proactive/reactive actions
In preparation for the identified concerns imminent by raising the NSLA, the school executed a comprehensive review of its Stage 6 curriculum. The review was paneled by faculty representatives from numerous KLA’s and driven by the school’s curriculum manager. The review was not exclusive in only addressing the NSLA, but the holistic educational climate that demanded change to benefit our student learners.

The review process was enhanced by an external educational consultant with expertise in educational modelling.

**NSLA FOCUS:**

The preliminary investigation and research specifically explored the concerns the NSLA would direct to the curriculum, these identified areas were.

- Student retention and absenteeism
- Student engagement
- Relevant curriculum offerings
- Welfare systems and policies

These 4 key areas, shaped the foundation of the teams secondary research: finding sustainable and practical solutions to best reduce the impact of the above, and support quality teaching and learning.

After extracting the needed data through extensive consultation with the students, staff and broader community stakeholders, a draft curriculum model was developed.
Targets for 2011

Target 1

Increase the number of boys achieving At or Above National Minimum Standard in Literacy (writing), year 9, from 56% (2010) to 61% (2011) and increase the number of girls achieving Bands 8, 9 and 10 in Literacy (writing), year 9, from 21% (2010) to 26% (2011).

Strategies to achieve this target

- Analysis of NAPLAN data and internal data sets to identify areas for development
- Implement a planned approach to focussed interventions on NAPLAN and internal data sets
- Provide opportunities for professional learning to support teachers, experienced and early career, to embed explicit literacy strategies into teaching/learning programs
- Identified students to participate in external literacy / English competitions

Our success will be measured by

- Number of teachers accessing professional learning and incorporating into teaching practice
- Enhanced classroom teacher capacity in literacy teaching through regular, individual mentoring in and out of the class environment
- Staff (teacher and support personnel) implementing targeted interventions which reflect an improvement in student outcomes
- Internal data sets conducted and NAPLAN data demonstrating a percentage decrease of students in lower bands, percentage increase of students in higher bands; ATSI students achieving at least the school average in literacy
- Improved engagement and achievement in literacy for all students
Target 2

Increase the number of boys achieving Bands 8, 9 and 10 in Numeracy (Number Pattern Algebra), year 9, from 11% (2010) to 14% (2011) and increase the number of girls achieving Bands 8, 9 and 10 in Numeracy (Number Pattern Algebra), year 9, from 17% (2010) to 20% (2011).

Strategies to achieve this target

- Analysis of NAPLAN data and internal data sets to identify areas for development
- Implement a planned approach to focussed interventions on NAPLAN and internal data sets
- Provide opportunities for professional learning to support teachers, experienced and early career, to embed explicit numeracy strategies into teaching / learning programs
- Identified students to participate in external numeracy / maths competitions
- Provide student enrichment programs and learning / revision modules accessible via the internet for students

Our success will be measured by

- Number of teachers accessing professional learning and incorporating into teaching practice
- Enhanced classroom teacher capacity in numeracy teaching through regular, individual mentoring in and out of the class environment
- Staff (teacher and support personnel) implementing targeted interventions which reflect an improvement in student outcomes
- Internal data sets conducted and NAPLAN data demonstrating a percentage decrease of students in lower bands, percentage increase of students in higher bands; ATSI students achieving at least the school average in literacy
- Improved engagement and achievement in numeracy for all students
Target 3

Close the gap for Aboriginal and Torres Strait Islander students so they achieve at least the school average growth result in NAPLAN literacy and numeracy in year 9.

Strategies to achieve this target

- Personalised Learning Plans developed and updated for all Aboriginal and Torres Strait Islander students
- Targeted support implemented through school based personnel and funded programs eg Norta Norta
- Participation in school and inter-school competitions eg Aboriginal Numeracy Competition
- Participation in linkage partnerships with outside organisations eg University of Western Sydney Individual Student Mentoring Program, AFL Sporting Chance Academy

Our success will be measured by

- Personalised Learning Plans used by teachers to enhance their teaching learning programs
- Students more engaged in learning reflected by on task behaviour and student outcomes
- Student participation in school and external competitions
- Student participation in external linkage partnerships
- Improved engagement and achievement in literacy, numeracy and attendance
Target 4

Increase student enrolments at Sarah Redfern High School

Strategies to achieve this target

- Appoint a manager of community engagement and school community liaison officer
- Implement a community of schools between Sarah Redfern high school and feeder primary schools
- Expand the marketing strategy implemented in 2010. Rebranding of the school and its image in the community, with a more consistent, professional approach.
- Conduct activities and events which showcase the school to the wider community
- Continue to develop linkages and partnerships with external government and non government organisations and businesses
- Pilot a middle school approach to the year 7 cohort 2011 incorporating home rooms and teaching teams
- Conduct a gifted and talented program for students from feeder primary schools at Sarah Redfern high school
- Implement extra-curricular programs for high achieving students from years 5 to 8 which incorporate parent engagement

Our success will be measured by

- Increased enrolments to the school particularly from feeder primary schools and the local community
- Increased attendance by parents and community to school activities and events
- Positive feedback from parents to primary school gifted and talented program, high achieving student programs and middle school approach for year 7 students
- Participation and engagement of students in extra-curricular programs
Target 5

Increase student retention to year 12 from 57% (2009) to 59% (2011).

Strategies to achieve this target

- Provide relevant curriculum to meet the diverse needs of students across stages 5 and 6
- Teachers to implement a broad range of teaching strategies to accommodate the learning needs / styles of all learners
- Provide opportunities for students to access before and after school support for learning
- Establish mentor programs and partnerships with Universities, government and non-government organisations
- Provide and promote pathways opportunities for students encompassing school based apprentice traineeships, work placements and vocational education courses

Our success will be measured by

- Increased number of students engaging in ongoing meaningful education and demonstrating greater on task behaviours
- Increased attendance rates to school of students in stages 5 and 6
- Students gaining employment or accessing further study on completion of their higher school certificate
- Students establishing ‘personal bests’ resulting in improved learning outcomes shown by internal and external data sets
About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Ms K Endicott  Principal
Mr P Gavin  Manager
National Partnerships
Mrs E Sculley  Rlg Deputy Principal
Mr R Dummett  Manager Community
Mr D Rawlings  Manager Curriculum
Mr Taylor  Manager
Student Well Being
Ms A Millott  Manager Administration
Ms R Stephens  SRC
Ms V Ratusau  Director of Sport
Mr S Prasad  ESL Teacher
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: