Students

Sarah Redfern High School has an enrolment of approximately 475 students with a range of abilities and talents. Together, they create a harmonious school environment through their positive interactions with staff and each other. There is a genuine desire to make the most of the opportunities available to them. This report will touch on some of their many inspiring achievements in academia, performing arts, sport and citizenship.

Students enrolled at the school represent 29 different nationalities with students from the Pacific Islands (New Zealand, Tonga, Samoa, Cook Islands) making up 64% of the student cohort and ATSI students accounting for 13%. The majority of the students that attend the school reside in the Minto area.

Significant programs and initiatives

Sarah Redfern High has had an exciting year this year and has taken on a number of new initiatives and has been revisiting current policies and procedures to evaluate their effectiveness the areas we have been focusing on are:

- Positive Behaviour Learning: a team attended the two day initial training and has been working together to provide staff training and designing professional learning activities ready to prepare for the full implementation in 2011. The Guiding Principles of PBL states:
  1. Student misbehaviour can be changed
  2. Environments can be created to change behaviour
  3. Changing environments requires change in adult behaviour
  4. Adult behaviour must change in a consistent and systematic manner
  5. Systems of support are necessary for both students and adults

- 4MAT training has been undertaken by a number of staff to develop, implement and evaluate a unit of work to fully engage all types of learners. It is a framework teachers can use to develop quality units of work which have all the components of the Quality Teaching Model. The school will be documenting its learning in an action research project to demonstrate the improvement in learning outcomes achieved by students.

- The school has been undergoing evaluations in school culture, school policies and procedures, the student management system and the roles and responsibilities of staff. The school has established a learning support team and developed a “Student Well Being Policy”.

- Staff, students and parents have also been looking at the school values and our beliefs about teaching and learning and also revisiting the school motto and school banner statement to explicitly state what it means to part of the Sarah Redfern High School Community.

Our aim is to make education as relevant and challenging as possible to meet the needs of our adolescent learners. The school and community through the P&C and School Council work in partnership to plan the future direction of the school. We want all our students to take their place in society and aspire to the highest levels of achievement.
Principal’s Message

Sarah Redfern High School is a comprehensive high school servicing a diverse community. The school thrives on our rich and broad diversity with over 64% Pacific Islander, 13% ASTI and over 27 nationalities represented.

This year has been an exciting year as a school community we have reviewed, and renewed some of our school policies and procedures with full community support. The areas we have focussed on are school uniform, attendance, lateness, mobile phones and use of electronic devices.

The school has a major focus on teaching and learning with a number of staff being trained in the 4MAT model which takes into consideration the value of each individuals unique learning styles. It will develop teacher skills in designing instruction and assessment that is more able to successfully engage students in learning.

The school has also been preparing for the implementation of Positive Behaviour Learning (PBL) 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 & discrimination.

We are striving to maintain high standards of student behaviour with a focus on ‘Be Respectful’, ‘Be a Learner’, ‘Be Responsible’. The implementation will involve 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.

The Learning Support Team has been fully implemented and believes every student at Sarah Redfern High School has the right to achieve their academic and social potential. The role of the Student Well Being Team is to monitor and support students to achieve their full potential.

The Student Well Being Team consists of two Sub Teams

1. Year Advisors & Assistant Advisors (Student Well Being Support Team)
2. The Learning Support Team

The team has been identifying students who require support in their learning or who have demonstrated behaviours that are inhibiting their learning and providing support through resources within and outside the school.

The school is part of the Priority Schools Funding Program (PSFP) and has a strong emphasis on improving student literacy, numeracy & parent participation. At the school we offer a wide range of opportunities for students to improve their knowledge and leadership skills such as the Norta Norta program, HSC Tutorial program, Peer Mentoring, 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.

Karen Endicott

SRHS Parents & Citizens

The P&C is open to all. To vote an annual membership fee of $2 is required. The P&C meets at 4pm on the 4th Wednesday of the month in the tea room in the administration building.

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 to the P&C meeting where the P&C considers the Principal's monthly report, financial report and also creates our 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 & a voted P&C representative. The School Council & P&C are strong voices in determining school policy & procedure at Sarah Redfern High School. As an independent source of finance, the P&C Canteens support SRHS initiatives and provide funding for a number of scholarships & sponsorships.
In 2009 P&C and the P&C Canteens have funded:

- University Scholarship to the value of $3000.
- TAFE scholarship to the value of $1500.
- 9 year 7 scholarships to the value of $300.
- Sporting sponsorships to the value of $1500.
- Reward canteen vouchers to the reading program.
- Sponsored the “Bring it” on program ($500).
- 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 4 weeks).

These scholarships and sponsorships will continue into 2010, the green reward program continues with the students needing to be on green level for a whole term.

We look forward to working with everyone in 2010 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 meet monthly at 6pm on the 4th Wednesday of the month (after the P&C). 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 is a body of people that have active input into the development of school policy.

In 2009 School Council

- Monitored functioning of the school P&C, P&C Canteen, finance and sports
- Participated actively in a wide range of school committees

Glenna Niedermayer
P & C Representative

Student Representative Council

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.

The SRC is tailored to help members realise their unique strengths and how they can work well together as a team. SRC members 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 NSW Cancer Council, Genes for Jeans Day and UNICEF. The SRC also participate in community service programs, develop international awareness, assist in the 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 has developed different strategies to reach community through their SRC blog and their school newsletter column Sarah Speaks: The voice of the SRC.

The Sarah Redfern High School SRC is represented at the South West Sydney Regional Interschool Council by two year 11 SRC members, with the other two filled on a roster basis for years 7 to 11. This encourages an exchange of ideas, views and skills regarding student leadership. Other representative experiences included a visit by School captains to NSW Parliament House, South West Sydney Regional SRC Conference and committee membership on the Working Together in Minto (WTIM).

**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 that we have seen an increase in enrolments in 2009 to 475 with our largest number since 2005.

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>237</td>
<td>223</td>
</tr>
<tr>
<td>2006</td>
<td>243</td>
<td>221</td>
</tr>
<tr>
<td>2007</td>
<td>237</td>
<td>229</td>
</tr>
<tr>
<td>2008</td>
<td>228</td>
<td>232</td>
</tr>
<tr>
<td>2009</td>
<td>249</td>
<td>226</td>
</tr>
</tbody>
</table>

**Student attendance profile**

Student attendance remained relatively stable. Regular monitoring of attendance has supported the progress in student
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 and text messages. Each week a deputy principal 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.

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 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 choice in a small school setting.

Retention to Year 12

<table>
<thead>
<tr>
<th></th>
<th>SC03-HSC05</th>
<th>SC04-HSC06</th>
<th>SC05-HSC07</th>
<th>SC06-HSC08</th>
<th>SC07-HSC09</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>53.3</td>
<td>52.2</td>
<td>52.0</td>
<td>52.4</td>
<td>57.7</td>
</tr>
<tr>
<td>SEG</td>
<td>63.6</td>
<td>59.7</td>
<td>62.0</td>
<td>60.5</td>
<td>64.8</td>
</tr>
<tr>
<td>State</td>
<td>61.0</td>
<td>61.1</td>
<td>60.8</td>
<td>60.3</td>
<td>61.0</td>
</tr>
</tbody>
</table>

Post-school destinations

Year 12 students undertaking vocational or trade training

A total of 61.4% of students have undertaken studies under the vocational education framework.
Vocational Education

The majority of our students accessed and participated in vocational education at both school and through Registered Training Organisations.

Hospitality, Construction and the newly implemented Sport Coaching courses provided a diversity of subject areas for students to achieve a vocational qualification, along with their Higher School Certificate. Students attended TAFE campuses across the region and studied in a variety of vocations including Automotive, Tourism, Business Services, (Hospitality Food and Beverage), Metals and Engineering, Retail Services and Beauty Therapy.

Our Sport Coaching course had a 100% attainment of the highest qualification achievable, which was an outstanding result for its first year. In Hospitality our newly built Type ‘A’ Kitchen allowed students to meet a diverse range of hospitality outcomes on school premises, and gives students first-hand kitchen experience outside of off-site Work Placement.

Students completing School Based Apprenticeships and Traineeships (SBAT’s) have been able to, in most cases; enter into their host employer’s full time workforce, which is a commendable achievement for these students and a testament to their hard work and dedication.

Two students were successful in receiving recognition for exceptional achievement in workplace learning through the Macarthur Workplace Learning Program Inaugural Honour Roll and another receiving a Regional VET Excellence Award. Students completing School Based Apprenticeships and Traineeships (SBAT’s) have been able to, in most cases; enter into their host employer’s full time workforce, which is a commendable achievement for these students and a testament to their hard work and dedication.

Congratulations to Year 12 2009 Particularly to the following high achievers:

Sarah Redfern High School Annual School Report 2009

SRHS High Achievers

Shane Hammond (IP & Tech, Maths),
Andrew Niedermayer (Chemistry, Physics),
James Papail (Industrial Tech),
Samantha Dudge (Visual Arts),
Theresa Potter (Industrial Tech)

Staff, students & community are very proud of the outstanding group of students who completed the HSC.

We wish them success & happiness as they embark on their future studies at University & TAFE, traineeships and apprenticeships and other employments.

Sarah Redfern High School
Parramatta Road Milsons Point NSW 2061
Ph 923630 35 Fax 92368 30 Email sarahredfern@cox.net.au
**Careers and Transition program**

Work Education continued within the school curriculum as a compulsory 100 hour course for all students in years 9 and 10.

Topics within the Work Education framework included, Communication in the Work Place, Introduction to Workplace Safety, Managing Finances, Learning in the Work Place and a mandatory work experience requirement for all students of year 10. Our work experience program was highly successful with local community business offering part time employment to some of our students on completion of their placements. Student feedback was extremely positive with many students having their first hands-on experience in a work environment.

Through a carefully planned set of assessment tasks over years 9 and 10, the tangible outcomes for students at the completion of work education are: a resume, a career pathway plan, a weekly budget and tax file number.

Macarthur Workplace Learning Programs continued to provide opportunities for our students including the Macarthur Area Careers Expo, Work Placement Assistance, Taste of TAFE day and the Job Seekers Market. Senior students accessing these initiatives were greatly advantaged in preparation for leaving school and entering into job seeking.
A new online Careers Blog was established to assist students in accessing online information regarding career transition and tertiary education. This also provided a format where students could ask questions and seek advice outside of normal school hours or once they had graduated, which proved to be beneficial. Alternate education programs and flexible study timetables were offered to those students at-risk or requiring additional support. TAFE mate was conducted from Campbelltown TAFE and had a number of successful participants complete the courses.

The TAFE ‘Hands-On’ programs provided additionally supported courses for Aboriginal and Torres Straight Islander students, as well as advising on support and access schemes into University and Tertiary Education.

The school support unit continued to run a highly successful work experience program for our students, giving them work experience within local community businesses. Again, this was supported by dedicated supplementary staff and had a measurable positive impact on the young people involved. Senior students from the Support unit also accessed Discrete TAFE courses, while the year 9 and 10 cohorts completed the Work Education course covering life skills outcomes.

### Staff information

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>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principals</td>
<td>2</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>37</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>0.8</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>Head Teacher Mentor</td>
<td>0.3</td>
</tr>
<tr>
<td>Head Teacher (PASP funded)</td>
<td>2</td>
</tr>
<tr>
<td>Teacher (PASP funded)</td>
<td>2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>12.6</td>
</tr>
<tr>
<td>Total</td>
<td>69</td>
</tr>
</tbody>
</table>

Three Learning Support 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>85</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>15</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.

Date of financial summary: 30/11/2009

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>405 215.61</td>
</tr>
<tr>
<td>Global funds</td>
<td>392 845.37</td>
</tr>
<tr>
<td>Tied funds</td>
<td>569 376.57</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>61 811.62</td>
</tr>
<tr>
<td>Interest</td>
<td>18 530.90</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>40 426.30</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td><strong>1 488 206.37</strong></td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>84 091.47</td>
</tr>
<tr>
<td>Excursions</td>
<td>14 719.65</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>76 553.82</td>
</tr>
<tr>
<td>Library</td>
<td>19 073.89</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>515 280.39</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>5 057.42</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>129 114.00</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>55 903.88</td>
</tr>
<tr>
<td>Maintenance</td>
<td>85 730.12</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>36 410.00</td>
</tr>
<tr>
<td>Capital programs</td>
<td>16 022.80</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>1 037 957.44</strong></td>
</tr>
</tbody>
</table>

Balance carried forward: 450 248.93

A full copy of the school's 2009 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.
2009 demonstrated the depth of talent of our students and the hard work and commitment of the teachers. Achievements included:

- Best NAPLAN growth for numeracy in our school education group for both years 7 and 9. This highlights both the hard work and dedication of the teachers and the success of the ongoing work in numeracy with our partner primary schools.
- Continued improvement in the HSC and School Certificate, particularly in Visual Art and General Maths.
- The Literacy Buddies program continued with Clayton Utz law firm. This included a visit to their city offices by our year 7 students.
- Three students received Pacifica awards recognizing Student and Community Excellence and Engagement in education.
- Indigenous students performed at the Aboriginal Employment Services presentation night. Ileasha Jones, year 11 was acknowledged for her successful participation in a school based traineeship.
- Kerrin Conway, year 12, received a fully paid AFS scholarship to spend a year in Germany.
- Twenty four students from years 7-12 visited Wellington High school for a cultural exchange.
- Boys U/13 Rugby League team were the winners of the innugual Wests League Cup.

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 2009. The CAPA committee has been instrumental in developing and supporting many of these activities. During 2009:

- 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.

- Students participated in a Cultural Exchange with Wellington High School (NSW), where they were involved in many different cultural dance/music/art workshops.

- 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.

- The ‘Bring it on’ mentoring program gave the students an opportunity to participate in a dance and choreography competition, of which the school was successful in gaining 4th place in the finals at Homebush.

- One of our young year 7 students was a member of the NSW DET Choral Choir and performed at the annual Schools Spectacular.

**Sport**

The community impact of our Targeted Sports Program project over the past four years is evident from a range of data. Increased self confidence and self esteem through our sports program have seen students display successes on the sporting field, representation at higher levels in sport, improved academic results, strengths in leadership skills and the development of role models and mentors within our school. Students from year 7 through to Year 12 have become valuable citizens within our community providing coaching / managing /officiating skills for community 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) 62% – up from 29% in 2008

• Self and others (peer interaction and acceptance) 32% - up from 12% in 2008

• Selfworth (confidence in self and physical appearance) 21% - down 1% from 2008

• Self and home (family interaction and acceptance) 50% - up from 20% in 2008

• Data indicates an overall 43% improvement as opposed to 27% in 2008, in the four target areas.

The scattered 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 Touch Football, Basketball, Football & Netball competitions, where students have been selected to represent at Regional levels or higher.

A total of 97 students were selected to represent Fisher Zone in rugby league, rugby union, touch football, swimming, athletics, cross country, netball and volleyball. In 2009 we saw 15 representatives for Sydney South West sporting teams which included both boys & girls in rugby league, rugby union, touch football, rhythmic gymnastics, cross country and volleyball.

Seven of our students were selected to represent NSW CHS or above Regional level in 2009.

A special congratulations goes to the following team achievements in 2009:

**Soccer** – Girls U/16 were Futsal regional champions and finished in the top 8 in the State Championships, U/14 finished top 4 in State

**Touch Football** – open boys were regional champions. Year Yr 7 & 8 boys and girls touch teams were Grand Finalists in the Sydney Regional Competition, with the boys winning and going onto the State Championships. Both teams the doubled-up to the Oz Tag teams were undefeated in the Wests All Schools competition.

**Netball** – open girls finished 5th in region and boys finished in top 4

**Basketball** – Sarah team won the local open schools competition, Esther Mariner was selected in the NSW U/16 All stars squad

**Rugby League** – Open boys were regional champions for the 6th year in a row, and University Shield quarter Finalists, Arrive Alive Regional finalists

U/13 boys were NSW Captains Cup 7 a side champions, Wests All Schools Champions and West Cup U/13 Champions. This team has not been defeated all year.

**Rugby Union** – U/15 girls were the NSW CHS Champions

Students participating in the Targeted Sports Program project represented 21% of our total student body in 2009, and with the continued development of self confidence, self esteem and citizenship skills, we want to build upon these foundations and work towards even greater success in the school and wider community.
Academic

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 the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

and/or In the School Certificate the performance of students is reported in performance bands ranging from Performance Band 1 (lowest) to Performance Band 6 (highest).

Literacy – NAPLAN Year 7

In 2009 our Year 7 NAPLAN showed results in spelling 37.8% of students were in bands 7, 8 and 9, in grammar and punctuation 13.2% in bands 7, 8 and 9. In writing 16.3% of students were in bands 7, 8 and 9 and in reading 12.7% in bands 7, 8 and 9.

Yr 7 NAPLAN Reading

<table>
<thead>
<tr>
<th>Band</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage in band 2009</td>
<td>20.0</td>
<td>37.9</td>
<td>29.5</td>
<td>5.3</td>
<td>6.3</td>
<td>1.1</td>
</tr>
<tr>
<td>School average 2007 - 2009</td>
<td>19.5</td>
<td>32.1</td>
<td>35.9</td>
<td>8.0</td>
<td>3.8</td>
<td>0.8</td>
</tr>
</tbody>
</table>

Yr 7 NAPLAN Writing

<table>
<thead>
<tr>
<th>Band</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage in band 2009</td>
<td>27.6</td>
<td>23.5</td>
<td>32.7</td>
<td>10.2</td>
<td>5.1</td>
<td>1.0</td>
</tr>
<tr>
<td>School average 2007 - 2009</td>
<td>26.2</td>
<td>23.6</td>
<td>29.3</td>
<td>14.1</td>
<td>4.9</td>
<td>1.9</td>
</tr>
</tbody>
</table>

Yr 7 NAPLAN Spelling

<table>
<thead>
<tr>
<th>Band</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage in band 2009</td>
<td>13.3</td>
<td>18.4</td>
<td>30.6</td>
<td>24.5</td>
<td>10.2</td>
<td>3.1</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>13.8</td>
<td>18.5</td>
<td>28.4</td>
<td>24.3</td>
<td>11.3</td>
<td>3.7</td>
</tr>
</tbody>
</table>

Yr 7 NAPLAN Grammar and punctuation

<table>
<thead>
<tr>
<th>Band</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage in band 2009</td>
<td>34.7</td>
<td>28.6</td>
<td>23.5</td>
<td>10.2</td>
<td>2.0</td>
<td>1.0</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>24.2</td>
<td>28.0</td>
<td>24.0</td>
<td>16.0</td>
<td>3.4</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Numeracy – NAPLAN Year 7

In 2009 our results in Year 7 NAPLAN showed 17.2% showed results in bands 7&8. Generally students results were below the state and regional average.

<table>
<thead>
<tr>
<th>Band</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage in band 2009</td>
<td>12.9</td>
<td>34.4</td>
<td>35.5</td>
<td>11.8</td>
<td>5.4</td>
<td>0.0</td>
</tr>
<tr>
<td>School average 2007 - 2009</td>
<td>19.7</td>
<td>30.5</td>
<td>34.1</td>
<td>9.2</td>
<td>6.4</td>
<td>0.0</td>
</tr>
</tbody>
</table>
**Literacy – NAPLAN Year 9**

In 2009 our results in Year 9 NAPLAN showed in reading 16.3% students performed in bands 8, 9, and 10. In writing 19.6% students performed in bands 8 and 9. In spelling 26.4% students performed in bands 8, 9, 10. In grammar and punctuation 14.9% students performed in bands 8 and 9. Generally students results below the state and regional average.

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 9 NAPLAN Reading Percentage in band 2009</td>
<td>29.1</td>
<td>25.6</td>
<td>29.1</td>
<td>11.6</td>
<td>3.5</td>
<td>1.2</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>23.6</td>
<td>26.4</td>
<td>25.7</td>
<td>16.2</td>
<td>6.7</td>
<td>1.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 9 NAPLAN Writing Percentage in band 2009</td>
<td>37.9</td>
<td>27.6</td>
<td>14.9</td>
<td>16.1</td>
<td>3.5</td>
<td>0.0</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>28.9</td>
<td>30.9</td>
<td>20.4</td>
<td>14.4</td>
<td>3.6</td>
<td>1.8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 9 NAPLAN Spelling Percentage in band 2009</td>
<td>13.8</td>
<td>23.0</td>
<td>36.8</td>
<td>11.5</td>
<td>12.6</td>
<td>2.3</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>21.6</td>
<td>19.2</td>
<td>30.8</td>
<td>17.9</td>
<td>7.3</td>
<td>3.2</td>
</tr>
</tbody>
</table>

**Yr 9 NAPLAN Grammar and punctuation**

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage in band 2009</td>
<td>29.9</td>
<td>29.9</td>
<td>25.3</td>
<td>10.3</td>
<td>4.6</td>
<td>0.0</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>31.2</td>
<td>23.1</td>
<td>27.9</td>
<td>12.3</td>
<td>3.7</td>
<td>1.9</td>
</tr>
</tbody>
</table>

**Numeracy – NAPLAN Year 9**

In 2009 our results in Year 9 NAPLAN showed 21% of students performed in bands 8 & 9. Generally students results were below the state and regional average.

<table>
<thead>
<tr>
<th>Band</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage in band 2009</td>
<td>9.3</td>
<td>33.7</td>
<td>36.1</td>
<td>16.3</td>
<td>4.7</td>
<td>0.0</td>
</tr>
<tr>
<td>LSG average 2009</td>
<td>12.7</td>
<td>33.4</td>
<td>31.9</td>
<td>14.9</td>
<td>5.6</td>
<td>1.5</td>
</tr>
</tbody>
</table>
School Certificate

In 2009 57 students sat for the School Certificate examinations. The majority of students achieved results in Bands 2 to 4. Our students performed well in the Computer Skills test with all students achieving competent or highly competent.

In the School Certificate, the performance of students is reported in performance bands ranging from performance Band 1 (lowest) to Performance band 6 (highest).

In 2009 96.4% achieved bands 3, 4 and 5. School Certificate relative performance comparison to Year 5 (value-adding)
School Certificate

Higher School Certificate

In the majority of HSC subjects performance in 2009 was equal to better than performance in 2008.

Higher School Certificate relative performance comparison to School Certificate (value-adding)
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards.

The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 7 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Minimum Standard Information</th>
<th>Percentage of Year 7 students achieving at and above minimum standard in 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80.0</td>
</tr>
<tr>
<td>Writing</td>
<td>72.5</td>
</tr>
<tr>
<td>Spelling</td>
<td>86.7</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>65.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>87.1</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students achieving at and above minimum standard in 2009

<table>
<thead>
<tr>
<th>Percentage of Year 9 students achieving at and above minimum standard in 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

PSP

PASP/PSFP initiatives have made a significant contribution to ongoing school improvement and significant gains have been made in each of the action areas. Quality teaching and learning is embedded in all faculty programs and is evident in classrooms.

NAPLAN data reflects the continued gains made by our students – in both years 7 and 9 Literacy and Numeracy. Sarah Redfern High achieved the best growth data for our school education group for year 7 numeracy and year 9 numeracy. In all areas except one (year 7 Literacy) students’ growth was significantly higher than the average growth for the School Education Group.

A culture of high expectations has continued to develop; this is reflected by the commitment of students and staff to additional programs such as ‘Step Up’ which have supported students in developing better study skills, increased their understanding of what is expected of them in external examinations and provided them with academic challenges. Parent support for and understanding of the expectations of students have also improved as a result of these programs.

A significant change in the school culture is also evident – a shift to a positive attitude to study and more students aspiring to university and TAFE courses.

This is also indicated by the growing number of students taking on school-based apprenticeships and traineeships.
Attendance data for 2009 has shown a 3% improvement, reflecting the consistent work of the Community Liaison Officer in contacting parents regarding non-attendance at school.

Support from PSP funding has enabled the school to provide smaller classes and additional staff to better cater for the needs of all students.

**Aboriginal education**

Effective implementation of the DET Aboriginal Education Policy into all KLAS continued during 2009 following on from what had been achieved in the previous year.

There are many indicators which reflect this implementation. They include:

- Cultural – recognition continues at all school functions with Welcome to Country. Staff, Students and the Aboriginal Community have all embraced this process.

- The Norta Norta Program which targeted support to Aboriginal Students to accelerate progress in Student achievement. The focus of the program was to provide learning assistance in the key areas of Literacy and Numeracy to match or better the outcomes achieved by the broader student population. This program aligns with the NSW State Plan targets and Office of Schools Plan priorities.

- The AFL Academy program held on Tuesday, Wednesday and Friday between 3pm – 5pm which is an initiative of AFL and Auskick. The focus of the program was to keep Indigenous (and non-indigenous) students engaged in school and active.

- Kari Scholarships Program is an education based initiative for Indigenous Senior High School Students within the Liverpool and Fairfield local Government areas. Five Students gained scholarships of up to $1000 each to cover the costs of study such as purchase of uniforms, textbooks, stationery, school excursions etc.

- Youth Enterprise Program (YEP) was run by the Aboriginal Employment Strategy (AES) organisation which is a not-for-profit organisation specialising in placing and mentoring Aboriginal people into employment. YEP is based on Wenquests package called “My Business Rules” which give students a first hand experience on how to run a small business. Aboriginal Students in year 7 – 9 created an enterprise culture away from a welfare culture. Students created a business name and product, researched relevant markets, developed a business plan and learned to keep financial records. The program was extremely well received with all students who participated developing with life long skills.
• “The Ink is Black, the Page is White” Project. This featured Aboriginal dance students who worked in partnership with the NAISDA Dance College and the Campbelltown Arts Centre. It consisted of workshops and a performance before Aboriginal Elders, families, teachers and others.

• National Aborigines and Islander Day (administered by an observance committee) or NAIDOC Week, was celebrated with the Sarah Redfern Primary School and the local community. The theme for this year was “Honouring our Elders, Nurturing our Youth”. Students and Staff were able to showcase their talent at the joint assembly which lasted in excess of 2 ½ hours.

• Cultural Performances. As a follow up to NAIDOC Week performances, the students were invited to perform their routines at the Bankstown Trotting Club in front of Elders. As part of Honouring Day Celebration Ceremony and also in front of young toddlers at a Day Care Centre.

• The Radio Program continued every Friday outside the Careers Room. Koori students were responsible for the set up of this facility which was approved by all other students.

**Multicultural education**

The DET Policy on Multicultural Education has been implemented in all KLA’s 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 ESL support to students.
- Staff / carer interviews with a culturally appropriate support person present (involved in ongoing mentoring / 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 of origin (where appropriate).
- Raising staff understanding of cultural issues to avoid insensitivity and support recognition of differences within our community.
- All members of staff completed basic training for ESL in the mainstream.
- Planning undertaken for ESL Pedagogy Project to a selected group of students.

Super 7’s Dance Competition, Wests Leagues Club, winners and trophy recipients.
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.

The school is currently reviewing the schools values and beliefs looking closely at the “Student Management System” and developing and refining the “Student Well Being Policy”. The focus of school policies are built around the Departments “Dignity and Respect” policy.

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.

Progress on 2009 targets

Target 1

*Improve the literacy outcomes of all students and close the gap for ATSI students.*

Our achievements include

- The percentage of yr 7 students achieving results in bands 5 and 6 increased.
- The percentage of year 7 ATSI students gaining a band 5 or 6 increased
- 84% of year 7 students achieved the national benchmark
- 45% of year 7 students made literacy gains of more than 50 points on NAPLAN
- Literacy growth for year 7 indigenous students was the highest in the School Education Group.
- An increased percentage of year 9 students achieved bands 6, 8 and 9
- The percentage of ATSI students in year 9 achieving bands 6 and 8 increased
- 86% of year 9 students met the national benchmarks for literacy
- Literacy growth for year 9 students in NAPLAN literacy was 3rd highest in the SEG, and for indigenous year 9 students was the second highest.
- 34% of year 9 students achieved a growth in literacy of more than 50 points.

Teachers from every Key Learning Area participated in focused literacy support develop their skills in improving student literacy in the context of their teaching programs.
**Target 2**

*Improve the numeracy outcomes of students and close the gap for ATSI students*

Our achievements include

- NAPLAN – development of question bank and recording of student results. These showed ongoing improvement and resulted in excellent student growth.

- Year 7 numeracy results showed an average growth of +8.7 points above that of the SEG; year 9 numeracy results showed an average growth of +27.2 points above that of the SEG. Students at SRHS achieved the best growth in our SEG.

- Indigenous students in years 7 and 9 also achieved the best numeracy growth in our SEG.

- 86% of year 7 students achieved the national benchmark and 91% of year 9 students achieved it.

- Strong focus has been on improving student engagement with numeracy and consolidating improvement in corporate data.

- Counting on kit created for each teacher, counting on classroom support resulting in a greater variety of teaching strategies and assessment tools.

- Technology focus – training and use of Geogebra software, developmental power point for shared use.

- Financial maths initiative had a strong literacy focus. This involved building an appropriate vocabulary, reading a set text plus newspaper articles and completing comprehension tasks.

- Newman’s analysis was an ongoing focus and built on skills developed in previous years.

This also has a strong literacy focus.

- Support for year 12 students encouraged motivation for remaining at school and provided ‘real life’ maths experiences.

- A faculty survey indicated that all staff were using a greater variety of teaching strategies and that assessment tasks had improved in terms of variety and quality.

- Community of schools continued with 4 partner primary schools. This resulted in an outstanding financial literacy fair attended by all schools.

- Staff from other faculties have been supported as they incorporate numeracy strategies into their own teaching programs; this has flowed on from the work with the maths consultant.
Target 3

*Increase student retention to year 12 to 54%.*

Our achievements include

- Student retention has improved to 57.7%
- Attendance rates for students in year 12 remained stable at 83.1%
- The school leadership team presented themselves exceptionally. They were outstanding role models for younger students, undertook their duties conscientiously and made a very positive contribution to the school.
- Generally students in year 12 wore their uniform with pride and helped establish a positive attitude to the way students presented themselves.
- Students in the senior school received extensive support before choosing subjects to study for the HSC. This is reflected by in the improved retention.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum.

**Educational and management practice**

**Background**

In 2006 Sarah Redfern High School received a Director General’s award for its student management system. While most aspects of the system still worked well it was considered that there was a need to refine and further develop some aspects of this as well as consider other strategies for supporting students in modifying their behaviour.

**Findings and conclusions**

Professional learning for all staff was considered to be one of the key aspects of ensuring the effective implementation of the student management system and this was undertaken through whole school staff meetings as well as through faculty support. Staff believed some parts of the system took too long before a student moved onto a different level and some refinements were made in this area.

Staff believed that it was critical for the positive parts of the system to be used as effectively as the consequences and supports for negative behaviour. It was therefore decided that, building on the whole staff professional learning undertaken in 2006, the school would implement PBIS (Positive Behaviour Intervention Strategy). A team of 7 staff undertook training and would become the driving force within the school. Within SRHS this would be known as PBL – Positive Behaviour Learning and would target the aspects of Responsible, Respectful and Learner. An action plan was developed for the following 18 months leading to full implementation at the beginning of the 2011 school year. The school community – staff, students and parents - have been involved in considering aspects of its implementation.
**Future directions**

Staff support the strong correlation between the student management system and PBL. During 2010 the planning and training for the full implementation of PBL will continue. The matrix has been completed and professional learning during 2010 will focus on improving staff’s understanding of the philosophy and practice of PBL. All teaching staff will be involved in writing lessons and students will be encouraged to enter designs for the signage around the school. There is a strong commitment to PBL as a way of ensuring a more positive, on-task learning environment.

1. To evaluate the support provided to the students in the unit to meet their educational needs
2. To evaluate the teaching practices utilized
3. To evaluate the morale, congruence and alignment of the Support Unit.

Data was provided by the following: questionnaires; interviews; classroom observations; documents.

**Findings and conclusions**

Student interviews indicated that the students in the Support Unit believed that they learnt ‘heaps’. Both students and classroom observations verified the obvious respect delivered by the teachers and school learning support officers.

Some concerns were raised regarding the lack of engagement by the teachers in the Support Unit with the NAPLAN data and that there was no evidence of strategies relating to improved performance in this test in either of the faculty plans viewed by the team. The team also highlighted concern with regard to limited curriculum understanding particularly in terms of what was provided in each of the Learning Stages. Concern was also expressed regarding the number of photocopied handouts used rather than evidence of individualized learning programs. No individualised learning plans or transition plans were available for students in the Support Unit.

A review of suspension data and playground infringements indicated that students from the Support Unit accounted for 20% of these. However, a key concern was the small number of repeat offenders. Many students from the unit expressed concern that they felt marginalised within the school.

**Curriculum**

**Background**

Sarah Redfern High school has a Support Unit comprising of 5 classes, catering for students in both the IM and IO range. 62 students are enrolled in the unit which is staffed by 1 Head Teacher, 4 teachers and 5 School Learning Support Officers. As part of an ongoing cycle of evaluation the Support Unit was identified to be involved in an Education Support Team analysis which would include external personnel. The focus of the Support Team’s analysis was on the following:
Recommendations of the Education Support Team included:

1) the need to strengthen the leadership capacity of the Special Education Faculty to improve student learning outcomes. This would focus on culture; teaching practice; teaching programs; assessment and reporting and student achievement.

2) Raise staff awareness of the impact of the Disability Standards for Education on the delivery of educational programs for all students at SRHS and

3) Complete a review of the organisational restructure of the support classes to reflects stages 4, 5 and 6 with a focus on learning; vocational education and transition to post-school destinations.

Future directions

Provision of high quality professional support has been provided to faculty members in terms of programming, Student Individual Learning Plans and developing a cohesive faculty. Classes have been organised according to student stages. Ongoing support will continue throughout 2010.

Parent, student, and teacher satisfaction

In 2009 the school sought the opinions of parents, students and teachers about the school.

Starting as the new principal in Term 2 2009 I was very interested in the community’s perception of the school and in collaboration with our feeder primary schools requested to contact parents who had decided to send students to another school. Also visits were made to each of our feeder primary schools P&C meetings to meet with parents and gather information. The information provided identified areas we should focus on:

- Poor perception of school regarding school uniform and behaviour
- Lack of communication to feeder primary schools with reference to programs offered to students in the areas of gifted and talented, sport, performing arts
- Need to build stronger relations with feeder primary schools and further develop our transition program
- Develop a focussed marketing strategy to advertise the strengths of Sarah Redfern High School

Also it was timely to evaluate school culture the staff were issued with an article “Good Seeds Grow in Strong Culture” by Sapphire and King 1985. The article describes the cultural norms that affect school improvement such as collegiality, experimentation, high expectations, trust and confidence, tangible support, reaching out for knowledge bases, appreciation and recognition, caring celebration & humour, involvement in decision making, protection of what is important, tradition, honest open communication. Staff were asked to fill out a survey regarding the culture they perceived was at Sarah Redfern High.

Some interesting findings came out of the survey: 47% indicated that collegiality among faculties and school personnel existed, 50% indicated experimentation was happening at the school, 35% indicated that we did have high expectations, 67% indicated we provide appreciation and recognition, 40% indicated we do not protect what is important, 33% indicated that we did not have formal traditions. As a school we are focussing on areas that need to be addressed to build a strong culture as this is essential to make our school an attractive workplace that is energised and constantly improving.
Parents provided valuable input into policy matters and future directions through the School Council and P&C. The parent / community groups provide community feedback on school programs. Parent representatives have been actively represented on selection panels for new staffing positions.

Students had an active voice in school matters through their regular year meetings and the Student representative Council (SRC). This group meets daily in roll call and have made suggestions in such areas as student activities and school improvements.

Following a period of increased retention of staff at the school and a strong emphasis on leadership and career development, 2009 saw a reinvigoration of professional learning in the areas of quality teaching and supporting beginning teachers. The development of teacher knowledge and skills in the area of quality teaching centred around the introduction of the 4MAT model which was widely adopted by staff. This approach has been adopted by several faculties such as science, visual arts and technology as part of an action research project.

Expenditure on quality teaching accounted for 38.7% of the allocated funds.

In addition 25.0% of funds were utilized with the professional development of beginning teachers to both the school and the teaching service.

Participation in professional learning activities was widely supported by staff at all levels with an average investment of $800 to all staff at the school. Professional learning activities were conducted on the designated Staff Development Days in each of term one, two and three and the newly introduced last two days of the school year. Additionally, staff participated in activities and courses that were conducted both on and off site either during the normal school day and/or at times outside of normal school operating hours. Some staff also participated in professional learning activities through enrolment in on-line courses.

John Ramirez, 2009 Victor Chang award recipient
School development 2009 – 2011

Targets for 2010

Target 1

In 2010 we will achieve positive value added in Literacy and Numeracy.

Strategies to achieve this target

- Effective delivery of literacy and numeracy programs through the Key Learning Areas with the delivery of a focused across the school literacy support program to improve targeted areas.
- Using data to identify and prioritise the literacy and numeracy needs of students and targeting of individual needs as identified by NAPLAN in Year 7 and 9.
- Professional learning for all staff that focuses on explicit teaching of literacy and numeracy.

Our success will be measured by:

- A decrease in the proportion of students scoring in the lowest band and an increase in students scoring in the higher bands in both literacy and numeracy.
- Increased staff understanding of the literacy and numeracy demands specific to each Key Learning Area.
- Staff using data to inform teaching and learning programs with explicit and systematic teaching of areas in literacy and numeracy that need improvement.

Target 2

In 2010 continue to improve the quality of teaching and learning in all key learning areas.

Strategies to achieve this target

- Staff to be trained in the 4MAT model as a framework to embed quality teaching and learning in all teaching and learning programs.
- Ongoing professional learning through faculty and staff meetings. The delivery of a high quality professional learning program will equip staff with the skills to improve teaching practice within their KLA and will address quality of learning and pedagogy that supports student engagement.
- Coaching provided to staff to develop trial, implement and evaluate units of work designed using the 4MAT model.
- Engagement of students in activities promoting deep knowledge and understanding, higher order thinking, problem solving and high expectations.
- Sharing best practice at faculty and staff meetings.

Our success will be measured by:

- Greater student engagement in the classrooms.
- Students show a greater understanding of the work they are studying. This will be evidenced through improved outcomes for all students and higher quality work submitted for assessment.
• Improved student learning outcomes as measured by internal and external data. Teaching that engages and motivates students to learn, that is consistent with the principle of learner-centred learning and that sets high standard of achievement; and
• Professional learning data which confirms support for a quality teaching focus.

Target 3
Developing 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 at the school by 2-4%.

Strategies to achieve this target include:

• Staff to attend regional marketing workshop and coordinate a school community committee to identify the needs and wants of our new community members.
• Develop a marketing plan to attract new clientele to the school.
• Develop and review of all print material to ensure it is sending out clear messages to our community.
• Develop school website which will attract new clientele.

Our success will be measured by:

• Marketing material produced of a high quality that demonstrates the strengths of Sarah Redfern High School.
• Targeting our marketing to new clientele in the local primary schools which will bring about new enrolments.

• Development of new website that is attractive and provides information to new clientele and more visits to website will be recorded.

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  Deputy Principal
Ms S Young  Deputy Principal
Mrs G Niedermeyer  Representative School Council
School contact information

Sarah Redfern High School
Monaghan St & Pembroke Road
Minto NSW 2566

Ph: 02 9830 1566
Fax: 02 9820 3050

Email:
sarahredfe-h.school@det.nsw.edu.au

Web:
www.sarahredfe-h.school@det.nsw.edu.au

School Code: 8551

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:
