Sarah Redfern High School

Sarah Redfern High School is a comprehensive high school located in south-western Sydney and forms part of the Sarah Redfern complex of schools incorporating a community library.

Students enrolled at the school represent 30 different nationalities with students from the Pacific Islands (New Zealand, Tonga, Samoa, Cook Islands) making up 53.5% of the student cohort and ATSI students accounting for 11%. The majority of the students that attend the school reside in the Minto public housing estate.

The school has been on the Priority Action School Program (PASP) for the previous six years. Additionally, the school receives funding under the Priority School Funding Program.

The school through its staff, students and community have strengths in a diverse range of areas of education. More recently the school has drawn upon its strengths and success in the sporting field and with strong community support have implemented a Targeted Sports Program for students across years 7 to 12.

The school is named after Sarah Redfern, wife of Dr William Redfern. The family lived in close proximity to the where the school is located during the early 19th century.

Principal's message

2008 was another outstanding year for Sarah Redfern High School as its status within the local and greater community continued to grow. This was a result of improved academic results by students across years 7 to 12, outstanding sporting achievements and cultural performances and deserving recognition by the Minister of Education, Verity Firth, with her awarding to the school of the prestigious Cohesive Community award at a special school assembly in December 2008.

This accolade is testimony to the hard work and dedication by staff, students, parents, community members and outside agencies who for the past 6 years have worked tirelessly to make Sarah Redfern High School a school that all can be proud of.

As this report will detail, students from years 7 to 12 have shown improved academic results when compared to previous years, not only within our school setting but also when compared to students in our local school education district, across New South Wales and Australia. Staff and students are to be commended on their success.

On the sporting fields, students from the school have continued to excel and through the hard work of the coaching staff and the dedication and passion displayed by students through the targeted sports program, as both individuals and as teams, students from the school have excelled at zone, regional and state level.

In the area of creative and performing arts, once again, students have demonstrated a tremendous range of skills and abilities which they are proud to display not only to our school but to a wide range of audiences across the district.

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 and I commend this report to you as a record of fine achievement by all over the past six years.

In particular, I would like to thank Mr Garrick who will retire at the end of the 2008 school year for his outstanding leadership as Principal of Sarah Redfern High School since 2002. Mr Garrick was passionate about the students of the school, a role model to staff, a strong advocate for community involvement in their school and the driving force behind the ‘new Sarah’ and he will be remembered by all for his catch phrase ‘I challenge you’.

Thankyou Mr Garrick for a job well done.

Mr Paul Gavin – Relieving Principal

P&C and/or School Council message

School Council

The School Council meets monthly, at 6pm on the 3rd Wednesday of each month. It is comprised of elected staff, executive staff, students representing their respected constituents. The Principal and executive of the P&C, together with invited “prominent community members” complete the council. Agenda and notices of Motion are distributed prior to meetings so debate is learned and informed.

During 2008 Council

- Debated and explored the Belief and Values of our school in preparation of the construction of the next Three Year Plan (2009-2011)
- Worked with community groups to further develop the produce garden – “Garden of Life”.
- Monitored functioning of school P&C, canteen, finance & sports committees

Mrs Glenna Niedermayer – President

P&C

The P&C is open to all – voting requires membership of $2 annually. The P&C meets at
4.30pm on the second Tuesday of every month. Each month the Canteen Manager tables a financial statement for each of the canteens running under the auspices of the Sarah Redfern High School P&C. The P&C considers the principal’s report monthly and also creates our own agenda items for discussion / resolution. On occasions we have received reports on issues requested the previous month.

The P&C report is tabled at Council one week later and we are represented on Council by two of our executives. The P&C is a strong voice in determining school policy & procedure at Sarah Redfern High School as well as providing employment and service through our canteens. As an independent source of finance, the P&C supports school projects through representation on finance committee and provision of funds for student scholarships year 6 into year 7, year 12 to TAFE & University.

Mrs Mirika Williams - President

Student representative's message

The Sarah Redfern High School student representative council is composed of twenty two to twenty six students from years 7 to 12. The constitution has been reviewed this year and the council now includes junior members of the student body. This allows opportunity for leadership development and a student voice in the younger years. All elections for SRC are held at the end of term 3, including the election of School Captains from the year 11 SRC members.

SRC has held a number of fundraising activities for a broad variety of causes such as Stewart House, and the NSW Cancer Council. They also help to organise and co-ordinate social events at school and school based activities such as assemblies and parent barbeques. This year, there has been a focus on improving the school image and culture – an in-school initiative linked to Clean Up Australia, anti-bullying, and graffiti reduction are issues to be followed through.

The school captains represent the student body on the school council. Sarah Redfern High School is represented at the South West Sydney Regional Interschool Student Council by two year 11 SRC members with the other two positions filled on a roster basis for years 7 to 11. This exposes the younger students to a broader definition of leadership, promotes information exchange, and encourages student confidence action change. Other representative opportunities have included a visit by the School Captains to NSW Parliament House, participation in the South West Sydney Region SRC Conference, and committee membership on the Youth working group of WTIM (Working Together in Minto).

Student representatives are as follows:

Tevita Moala, Lynette Peterson, James Papalii, Kahurangi Rewi

School context

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 over the past 4 years the school has remained constant with only a six student variation: 460 in 2005 to 466 in 2007. The trend of high mobility throughout the year with 30% changes of enrolment due to the relocation of families under the Minto renewal project and changing family circumstances. This has significantly impacted on the day to day operations of the school and the continuity of learning in the classroom. Student enrolment figures have largely remained constant due to out of area enrolments by students to access the targeted sport programs available at the school.

Student attendance profile

Attendance by students across years 7 to 10 showed a slight improvement in 2008 compared to 2007. Many students had an attendance pattern equal to or higher than the average attendance for both the region and state however this was offset by a number of students in each year group who were under the case load of the home school liaison officer.

Students in year 11 and 12 had an improved attendance pattern compared to the cohorts of the previous two years. This was in part to a strengthened commitment by students to their studies, participation in extra-curricular activities and the work of the respected student support teams.
Class sizes
As a result of Priority School Support, employment of additional teaching and support staff with expertise and special abilities in literacy and numeracy has resulted in smaller class sizes across years 7 to 10. Class sizes in years 11 and 12 have varied in size to ensure that low candidature subjects are able to be offered to students.

Structure of classes
Students in years 7 and 8 (stage 4) undertake a program of study which includes: English, mathematics, science, history, geography, personal development health physical education, visual arts, music, technology, Italian and integrated sport. There is also a self-select class for the most academically gifted students.

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 3 electives subjects, one of which incorporates the Board of Studies course work education.

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

A student support unit is an integral part of the school with five classes operating. The unit contains 2 classes for intellectually moderate and 3 for intellectually mild. Students across years 7 to 12 are enrolled within these classes.

Retention to Year 12
The retention of students who completed their school certificate examination in year 10 at Sarah Redfern High School and went on to complete their higher school certificate in year 12 at Sarah Redfern High School has remained constant when compared to the past 3 years. Whilst data indicates that these figures fall short of both the school education group and state, the retention of students at Sarah Redfern High School is noteworthy given the Minto renewal project and the relocation of families and in turn the strong commitment of some senior students to continue their education at the school by ‘travelling in’ each day.

Post-school destinations
The number of year 12 students eligible for entry to University remained unchanged from 2007 at approximately 33%. However, there was an increase in the number of students gaining entry into University and private colleges (11%). The number of students continuing their studies at TAFE and private colleges also increased from 2007 to 32%. The selected study paths lead to careers in accounting, commerce, customer service, engineering, finance, fitness, hairdressing, logistics, music, nursing, office administration, personal training, and sports administration.

The current economic climate has affected employment rates around the world, and Minto has not been unaffected. A number of our leavers are still looking for full time employment, especially apprenticeships and traineeships. However, they are making the most of all opportunities by attending courses arranged by their Job Network Agencies and pursuing casual and part time work. Tertiary education fees continue to be cited by students as a major reason for seeking employment over going straight into further education after completing year 12.

Unfortunately, 11% of the students were unable to be contacted regarding their post school destinations due to the redevelopment of the...
Minto neighbourhood which has seen a number of students move out of the area since finishing school.

**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**
Sarah Redfern High School was fully staffed throughout 2008.

<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>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 of ESL</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</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>Senior Admin Officer</td>
<td>1</td>
</tr>
<tr>
<td>School Administration Officers</td>
<td>5.6</td>
</tr>
<tr>
<td>General Assistant</td>
<td>1</td>
</tr>
<tr>
<td>Teachers Aides</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>69</strong></td>
</tr>
</tbody>
</table>

**Staff retention**
During 2008 the staffing at the school remained very stable and was strengthened by the employment of additional teaching and support staff funded through the PASP and PSFP programs.

**Staff attendance**
Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.8%

**Teacher qualifications**
All teaching staff met 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>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

In 2008 7 teachers were classified as new scheme teachers and under the support of the head teacher – mentor completed the required documentation for accreditation with the Institute of Teachers.

**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>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>30/11/2008</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Income</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>330 027.42</td>
</tr>
<tr>
<td>Global funds</td>
<td>340 463.90</td>
</tr>
<tr>
<td>Tied funds</td>
<td>307 956.19</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>115 533.09</td>
</tr>
<tr>
<td>Interest</td>
<td>26 985.93</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>45 068.55</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1 166 035.08</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>84 665.29</td>
</tr>
<tr>
<td>Excursions</td>
<td>16 010.16</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>39 191.93</td>
</tr>
<tr>
<td>Library</td>
<td>17 317.00</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>5 323.51</td>
</tr>
<tr>
<td>Tied funds</td>
<td>303 167.71</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>9 274.45</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>93 405.67</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>60 384.18</td>
</tr>
<tr>
<td>Maintenance</td>
<td>77 618.43</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>37 789.23</td>
</tr>
<tr>
<td>Capital programs</td>
<td>16 671.91</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>760 819.47</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td><strong>405 215.61</strong></td>
</tr>
</tbody>
</table>

A full copy of the school's 2008 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.

**School performance 2008**
2008 demonstrated once again the depth of talent of our students and the hard work and commitment of the teachers.

- The emphasis of the school on improving student literacy and numeracy outcomes was rewarded by our year 7 and 9 students demonstrating the best overall growth in the NAPLAN tests in our school education district
- In the HSC Leigh Garingo achieved a band 6 in Music and the results in
General Maths and Visual Arts were very pleasing.

- More students in year 10 gained a band 5 result in the School Certificate.
- Frost Matavao, our school vice-captain, was selected as Campbelltown Young Citizen of the Year.
- Three students won their categories at the annual Pacifika awards.
- Two students won their categories in the Rotary Youth Excellence Award night.
- Six students received awards at the annual regional Indigenous awards night.
- Twelve students received AFS scholarships to undertake a two week tour of Japan.
- An exchange program with Wellington High School was established with a visit by our students to Wellington, and later in the year Wellington students visiting Minto.
- The Literacy Buddies program for year 7 students teamed with employees of Clayton Utz, a large city law firm continued.
- Girls’ soccer and the open boys’ Rugby League teams performed outstandingly.
- The Year 5 ‘Experience High School Day’ attended by all year 5 students from our partner primary schools provided an interesting and enjoyable experience of high school life. Student evaluations were extremely positive.
- Art Teacher Dennis Nguyen received a National Excellence in Teaching Award.
- Principal Kevin Garrick received the Daily Telegraph Peace Medal for his work and dedication in the Minto Community.
- Sarah Redfern High School won the Minister for Education’s Cohesive Community School Award.

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 2008. The CAPA committee has been instrumental in developing and supporting many of these activities.

During 2008:

- 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.
- Indigenous students had the opportunity to perform at Cabramatta High School on 7/1/09, for the celebration of ‘Peace Day’ and the presenting of the ‘Sydney Peace Prize’. The Sydney Peace Prize is the only International Peace Prize awarded in Australia. This Prize has global significance in terms of the support and recognition given to leaders for peace. This day was shared by over 1500 high school students from over 12 different High schools.
- 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.
- Australian Children’s Music Foundation (ACMF) continues to support our budding songwriters and musicians with weekly lunchtime tuition.
- 2 Year 12 students received Highly Commended in a national songwriting competition run by the Australian Children’s Music Foundation, and performed at the Sydney Festival – Hyde Park along with the Australian Youth Choir and Australian Youth Orchestra, in 2008.

Sport

The community impact of our Targeted Sports Program project over the past three 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) 33% – up from 24% in 2007
Self and others (peer interaction and acceptance) 20% - up from 2% in 2007
Selfworth (confidence in self and physical appearance) 22% - up from 15% in 2007
Self and home (family interaction and acceptance) 30% - up from 25% in 2007

Data indicates an overall 27% improvement as opposed to 24% in 2007, in the four target areas.

This year saw the beginning of our new sport structure at Sarah Redfern, with years 7 – 11 not competing in Zone sport, and developing skills under the new scattered sport structure. This structure saw a lot 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 and Netball competitions, where students have been selected to represent at Regional levels or higher.

105 students were selected to represent Fisher Zone in rugby league, rugby union, touch football, swimming, athletics, cross country, netball & volleyball. In 2008 we saw 33 representatives for Sydney South West sporting teams which included both boys and girls in rugby league, rugby union, touch football, rhythmic gymnastics, cross country and volleyball. Eight of our students were selected to represent NSW CHS or above Regional level in 2008.

Successful teams in 2008 were – U/15 Wests Cup finalists, SSW Region team champions were: Open Girls Rugby Union, Open Boys Rugby League (University Shield and Arrive Alive Cup), Open Boys Touch, U/14 & U/16 Girls Futsal. NSW State success included – U/14 & U/16 Top 8 in NSW, Grand finalists in University Shield, U/15 Girls Football (Bill Turner Plate grand finalists).

Students participating in the Targeted Sports Program project represented 39% of our total student body in 2008, 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.

Open Girls Rugby Union

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 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)

Literacy – NAPLAN Year 7

In 2008, student results for year 7 reading showed significant gains in bands 5, 7 and 9 when compared to similar students in the year 7 cohort of 2007. The students attained the best overall growth in the school education group.
In year 7 writing, students achieved in bands 6, 8 and 9 in contrast to the previous cohort of 2007.

It is noteworthy that of the 4 areas of testing; writing, reading, grammar and punctuation and spelling, students performed best at spelling.

Numeracy – NAPLAN Year 7
Similarly, year 7 students demonstrated growth in bands 5, 6 and 8.
Literacy – NAPLAN Year 9
Students in year 9 undertook NAPLAN testing for the first time as they had previously completed the NSW based ELLA test. Of the 4 areas of testing; writing, reading, grammar and punctuation and spelling, students in year 9 performed best at reading and across all 4 areas the most common band achieved by students was 7.

Numeracy – NAPLAN Year 9
Students in year 9 undertook NAPLAN testing for the first time as they had previously completed the NSW based SNAP test. Data indicates that students performed slightly better across the 4 areas of the Literacy testing in comparison to Numeracy.

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

School Certificate
Significant gains were made by students in English-literacy with 86.4% of students gaining band 3, 4 or 5 compared to 60.9% in 2007.
School Certificate relative performance comparison to Year 5 (value-adding)

In comparison to their relative performance in year 5, the year 10 students of 2008 at Sarah Redfern High School made better progress at mathematics, Australian history, civics and citizenship and computer skills than other mandatory subjects studied for the school certificate.

Higher School Certificate

Some pleasing results were gained by year 12 students studying their higher school certificate in 2008. General Mathematics students performed better than previous years’ cohorts and were in line with the state average for this subject. Students studying business studies, English advanced, personal development health physical education and visual arts students performed equal to or better than the 2007 cohort.
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 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>82.1</td>
</tr>
<tr>
<td>Writing</td>
<td>75.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>79.2</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>67.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>79.0</td>
</tr>
</tbody>
</table>

Percentage of Year 9 students in our school achieving at or above the minimum standard in 2008

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>72.5</td>
</tr>
<tr>
<td>Writing</td>
<td>70.6</td>
</tr>
<tr>
<td>Spelling</td>
<td>82.1</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>67.2</td>
</tr>
<tr>
<td>Numeracy</td>
<td>77.3</td>
</tr>
</tbody>
</table>

Significant programs and initiatives
Priority Schools Program (PSP)
Sarah Redfern High School has received additional financial support through PASP and PSFP. As a result of this additional funding the school has been able to implement programs and strategies specifically aimed at targeting the deficiencies experienced by our students.

The school received a staffing allocation of 1.1 teachers. This was used in the following ways:

- One period a week to all year 7 and 8 classes to raise expectations, implement study skills programs, build resilience
- Establishment of an additional small class in English to enable intensive English/literacy remediation to occur in stage 4
- 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 their:

- Engagement in learning
• Development of individual learning programs related to academic / career planning
• Raised expectations for academic achievement.

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, this has been supported by the employment of 2 additional Head Teachers. NAPLAN data reflects the outstanding 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. A culture has developed of high expectations, this is shown by the commitment of students and staff to additional programs such as ‘Step Up’ which have supported students to develop 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 has 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. Support from PSP funding has enabled the school to provide smaller classes and additional staff to better cater for the needs of all students.

Student Welfare

HT Student Services has overall responsibility for overseeing student welfare and is responsible for key personnel to implement welfare programs, training and development and community partnership initiatives. In 2008 these included:
• Quality teaching and learning

Quality Teaching workshop leader: fortnightly presentations to groups of staff about each element led to a more professional dialogue about ways to raise expectations and engage students in classrooms at SRHS. These sessions became an exchange of teaching and learning strategies, assessment and programming ideas. Staff evaluations stated that these workshops challenged them and also provided practical ways to embed QT in their classrooms.

ESL, STL and Teacher Aide supervisor: allocation of these resources was carefully managed and strategically organised to target individuals and groups of students needing learning support. Programs and personnel were tailored to meet outcomes across the school. Consequently a more consistent approach was devised, and student participation was raised. Staff knowledge and understanding of the roles of these resource teachers was also enhanced through TPL such as: ESL in the mainstream course; presentations on School Development Days, Faculty workshops on Literacy and Numeracy.

Literacy and Numeracy: best value added in the school education group in years 7 and 9 NAPLAN results. More students are on task in our classrooms due to consistent management practices across the school, which is the priority area for HT Student Services. Programs, student reviews and external agencies ensure that the school climate is positive and proactive, promoting academic achievement and student well-being. Staff teacher professional learning has enhanced the quality of teacher instruction, especially with regard to setting school improvement targets. A three year focus on improving student results in literacy and numeracy has also contributed to this NAPLAN data.

• Classroom and school organisation and school culture

Promoting student engagement: through a variety of activities, student participation and representation have been strongly advocated. Events include: leadership camp, sports challenge, student representative council restructuring, motivational speakers, University of Western Sydney fast forward, senior mentoring, year 7 and 8 healthwise-selfwise program. These activities have given staff and students the opportunity to work together to enhance school spirit and promoted the notion of student voice as a powerful tool for changing school culture. Subsequently, a senior student leadership team was established, the SRC was restructured, up-skilled in public speaking and now manage all formal assemblies. Students also took part in programs to motivate and inspire them to do their personal best. Feedback/survey results show that participants are more aware of how to achieve their potential and more willing to involve themselves in the life of the school. This was apparent in the unprecedented level of student interest in SRC elections this year. Sports Challenge data for targeted year 7 students also demonstrated positive growth in key areas.

Step Up: a new after school study skills program targeting 25 of the most capable students in year 10; established to promote student skills, raise motivation and enhance School Certificate preparation. Through a series of workshops led by experienced staff who had marked School Certificate, students were presented with a ‘how to’ guide for creating a study program, managing subject revision and tackling exam papers. A high level of commitment from this cohort ensured that, of the target group, there was little absenteeism from study skills session (and they would catch up!). Parents and carers were extremely supportive of this initiative and without exception appreciated the chance afforded their
son/daughter. Step Up participants overwhelmingly found this program beneficial, indicating in their evaluations that they would appreciate a similar model in year 11 and even suggested a study skills program like Step Up should commence in term 1 of year 10, rather than term 3. Anecdotally this program directly contributed to a shift in the attitude of year 10. Teachers found them more diligent, more competitive and more aware of the demands of the School Certificate.

Student management: consistent student management policies and procedures were maintained by HT Student Services along with regular student welfare meetings, HSLO intervention, external provider programs, student leadership development activities and merit recognition assemblies, RISC, attendance and SMART data were utilised to set school goals then HT Student Services implemented programs and strategies designed to enable the school to successfully work towards these outcomes.

- Home, school and community partnerships

CLO: As supervisor of the CLO this productive relationship ensured that school events were promoted locally and beyond via phone calls, meetings and the newsletter. The CLO also assisted with parent/carer contacts; fostered a partnership approach during community gatherings and other school activities eg year 5/6 linkages BBQ; Senior Parent Teacher seminars; Orientation Day etc. A shared venture between the CLO, the HT Admin and the HSLO also supported the SRHS implementation of its attendance action plan. Consequently, fewer HSLO referrals were made in 2008 for chronic absenteeism.

Liaison with external agencies: the HT Student Services continued important relationships with external providers of programs and resources to support students. Community groups like Uniting Care Burnside, Mission Australia, Dept. of Housing, Rotary, Centacare and Sydney Southwest Area Health contributed resources and expertise to Sarah Redfern High School health and wellbeing activities; provided mentoring to at risk students; made places available in links to learning programs. Successful outcomes of these partnerships are evident in the results for student participants whose individual changes are demonstrated in a more positive attitude to school, and an improved degree of self-awareness. These community agencies thus have a high profile as reliable health providers, and the head teacher student services is now also sought by parents to assist them in contacting the relevant agency in crisis situations. This has been a significant feature of our community partnerships over the last 18 months, with parents/carers looking to the school for advice and support in times of need.

Student Management System (SMS) Recognition Ceremonies: the revitalised SMS now sees students regularly recognised in public for attaining academic outcomes. Formal assemblies each term, attended by parents/carers and special guests are another forum through which we have raised the public profile of SRHS. More students show school pride by collecting their awards before their peers (which was nor always the case). A guest speaker presented a motivational talk to reinforce self-belief, help students set goals and to inspire them. Students attaining the highest level of recognition are invited to participate in an educational excursion/outing once a term. It is encouraging to note that the numbers of students afforded this chance is increasing, and the number of those on lower levels is decreasing. Thus a more competitive school aspirational culture has and continues to evolve.

Aboriginal education

Effective implementation of the DET Aboriginal Education Policy into all KLAs during 2008 is reflected by the following indicators:

- Years 7 and 8 benefited from the in class tuition program which supported their learning needs. An analysis of NAPLAN data demonstrated that 86% of ATSI students in year 7 achieved the national minimum requirement in literacy; 71% of ATSI students in year achieved band 6 or above in literacy. 86% of ATSI students in year 7 achieved the national minimum standard in numeracy, and 47% of ATSI students in year 7 achieved band 6 or above in numeracy. Year 9 ATSI students also showed improvement with 67% meeting the national minimum standard in both literacy and numeracy.

- Students benefited from the writer-in-residence program continued from 2007. This had a strong ICT focus. Students visited the War Memorial to explore indigenous participation in Australia’s wars.

- Cultural recognition continues at all school functions with Welcome to Country, showing reciprocal positive support by both school staff and the Aboriginal community.

- At the annual Indigenous Awards night 6 students were recognized in the areas of literacy, attendance, sporting and culture and commitment. 4 students received Department of Housing scholarships worth $1000 and 5 students received scholarships valued at $2000 through Kari. These scholarships are to support indigenous students in their studies.
• Naidoc week was celebrated with a joint assembly with our adjoining primary school and was attended by all students from our schools as well as community members. Indigenous students also visited the State archives to research family history, visited a musical studio in Redfern and had a cultural tour of the Parramatta River.

• 8 ATSI students completed a St John's ambulance first aid course; 1 completed a sports strapping course; 5 students gained a metro screen certificate 4 in video and film production; 2 students achieved a level 1 touch referees certificate; 5 year 10 students gained a school based traineeship through the Aboriginal Employment Service for commencement in 2009.

• 11 male students completed the Racing to the Top program provided by Kari as a strategy for retention at school.

• Indigenous performers represented the school during the Wellington school exchange; the South West Sydney region Indigenous Education Conference; Spirit of Peace, Peace Day performance at Cabramatta High School and a Seniors Week function.

• Students were also involved in the Macquarie Fields Police Aboriginal Debutante Ball; Nura Mani Indigenous athletics carnival; Naisda Dance program, a performing arts workshop hosted by Campbelltown Council; More than my skin program at Campbelltown art gallery; the PCYC touch football competition and traditional indigenous games.

Multicultural education
The DET policy on Multicultural Education has been implemented in all KLA's and is reflected in the following programs/practices:

- Staff/carer interviews with culturally appropriate support person present (involved in ongoing mentoring/liaising between student/staff/carers)
- Articles in school newsletter to raise awareness and appreciation of cultural diversity within the school
- Use of ARCO to resolve student issues arising from prejudice
- Staff and community activities to develop awareness of cultural, linguistic and religious issues pertaining to the local community
- Targeted ESL support to most needy students

- Raising staff understanding of cultural issues to avoid insensitivity and support recognition of differences within community
- Dissemination of DET memoranda in language of origin (where appropriate)
- All members of staff completed basic training for ESL in the mainstream.

Respect and responsibility
The school Plan (2006 - 2008) is built on 7 Core Beliefs that were decided by extensive consultation

Core Belief 1. All students’ actions have consequences
1. Positive actions receiving recognition
2. Negative actions receiving sanctions

Core Belief 2. Students respect themselves, others and their education, acknowledge and celebrate individual and group differences.

The Core Beliefs are the foundations on which all school programs are built such as:
1. Community Service – promoted through Student Representative Council – involving a collection for a charity each term, working with local ROTARY club for Daffodil Day.
2. Formal ANZAC ceremony including residents of Pembroke Lodge.
3. Harmony Day activities – coordinated by the ARCO.
5. NAIDOC, Pacific Islander festival participations.
6. Visit to Japan by targeted students to explore / understand another culture.
7. Formal programs on racial tolerance and antiviolence delivered by Police youth liaison officer.
Other programs

Vocational education

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

Sport (Coaching) was added to the vocational subjects offered at school to Year 11 students this year, and it has proven to be a popular choice. The addition of this subject allows many of our students who are interested and talented in sport to study a subject that they enjoy and gives them vocational qualifications that will assist them in pursuing their career goals in that area.

Subjects studied at TAFE included nursing – health services assistance, business services, beauty therapy – makeup, primary industries – horticulture, automotive, car detailing/dismantling, and hospitality – food & beverage. 7% of students undertook the combination of study, vocational education, and employment that makes up a school based apprenticeship or traineeship (SBAT). Employment and related study programs of these students included sport & recreation (admin), metals & engineering, and automotive vehicle servicing (light vehicle). Most of the school based trainees have also been able to maintain a study pattern that will enable them to articulate into University if they choose, with the added benefit to their future studies of having gained valuable “hands on” experience.

Careers & Transition program

Work education continued as the backbone of the program as a compulsory 100 hour course for all year 9 & 10 students.

The topics of the work education course are Transition Planning, “What is Work?”, Introduction to Workplace Safety, Enterprise Initiatives, Workplace Communication, Managing Finances, and Learning in the Workplace.

The last topic involved a week of work experience which allowed students to “test drive” a future career or “try out” for a job. Feedback from year 10 students, parents/carers, teachers, and host employers regarding the work experience week was very positive. As a result of the excellent effort at work experience by 2 students, one employer donated $2000 to the school to be used for student scholarships.

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 tax file number, a weekly budget, research into a possible career path, a written transition plan, and reports covering a week of work experience. The positive changes in the year 12 post destination data are beginning to reflect the successes of this program.

Macarthur Workplace Learning Programs continued to provide workplace opportunities for the year 11 and 12 students. They also coordinated a number of careers-related projects, often in partnership with the local school Careers Advisers, such as the Macarthur Area Careers Expo, Parent Information Evening, interview preparation, Jobs Day, and a Taste of TAFE day.

The school careers newsletter, “Your Career”, continues to be produced weekly and distributed by email to all year 10, 11, and 12 students with copies available in the careers room and office foyer for the community.

In term 3, each year 12 student was interviewed by the careers adviser to assist with individualised transition from school plans, and assist with University/TAFE/job applications as necessary. All year 12 students left school with a careers & transition package in their graduation folder, which included personalised information about the courses and careers they had indicated interest in.

A number of students received additional services. Students at risk of not completing their high school studies participated in the youth pathways program, run in the school through Mission Australia. A small number of year 10 and 11 students accessed an alternate education program run out of Campbelltown TAFE called TAFE MATE. Indigenous students were provided with specific information about TAFE courses and University entry and support schemes for Aboriginal and Torres Strait Islander students. Links were strengthened with the Aboriginal Employment Strategy and a number of our indigenous students have taken up school based traineeships as a result of this partnership.

Senior support students participated in Job Clubs at TAFE and school, preparing them for their transition out of school. The support unit also continued to run a very successful work experience program starting when students turn 14, with placements increasing in length and responsibilities as student demonstrate their capabilities. A number of senior students participated in part time employment opportunities at the AFFORD pallet manufacturing factory in Minto. Junior support students studied the work education course covering life skills outcomes.

Progress on 2008 targets

Target 1

To improve all students 5-12 literacy and numeracy achievement

Our achievements include:

- Of 60 matched year 7 students in NAPLAN 41.6% had growth of more than 50 points in
literacy; 70% of matched students had growth of more than 50 points in numeracy. The numeracy results are particularly pleasing, indicating the positive impact of the Enhancing Numeracy Connections project with our partner primary schools.

- In year 9 NAPLAN of 56 matched students 48% achieved a growth of more than 50 points in literacy and 46.5% achieved a growth of more than 50 points in numeracy.
- 83% of year 8 students included in a study support program improved their results in numeracy.
- The University of Western Sydney evaluation reflected the positive growth in terms of improved students’ attitudes to learning and efficacy. The researcher noted the longitudinal improvement that has occurred in students’ literacy and numeracy over the six years of research.
- Student enrolment into year 7 2009 increased by 15 students.

**Target 2**

**To implement culturally sensitive teaching and learning programs to all KLA’s**

Our achievements include:

- All staff undertook ESL in the mainstream training
- School functions such as parent-teacher nights, subject selection nights and year 7 parents’ barbeque were well attended.
- Sarah Redfern High School was presented with the Minister of Education’s Cohesive Community School award. This recognised the outstanding relationships developed by the school with its community in a variety of contexts.
- A significant decrease (40%) in the number of short suspensions.

**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. In 2008 our school carried out evaluations of vocational education and the curriculum area of English.

**Educational and management practice**

**Background**

Vocational Learning encompasses activities and programs aiming to improve all students’ capacity to have a successful transition to further education, training, employment and community membership. For many years, the Vocational Education courses offered at school lead to statements of attainment in Certificate II in General Construction, and Certificate II in Hospitality. The introduction of Certificate II in Sport (Coaching) in 2007 led to an increased uptake in vocational education, initially from 30% to 42%.

These courses offer the same subjects (competencies) that are offered in TAFE, but are delivered by specially trained Sarah Redfern High School teachers in school. Benefits to the students are that they gain industry training and experience whilst still at school, and may be able to reduce their study loads at TAFE after school by claiming credit transfer for their school subjects.

All of these courses provide real life experiences via 70 hours of work placement in real businesses, mostly co-ordinated by our Local Community Partnership with the Macarthur Workplace Learning Program.

Teachers have additional training to meet industry standards of teaching and assessment of student work. They are active participants in local and regional teacher networks, and meet at least once a term as a school VET faculty.

To ensure maintenance of industry standards and compliance with the Australian Quality Framework, schools that deliver Vocational Education subjects are audited every 3 years. There have been two such audits in the last five years.

In 2005, the audit team commented on the school’s clear direction of vocational education and training for the future, as stated in school policies. Other positive aspects mentioned in the report were that once-a-term meetings for VET staff had commenced, the clear linking of assessment tasks to the Board of Studies Industry Curriculum Frameworks, traceable recordkeeping of assessment outcomes from the classroom to eBOS, revised archival policy and procedures in place, and OH&S signage displayed clearly and correctly.

However, the audit team also brought to light some challenges to the continued delivery of Vocational Education at Sarah Redfern High School. These included inconsistent compliance with Workplace Learning procedures and a reporting process for VET subjects that were incompatible with competency based assessment and reporting practice. Subject selection guides for Year 10 going into Year 11 were found not to include course information such as the qualification to be achieved, information that work placement was mandatory, and the course’s Board of Studies classification. This information
was also required to be made clear on Assessment guidelines.

Findings & Conclusions
The last audit was undertaken in August 2008 by the South Western Sydney VET in Schools directorate, with a number of positive aspects observed and very few areas requiring attention. All of the previous areas requiring attention had been addressed and the recommendations acted upon.

Observations (Positive Aspects) as per audit report:

- All recommendations from the previous audit have been addressed
- The VET co-ordinator is to be congratulated for the preparation for the audit and the evidence folder
- The VET staff are now a more cohesive team with a positive direction in terms of meeting RTO requirements
- School VET reports are comprehensive and follow all regional guidelines.
- Record keeping for all areas of VET is excellent. This includes electronic recording of competency.
- Work Education has been included in the year 9 and 10 elective curriculum. This has excellent value for student’s work readiness for both work experience and work placement.
- Strong links with local industry eg. Landcom, sports industry bodies, have been developed. This has enabled students numerous opportunities to enhance their VET learning.
- VET assessment tasks have clear instructions to students and have evidence checklists. Sports Coaching is using the regional proforma.
- Significant improvements have taken place in the processes for compliance to the DET Workplace Learning Policy.
- The central organisation of Work Placement paperwork and monitoring is best practice.

Observations (Areas Requiring Attention) as per audit report:

- Sample of completed surveys were evident
- Regional assessment proforma not evident. Units of Competency and Elements not stated on assessment tasks.
- Incorrect terminology being used in documentation, ie, module.
- The process of assessment validation has commenced.

Recommendations, as per audit report:

- All surveys to be completed in 2008 and forwarded to the region. This was completed.
- All assessments for VET use the current version of the Regional assessment proforma. This has been implemented.
- Units of Competency should replace module as correct terminology in VET documentation. Process underway.
- Assessment validation is to be continued during school VET meeting and at Network meeting. This is an ongoing process.

Future Directions

- Continue to develop VET delivery in Construction, Hospitality, and Sport (Coaching) in line with NSW DET policies and procedures.
- Hospitality expanded to include a Food & Beverage strand, Multi-skilling is now being delivered in place of Commercial Cookery to increase students’ skill base.
- The delivery of Construction has been furthered with the strengthening of links with Landcom and HIA. This has involved site visits to the building sites in the Minto redevelopment areas; provision of personal protection equipment such as work boots, safety vests, and hard hats; sponsoring courses in hand & power tools, and occupational health & safety; and workplacements in specialised fields such as tiling.
- Developments in the delivery of Sport (Coaching) include exploring the possibility of upgrading the qualification delivered from Certificate II to Certificate III. This will greatly increase students’ ability to use the qualification gained at school to find employment in their area of interest.

All of these qualifications are able to help students fast track their career training as all competencies achieved at school do not need to be redone at TAFE or another Registered Training Organisation.

Curriculum

Background
English is the only subject that is compulsory for every student in years 7 to 12. As part of an ongoing process of faculty evaluation its achievements and/or areas for development would play a pivotal role in the academic success of our students. It was decided to focus on the following areas: parent, student and teacher satisfaction; the congruence between assessment
practices and faculty teaching and learning programs; the administration of the faculty.

Findings and conclusions

Surveys of the English faculty indicate that teachers see it as one in which there is strong collegial support: staff note that programs are jointly constructed and that all staff members have a voice which is listened to in professional discussions; staff noted that assessment tasks are closely aligned to outcomes and that these are reflected by the teaching and learning programs; there is a strong belief among the faculty that they have moved positively forward as a result of the strong leadership provided by the head teacher and the increased stability of the faculty. Surveyed students indicate a positive attitude towards their learning in English; 98% of surveyed students responded always or mostly to questions relating to attitude to learning, the teaching and learning occurring in the classroom and the interactions between teacher and students. Students responded very positively to the statements that: My English teacher tells me what to do to achieve good results; My English teacher encourages me to improve the standard of my work and My English teacher expects high standards of work from me. Parents were surveyed by informal discussion and they believe that the English faculty is doing a good job in supporting the learning of their child(ren).

The administration of the faculty has been refined: corporate markbooks are established for each year and staff assigned the responsibility for maintaining the data for that year, initiating the planning for assessment tasks and developing marking criteria and ensuring that tasks are completed. The faculty uses a backward mapping process to ensure that assessment tasks reflect the outcomes being taught.

Future directions

After a lengthy period of stability, the English Head Teacher left to undertake another position, and the other most experienced teacher also left. However, the procedures and practices within the faculty are sufficiently embedded for the faculty to continue its positive progress. The faculty continues to review and evaluate its programs, choice of texts and refine and develop administrative processes.

Parent, student, and teacher satisfaction

In 2008 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Student, parent and teacher opinions were sought in a variety of ways, including formal/informal discussions and surveys. Generally, all groups believe that the school is continuing to make progress and that the students are receiving support with their learning. Students commented that students behaving better in classes meant that there was more on task time. The greatest concern of parents was that their child did not appear to have adequate homework. However, investigation showed that students had often not completed the work set.

Teachers also noted that the tone of the school had improved and that the students seemed more focused on their work.

Professional learning

Teaching and support staff participated in a range of professional activities that were aligned to both the school plan and individual development plans. These learning activities took the form of staff development days; terms 1, 2 and 3, internal programs conducted at SRHS both within and outside of school hours and external programs conducted both during and outside of school hours.

In 2008 a continued emphasis of teacher professional learning was centred round the understanding and explicit instruction of both literacy and numeracy across the curriculum regardless of a teachers KLA.

Due to an increased retention rate of staff at SRHS in recent years, a key focus was for staff to be actively involved in leadership and career development. This was well supported by staff and provided them with enhanced skills and opportunities for career enhancement. In 2008 this accounted for 54% of the funds expended from the teacher professional learning budget.

Participation by staff in professional learning activities was well supported with an average expenditure for all staff being $350.

School development 2009 – 2011

Through an exhaustive consultative process incorporating staff, students, parent and community members the School Management Plan for 2009 to 2011 was developed to address the needs of the school based on both regional and NSW Department of Education and Training targets.

Targets for 2009

Target 1

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

The percentage of students achieving minimum standard increases to 84%.
Strategies to achieve this target include:

- Literacy benchmark testing
- Implementation of whole school literacy program incorporating analysis/implementation of NAPLAN data
- Professional learning to support teachers, both experienced and inexperienced, to improve their skills in incorporating explicit literacy strategies in every lesson.

Our success will be measured by:

- School based data demonstrating students gains in literacy
- Teaching learning programs reflecting strategies to provide for student learning as identified through analysis of corporate data
- Staff more capable and confident of explicitly teaching literacy

**Target 2**

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

The percentage of students achieving minimum standard increases to 83%

Strategies to achieve this target include:

- Numeracy benchmark testing
- Implementation of whole school numeracy initiatives supported by specialist staff centred around analysis of NAPLAN data
- Professional learning to support teachers, both experienced and inexperienced, to improve their skills in incorporating explicit numeracy strategies in every lesson.

Our success will be measured by:

- School based data demonstrating students gains in numeracy
- Teaching learning programs reflecting strategies to provide for student learning as identified through analysis of corporate data
- Staff more capable and confident of explicitly teaching numeracy

**Target 3**

*Increase student retention to year 12 to 54%*

Strategies to achieve this target include:

- Teaching learning programs to incorporate Quality Teaching Framework and be actively demonstrated within all lessons
- Development of effective student leadership teams across the school

Our success will be measured by:

- Higher level of student satisfaction, engagement and understanding leading to increased enthusiasm in desire to learn.
- Increased attendance rates to school, both whole day and partial
- Growth of student leadership capacity, increased numbers of students aspiring to SRC membership and heightened level of positive peer intervention between students

**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.

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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: