Sarah Redfern High School
Annual School Report
Our school at a glance

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.

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.

Sarah Redfern High School’s purpose is to: promote for students and staff a safe, caring and stimulating physical and social environment which is conducive to working and learning; provide a variety of meaningful learning experiences in order to promote the development of all children towards their full potential; and encourage students to strive for excellence in all areas of school life as they pursue the knowledge and skills necessary for making mature judgments enabling them to become valuable members of our society. The school also aims to develop an awareness of the value of education and all students are provided with an equal opportunity for learning. We encourage in our community a feeling of ownership which helps to reduce the image of the school being an institution and assists in promoting responsible self direction. We value the qualities of tolerance, independence and individuality.

Principal’s message

In 2011 the school had a student enrolment of 465 students with 40% of students identified as ESL and students from a Language Background Other Than English (LBOTE) representing 49% of the school community: LBOTE 1 - 9%, LBOTE 2 - 14%, LBOTE 3 - 76%. Thirty nine percent of LBOTE students were born overseas with the top 5 countries being New Zealand, Samoa, Cook Islands, Fiji and Philippines. Twenty two different languages were identified with the top 5 Languages Other Than English (LOTEs) being Samoan, Tongan, Maori – New Zealand, Hindi and Maori-Cook Islands. In addition 10.4% of students identify as being ATSI.

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

Sarah Redfern High School is a comprehensive co-educational high school serving a diverse community located in the south western Sydney suburb of Minto. The school is part of the Priority Schools Program and National Partnership for low SES school communities.

The priorities for the school are: improving student learning outcomes, providing quality teaching through quality programs and engaging parents and the community. A highly educated, dedicated workforce and strong community involvement have been fundamental to the success of our school and at Sarah Redfern High School, students, staff and parents work together to create a caring, supportive and stimulating environment that promotes respect, understanding and tolerance, responsibility and co-operation.

The school is committed to ensuring students are self motivated, confident life-long learners who will be valued members of our community and society. Our teaching and learning programs deliver quality education and staff are committed to ongoing professional learning, updating skills and knowledge to provide a quality teacher in every classroom. The school has its main focus on improving student learning outcomes through the consistent application of quality teaching practices underpinned by whole-school, and targeted, teacher professional learning.

The school is committed to developing students to achieve the highest standards of intellectual and personal development. The school motto is ‘Strength through Learning’. Learning empowers each individual to achieve their greatest potential and the school is committed to providing students with a desire to learn, to make calculated and informed decisions, and to accept challenges. Within a stimulating and engaging learning environment the school inspires every
student to excel through academic and co-curricular programs that challenge all students.

The school delivers an innovative curriculum to meet the needs and abilities of all students. As a member of the Minto Community of Schools, the school implements a middle school in years 7 and 8 (stage 4) to ensure a seamless transition for students as they move from primary to high school. The middle school has a strong emphasis on literacy and numeracy and personal learning plans are developed for each student in consultation with their parents. Students in years 9 & 10 (stage 5) integrate work education into their pattern of study. Students in years 11 and 12 (stage 6) choose a pattern of study from an academic, vocational or work ready strand. Aboriginal students are supported in years 7-12 through the Norta Norta program.

Students are provided with a wide range of co-curricular programs through which they extend their chosen area of interest. These include leadership through the Student Representative Committee, gifted and talented through the High Achieving Student program, volunteering through the Sarah Pride Crew and a wide variety of sports through the Targeted Sports Program.

The school implements an integrated Student Management System (SMS) that received the NSW Director General of Education Award in 2006. The system is designed to acknowledge the many achievements of students in the various aspects of school life and to provide support to students who may be experiencing some difficulty in achieving a meaningful education. The System draws upon information on each student and ‘sends a message’ to both the student and their parent about how they are progressing at school and encourages them to strive for personal achievement, success and recognition as well as acting as a trigger to an extensive array of student support services available both within the school setting and through outside agencies. An integral part of the system are weekly lessons that encourage learning, positive relationships, social responsibility and importantly, to be respectful, to be responsible, and to be a learner.

The school enjoys an excellent reputation in the community. It has long established links with many community organisations including the University of Western Sydney, Working Together in Minto, Campbelltown City Council, South-West Youth Peer Education (SWYPE) Daystar Foundation, Western Suburbs Leagues Club and the AFL Sporting Chance Program.

Through community support and the Minto Community of Schools, Sarah Redfern High School hosts a range of academic enrichment competitions and programs and facilitates a range of social support initiatives. These include: the Endicott Cup for years 4, 5 and 6 students, and the gifted and talented program for year 5 students. High Achieving Student program (y7-10), Aboriginal Numeracy Competition (years 7-12), Mighty Mathematician Breakfast Club, Daystar Foundation Breakfast program, HSC tutorial program and the EDUHUB; an out-of school-hours facility that provides students and parents support staffed by teachers and community partners SWYPE.

**Significant Programs and Initiatives**

The school in 2011 has consolidated, streamlined and evaluated a large number of initiatives implemented in 2010.

**Implementation of an innovative management structure to promote ‘whole school changes’ for the future and provide capacity building opportunities for staff**

In semester 2 2010, the school piloted an innovative management structure to address the changing circumstances of the school as it moved from a long term position of two deputy principals to one, due to the decline in student school numbers. The structure was successful and it was decided to maintain the management structure for 2011. (see Educational and management practice)

**Piloting a middle school approach for year 7 as a transition from primary to high school**

This is a major strategy in the long term plan to bring about whole school change with a significant shift in culture of the school and its local and wider community.
A middle school approach was piloted in 2011 with year 7. It focussed on:

- the transition of students from primary to high school
- students being provided with a safe, vibrant and well resourced learning environment
- personalised learning plans being prepared for each student
- curriculum being delivered with a literacy and numeracy emphasis
- a reduced number of teachers engaging with year 7 students
- teachers who worked together in teams and were supported by a coordinator and support personnel
- teachers being provided training and ongoing coaching in the creation and delivery of programs using 4MAT
- the delivery of quality teaching and learning for all students

To facilitate this, the following was implemented:

- one block of the school containing four classrooms, a break-out area and two staff areas was dedicated to year 7 for home rooms. The location was refurbished and two rooms were fitted with interactive whiteboards
- classes were organised by mixed ability based upon data from feeder primary schools and internal data sets obtained in 2010: Class sizes were reduced
- through an internal merit selection process a year 7 coordinator was appointed to implement the middle school approach. The year 7 coordinator was identified to focus on teaching and learning in the middle years and to support the coordination of collaborative planning, professional learning and reflection for teaming teachers
- through an expression of interest, teachers were selected to be part of the year 7 teaming pilot. They were trained in and collaboratively planned using the 4MAT model
- a support teacher learning assistance was appointed to year 7

Students had:

- one teacher for literacy which encompassed English, geography and history (12 x 40 min periods per week)
- one teacher for numeracy which encompassed maths and science (12 x 40 min periods per week)
- specialist teachers in the wider school setting for PDHPE, music, visual arts, technology, language and sport

After a very positive evaluation and review the model will be continued into Year 8 2012.

**Strengthening engagement with the local and wider school community**

Arising from the National Partnerships Situational Analysis conducted in 2010 the school sought to strengthen its engagement with the local and wider school community. As an integral member of the management team, within the schools new management structure, the manager community engagement is responsible for:

- establishing the Minto Community of Schools (MCoS) comprising Sarah Redfern High School, Sarah Redfern, Minto, Campbellfield and The Grange primary schools and Passfield Park SSP
- developing a middle school approach across years 5 - 9
- implementing strategies that engage students and staff from the MCoS
- implementing programs that provide for educational enrichment for students in stage 3
- enhancing the engagement of the local and wider community in the operations of the school
- publicising the achievements of students from the Minto Community of Schools to the wider community

In 2011, the Minto Community of Schools was established with quarterly forums of principals and identified staff meeting to implement strategies which provide educational support for students as they transition from primary to high school, provide extension opportunities for high achieving students from within the community and engage both students and parents in the
delivery of a quality education at a public high school within their own community. Several highly successful strategies have been implemented, in particular, the year 6 gifted and talented program and the Endicott Cup.

Twenty students enrolled in the year 6 gifted and talented program have participated in an 18 week (one afternoon per week) program at Sarah Redfern High School delivered by a targeted teacher with training in K-12 education, teaching experience across a range of KLAs and extensive industry experience in the corporate / business sector. Teaching and learning programs have been prepared from the K-6 & stage 4/5 syllabuses of Maths, Science and Visual Arts and incorporate ICT strategies. Students have used Microsoft Office suite of programs to engage in “starting your own business” and managing a stock portfolio in ‘building wealth’. They use Microsoft Word, OneNote and PowerPoint in the workshops to record notes and complete set tasks.

The Endicott Cup is an academic competition for the feeder primary schools conducted at Sarah Redfern High School. Each term the schools compete against each other with two teams of four students. The competition has been designed to support and extend teaching and learning in the stage 3 / 4 curriculum and tests students on their knowledge and skills in numeracy, literacy, visual arts, technology and general knowledge. Points are awarded at the end of each round to determine the champion school and winner of the Endicott Cup. The competition enabled Sarah Redfern High School to work proactively with its feeder schools in curriculum related areas and provided an opportunity for parents to see their child compete as an individual and as a member of a team in an academic competition.

An evaluation of the strategies implemented reflect that they have:

- engaged parents in their child’s education as they prepare to transition from primary to high school
- presented Sarah Redfern High School to parents, students and primary school staff as a valued place of education for learning
- enabled dialogue with parents by both primary and high school staff as to what they want for the education of their child

Identifying, engaging and extending high achieving students in years 8 – 10

An analysis of data (NAPLAN, student surveys / interviews, internal data sets) identified a culture of complacency and under-achievement by top-end students in the school. As a result, a strategy was implemented to provide proactive targeted support for high achieving students.

In conjunction with the University of Western Sydney (UWS), a program was designed and implemented that identified 15 students from each of years 8 to 11 with particular emphasis on year 9 students as they transitioned from stage 4 to stage 5.

An experienced senior member of staff and an aspiring teacher currently undertaking study into gifted and talented education were identified to develop and implement a range of activities which included:

- preparation of personal learning plans
- personalised parent/student interviews to analyse student performance and guide student learning and aspirations
- workshops covering study skills, time-management, career planning
- presentations by motivational speakers who had excelled in their schooling
- before and after school study/tutorial sessions
- access to web based interactive enhanced learning and changing mindset programs
- visits to universities (USYD, UWS, UTS, UNSW) and explanations about tertiary education (95% of students have not had any person in their immediate or extended family attend university)
• attendance at events where high achieving students from other schools were participating/competing
• mentoring by university students from UWS
• participation in workshops conducted by UWS
• induction into the University of Western Sydney Fast Forward program

This increased enthusiasm is reflected by students striving to excel academically. This was evident in the 2011 NAPLAN results with high achieving students achieving higher than expected growth in all aspects of Literacy and Numeracy. This is contrary to the previous trends of the school. The program will continue in 2012.

This report outlines the major achievements of the school in many areas that were a focus of the SRHS school plan. The achievements reflect the dedication and professional approach to education taken by the community and staff. It acknowledges the ongoing dedication and commitment of teachers as they strive to continuously bring about improvement and enhance 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
P & C

The P&C is open to all parents, citizens and community people interested in the welfare and workings of the school - voting membership of $2 annually. The P&C meets at 4pm on the 4th and 8th week of the term on a Wednesday.

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

The P&C report is tabled at the School Council meeting at 6pm that night. We are represented at the Council by the P&C President and a voted P&C representative. As an independent source of finance, the P&C Canteens support SRHS and provide funding for a number of scholarships and sponsorships for our students.

In 2011, the SRHS P&C Canteen funded:
- University Scholarship to the value of $3000
- Tafe scholarship to the value of $1500- No students applied
- Nine, year 7 scholarships to the value of $300 each- we had 40 applications
- Sporting sponsorships to the value of $1500
- Contribution to Garden maintenance $2000
- Green Canteen rewards (this program was run throughout the year, done year by year to the students who were on green level for a whole term). The student is able to order their healthy lunch to the value of $5.00 (food & drink).
- Sponsored & supported the schools ‘Positive Behaviour Learning’ (PBL) through BBQ’s, school flags & signs
- Purchase of plants for foyer & office (used during assemblies & functions)

- Sponsor the maintenance of the aquarium in the administration block

Most of the scholarships and sponsorships will continue into 2012, others will be reviewed & acted on as the P&C decide and are able to raise the money for.

In 2011 SRHS P&C were very active and introduced a father’s day stall, snow cone days. In 2012 we look forward to Mother’s day stall, Valentine’s Day & other fund raising activities.

We look forward to working with everyone in 2012 to brighten the future of our students, staff, community and friends in the Sarah Redfern High School and the Minto Community. Many thanks to those who helped out in 2011.

School Council

The School Council meets monthly at 6pm 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”. 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 2011 School Council-
- Monitored the functioning of the school P&C, P&C Canteen, finance & sports
- Actively participated in a wide range of school committees
- Reviewed SRHS National Partnership

Mrs G Niedermayer
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 background 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 democratic 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 Valentine’s Day, World’s Greatest Shave, Red Nose Day, Genes for Jeans Day, RSPCA Cupcake Day, Pink ribbon, UNICEF Day of Change and natural disaster causes.

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

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

The SRC is represented at the South West Sydney Regional Interschool Student Council by two year 11 SRC members, with the other two filled on a roster basis for years 7 to 11. Students are encouraged to participate in these meetings as it is an excellent opportunity for students to experience student leadership, to hear and exchange new ideas and form relationships with students from other schools.

This year saw an SRC member be elected into the state SRC as a representative of the South Western Sydney Region. Also, our SRC embarked on the next stage of development through an exciting new initiative and SRC constitution, where all members played an active role by suggesting and voting on the different clauses. A new constitution brought about a new election process, timeline and new committee groups within the SRC.

Other representative experiences included a visit by School captains to NSW Parliament House,
South West Sydney Regional SRC Conference, committee membership on the Working Together in Minto (WITM), World Vision Global Leadership Convention and the Halogen National Young Leaders Day.

**Student information**

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

**Student enrolment profile**

Enrolment figures indicate a decline in our overall enrollment since 2010. The school is implementing strategies to increase enrolments in 2012.

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**Management of non-attendance**

Student non-attendance is addressed in a variety of ways. Attendance is monitored on a daily basis by the school attendance officer. A follow up with phone calls are made to parents of students whose attendance is of concern. Each week the senior and junior student management coordinators meet with the home school liaison officer to look at attendance patterns of every student in the school. Students whose attendance is causing concern are interviewed by the attendance team, letters are sent home, and if necessary attendance improvement plans are initiated.

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

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Attendance rate per year groups
**Structure of classes**

In 2011, students in Year 7 (stage 4) pioneered our Middle School structure program of study. The Literacy strand comprised of English and HISE and the Numeracy strand was a combination of Mathematics and Science. These strands were 12 periods each, with students having the same teacher. They also studied personal development health physical education, visual arts, music, technology, language and participated in integrated sport. Additionally, students participated in a school based course, positive behaviour learning (PBL) which provides direction and support for students in both the academic and social context.

Students in Year 8 (stage 4) undertook a program of study which included: English, mathematics, science, history, geography, personal development health physical education, visual arts, music, technology, language and integrated sport. Year 8 students also participated in the PBL program.

Students in Years 9 and 10 (stage 5) undertook a program of study which included: English, mathematics, science, history, geography, personal development health physical education and integrated sport. They also studied 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. The PBL program was also an integral part of the stage 5 studies.

Students in Years 11 and 12 (stage 6) studied 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.

A student support unit is an integral part of the school with three classes for students identified as intellectually mild, and one for intellectually moderate students. The classes catered for students across years 7 to 12. Students in years 9 to 12 are able to participate in mainstream classes as determined through their individual learning plans.

**Retention to Year 12**

In 2011 there was an increase of 10.1% of students staying on at school. The introduction of the new school leaving age (NSLA) and our more structured senior curriculum has contributed to this improved result.

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**Post-school destinations**

Data obtained regarding post-school options for students who achieved their Higher School Certificate in 2011 indicated the following; A number of students are currently undertaking apprenticeships or traineeships within the vocational education sector, 23% of students are currently undertaking further full-time study at TAFE, and 85% of students who applied for university were successful in securing a placement. Many students are undertaking part-time, or full-time employment in a range of industries, including, retail, hospitality, administration and children’s services.
Vocational Education and Training Portfolio

During 2011, Sarah Redfern High School continued to expand its delivery of vocational education frameworks, and further provide opportunities for students to access DEC, TAFE and private provider courses through a range of initiatives which included;

School based delivery of:
Certificate II in construction pathways
Certificate II in hospitality (Multi-Skilling)
Certificate II in sport coaching

The South West Sydney Institute of TAFE, again provided access to a variety of both board and content endorsed frameworks to compliment our senior students pattern of study. We had successful completion of over 12 different courses which were accessed by more than 40 of our students. This included a high percentage of students in the school support unit completing discrete courses.

Sarah Redfern High School was successful in securing School-based apprenticeships-traineeships (SBAT’s) for our students. This included three Qantas traineeships available for our Aboriginal students, completion of the primary industry (horticulture) traineeships by 10 of our year 12 students and one student completing her first year of a hairdressing apprenticeship. Further SBAT opportunities will continue to be available for senior students in 2012.

Macarthur Workplace Learning Program (MWLP) were able to assist the school in providing quality vocational work placements throughout 2011. Workplace learning opportunities not only allow students to complete industry based learning but provide a first-hand insight into the world of vocational employment. Four students who completed work placement in 2011, are now undertaking full time employment with their host-employer. This is a tremendous reflection on not only the ability of our students, but the high quality of course delivery by our teaching staff. The school also completed a successful RTO Audit which was coordinated by the school VET Team.

In 2012, Sarah Redfern High School will again look to expand its VET portfolio to include furnishings in stage 6, and manufacturing in stage 5. Delivery of the new Sport Coaching framework which will further provide relevant curriculum content, and qualification attainment for those students looking to enter the sport and fitness industries.

The South West Youth Peer Education (SWYPE) Edu-Hub initiative, (as a component of the Vulnerable Student Funding application) facilitated further vocational qualifications for students at Sarah Redfern High School. These qualifications were partially subsidised, and included delivery of the ‘Responsible Service of Alcohol’ (RSA), ‘Responsible Conduct of Gambling’ (RCG) and the Senior First-Aid course. This led to a further 56 attainments of industry recognised qualifications by our students. We acknowledge and thank SWYPE - Mission Australia for their ongoing partnership with Sarah Redfern High School.

Addressing the NSLA

Our stage 6 ‘streaming’ model was successfully implemented in 2011. Through individualised patterns of study, prescribed within the 3 stream structure (academic, work-ready and vocational education), students were given a genuine ‘suite of options’ specific to their chosen post school pathway.

Streams:

1. Academic – Students wishing to receive an ATAR are offered a highly academic passage of study, supported by smaller class sizes, increased study provisions, an allocated 1 period study workshop per week and tracking of individual progress each semester.
2. Work Ready – Students wishing for a more generalised pattern of study for
transition to TAFE or into the work force. Offerings included three ‘recommended courses’: the newly designed English studies, mathematics and work studies. Students also had opportunity to access VET and TVET frameworks.

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

In addition, Sarah Redfern High School is utilising its many community partnerships to assist students seeking transition support and leaderships and development opportunities, these include:


Sarah Redfern High School accessed DEC support programs such as the school-to-work project grant, Vulnerable student funding, Student Volunteering program, ICT school support. All of these initiatives assist the school in providing a holistic and highly supported framework for learning and engagement.

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>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>.8</td>
</tr>
<tr>
<td>Senior Management</td>
<td>5</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>7</td>
</tr>
</tbody>
</table>

Eight learning support officers work with the support teachers and other groups throughout the school. Four officers identify as members of the Aboriginal Community.

Staff retention

Staff numbers were reduced in 2011, due to the decline in numbers.

One staff member transferred to the country, and the rest of the staffing remained stable.

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>40</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>60</td>
</tr>
</tbody>
</table>

Three teachers received nominations form the school community for the prestigious NEITA awards .

Congratulations must go to our manager middle school and community engagement who received the ‘Pride of Australia’ medal, in the Inspiration category.
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: 30/11/2011

Income

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
<td>470016.00</td>
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<tr>
<td>Tied funds</td>
<td>452679.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>73894.00</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td><strong>Total income</strong></td>
<td><strong>1185632.00</strong></td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
<td>30123.00</td>
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<tr>
<td>Library</td>
<td>13685.00</td>
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<tr>
<td>Training &amp; development</td>
<td>272.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>431599.00</td>
</tr>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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</tr>
<tr>
<td>Utilities</td>
<td>67330.00</td>
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<tr>
<td>Maintenance</td>
<td>229408.00</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>19948.00</td>
</tr>
<tr>
<td>Capital programs</td>
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</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td><strong>1150032.00</strong></td>
</tr>
</tbody>
</table>

Balance carried forward: 35600.00

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

Achievements

Arts

The creative and performing arts continue to be an area of excellence for our school. Our students, under the guidance of dedicated staff, have been involved in a range of activities.

During 2011:

• School assemblies continue to be a highlight of school life. A student stage crew has been developed from the elective entertainment class and takes responsibility for the set up and usage of our state of the art equipment

• Confidence in our students regarding their own ability has been evident from outstanding assembly performances throughout the year

• Australian Children’s Music Foundation (ACMF) continues to support our budding songwriters and musicians with weekly lunchtime tuition

• A number of students were performed with great success, at the NSW Vocational Education & Training Awards night

• Students auditioned and were selected into the Sydney South West Regional Talent Identification Program

• One of our students had the opportunity to record her own compilations in a professional recording studio

• One of the highlights of the year was a SRHS Showcase, which provided a showcase of entertainment produced by the high school, local primary schools and community groups
Sport

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

Integrated sport (introduced in 2008) has continued to foster 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.

A total of 67 students were selected to represent Fisher Zone in swimming, athletics, cross country, netball, soccer, volleyball, rugby union, rugby league, hockey, soccer and basketball. In 2011, we saw 11 representatives for Sydney South West sporting teams which included both boys & girls in rugby union, soccer, hockey, volleyball, swimming and athletics. Five of our students were selected to represent NSW CHS or above regional level in rugby league, girls rugby union, hockey and athletics for 2011.

A special congratulations goes to the following team achievements in 2011:

**Rugby League** – U/13 squad were Buckley Shield finalists, U/14 Boys All Schools finalists, U/15 squad were Wests Cup and U/16 were All Schools Koori Cup Champions. Twelve of our U/15 squad were selected for Wests Tigers Harold Matthews Cup squad. Girls U/16 squad were the inaugural NSWRL Gala Day finalists.

**Touch Football** – Open Girls seeded 5th in region.

**OzTag** – Open Girls and Open Boys All Schools Champions.

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

Literacy – NAPLAN Year 7

In 2011 there was an increase in year 7 enrolments from 59 students in 2010 to 75 in 2011. Students continued to perform best in spelling with 37.3% gaining bands 7, 8 and 9 which was slightly down from 38.6% in 2010 however student growth for boys when compared to their year 5 NAPLAN results was on average 6.9 points higher than the average for all boys in the state.

There was a slight increase in the number of students gaining bands 7, 8 and 9 in writing (2011: 26.7%, 2010: 25.7%) and students continued to perform well in reading with the average growth for all students being 9.2 points higher than the average for all students in the state and boys 11.0 points higher. In punctuation and grammar, girls performed very well with their growth from year 5 to year 7 being on average 29.7 points higher than the average for all girls in the state.
Numeracy – NAPLAN Year 7
Significant gains were made by students in numeracy with 4.1% of students gaining band 9 and 17.6% of students gaining bands 7, 8 and 9. There was a consistent trend across the year with growth from year 5 to year 7 being 12.3 points higher than the average for all students in the state, with boys achieving 12.4 points and girls 12.1 points above their respective state average.

Literacy – NAPLAN Year 9
Students showed significant gains in the areas of reading and writing with 17.3% of students gaining bands 8, 9 or 10 in reading compared to 9.3% in 2010, and 15.8% in writing compared to 11.0% in 2010. On average, all students were 6.3 points higher in their growth from year 7 to year 9, with the boys achieving an average of 6.5 points. In the area of grammar and punctuation, on average students were 9.2 points above the average state growth for all students.
Numeracy – NAPLAN Year 9

Students continued to show improved results with 14.9% of students gaining band 8, 9 or 10 compared to 13.1% in 2010. This was also reflected in the growth of all students from year 7 to year 9 being, on average, 6.0 points higher than the average growth for all students in the state.

Minimum standards

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Year 9 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>80.2</td>
</tr>
<tr>
<td>Writing</td>
<td>60.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>86.3</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>61.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>86.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage of Year 7 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88.0</td>
</tr>
<tr>
<td>Writing</td>
<td>85.3</td>
</tr>
<tr>
<td>Spelling</td>
<td>86.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>81.3</td>
</tr>
<tr>
<td>Numeracy</td>
<td>86.5</td>
</tr>
</tbody>
</table>
School Certificate

Students showed significant gains in English where 69.2% of students gained a band 4, 5 or 6 compared to 49.3% in 2011. This was similarly reflected in Australian Geography Civics and Citizenship where 19.7% of students gained a band 4, 5 or 6, up from 5.7% in 2010, and 31.8% in Australian History Civics and Citizenship, up from 22.8% in 2010. Students showed a slight improvement in Mathematics (band 4, 5 or 6) up from 16.9% to 18.2%. In the Computer Skills exam, once again 98.5% of students were either confident or highly confident.

Percentage of students in performance bands: School Certificate English

Percentage of students in performance bands: School Certificate Mathematics

Percentage of students in performance bands: Australian History, Civics and Citizenship
Higher School Certificate

In 2011 44 students presented for the Higher School Certificate studying a wide range of courses. Six subjects had a class size greater than 10 students.

Student results reflect than in 5 of the 6 subjects, English (standard), legal studies, general mathematics, modern history and community and family studies and music 1, students at or above the 2007 – 2011 average for the course.

School Certificate relative performance comparison to Year 5 (value-adding)

An analysis of relative growth from Year 5 to school certificate indicates that significant gains were made in the courses of mathematics.
Significant programs and initiatives

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

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

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. 90% of staff have completed 4MAT training to implement programs ‘creating an environment’ for continuous learning and development to improve student engagement.

NAPLAN data reflects the continued gains made by our students – both years 7 and 9 Literacy and Numeracy. (see NAPLAN information)

A culture of high expectations has continued to develop; this is reflected by the commitment of students and staff to additional programs such as the ‘Enrichment Program’, 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 2010 has shown a 1.5% improvement, reflecting the consistent work of the community liaison officer in contacting parents regarding non-attendance at school. The change of the school leaving age has also contributed to this figure, as some students are disengaging with school or are school refusers.

Staffing allocation 1:1 = 33 periods

1. 8 periods – 1 period a week to all year 7/8 classes to raise expectations, implement study skills programs, build resilience to support 2011 school plan and development of middle schooling in 2011.
2. 12 periods – Continued support in English, maths, science and HISE to enable intensive Literacy/numeracy remediation to occur in stage 4 (middle-schooling program)
3. 13 periods – Maintain case management approach to students in years 7-10, maintain our junior & senior mentoring program. Personnel worked with students on a one on one basis throughout the year developing strong links that supported students enrichment through:
   - Engagement in learning
   - Development of individual learning programs related to academic/career planning
   - Raised expectations for academic achievement

Community of Schools
Sarah Redfern High School, in partnership with its four feeder primary schools; The Grange, Sarah Redfern Public, Campbellfield and Minto, are committed to providing all students in the Minto area with a comprehensive and diverse
education. The Minto Community of Schools (MCoS) motto is “Minto students receiving a Minto Education”. This ethos is the motivating factor behind the following programs that have been established to support the students and families in our area receive the best possible education.

**Endicott Cup** – The Endicott Cup is a series of academic tournaments designed to extend the top achievers from our four local primary schools. This is achieved by organising four competitions throughout the year that cover the key learning areas (KLA’s) of Literacy and Numeracy. Students represent their respective primary schools and earn points during the year with the ultimate goal of being crowned the Endicott Cup Champions for 2011. At the end of 2011, Minto Public School was crowned the champions after winning three of the four rounds during the year.

**Edu-Hub** – The Edu-Hub is a resource that has been allocated by the High School as an educational resource that can be used by the greater community. Some of the programs that currently run out of the Edu-Hub are:

- Homework Centre – Monday Afternoons, 3pm – 4pm
- Mighty Mathematicians Breakfast Club – Monday, Wednesday, Friday Mornings – 8.00am to 8.40am
- Community Forums
- Parent Information Evenings

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

**Gifted and Talented Program** – We are inviting talented students from local primary schools to join us once a week for accelerated courses in literacy, science, numeracy, photo imaging and software applications such as Microsoft Word, PowerPoint, and Excel. Students who wish to successfully transition into high school and prepare for tertiary education must develop the necessary skills and strategies to make this possible. Our enrichment program is a learning environment that engages students in higher order thinking and encourages students to think and act independently. They will test their limits along with other like-minded students in situations that are both challenging and competitive.

**Mathletics** – as a Community of Schools, we have identified through our extensive analysis and evaluation of data that Numeracy is an area that needs greater support. As a result, the high school has purchased Mathletics for every student from year 5 to 10 within the MCoS. Mathletics is a web based tool specifically designed to improve educational outcomes and support the good work done by the classroom teachers.

**Science Sensations and Lab for a day** – throughout the school year the year 5 students from the feeder primary schools are invited up to the high school to participate in a number of activities and experiments that are overseen by the high school science faculty. This program exposes the students to state of the art scientific laboratories, as well as, increases their appreciation of the KLA and what they can expect when they arrive at high school. The high school has also allocated a Lab that any one of the primary schools can use to perform experiments that support the work done in the classrooms.

**Aboriginal education**

Sarah Redfern High School prides itself on its Aboriginal programs. We are recognised as a leader in this field for our innovation and dedication over a prolonged period. The primary goals of the Aboriginal education programs that the school has implemented are as follows.

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

These goals are achieved by the following programs,

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

**Personalised Learning Plans (PLP’s)** - Every Aboriginal student enrolled at Sarah Redfern High School in 2011 will have a PLP developed for
them in conjunction with their year adviser, AEO and parent. The PLP’s will be reviewed at designated periods throughout the year to evaluate a students’ progress and make modifications if required.

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

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

**University Links** – Sarah Redfern High School has established a number of links with universities, particularly the University of Western Sydney, which assists our Indigenous students and provides them with access to mentors designed to support their endeavours of furthering their education at University.

**Learning Support**

Learning Support is available to all students who need additional assistance. Some of the programs and activities include:

- Assessment on a 1:1 basis - this is the first step to establish what a student needs to perform to their best ability
- Staff and community are informed of students who require additional assistance and special provisions are put into place for these students
- Special provisions include; using a reader, writer or having extra time to complete examinations and assessment tasks
- All year 11 & 12 study periods are supported by allocated staff to assist students in their studies and exam preparation
- Small literacy groups – usually three to four students from the same class who engage in intensive literacy lessons

- Staff professional development provided.
- Team teaching to introduce new concepts to students
- Learning support team meet once a week to review students in need of extra support for various acute or chronic reasons

**Multicultural education**

The DEC Policy on Multicultural Education has been implemented in all KLAs and is reflected in the following programs and practices:

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

Students visited the University of Sydney for an ‘experience day’
National partnership programs

In 2010 the school was identified to be part of the federally funded Smarter Schools National Partnership for Low SES Communities commencing in 2011. A situational analysis was conducted during semester 2 2010 and 11 key strategies were identified for inclusion in the 2011 school plan to address the six reforms of the National Partnerships program.

To enable the strategies to be enacted, three central elements were implemented in 2011. These were: the reengineering of the management structure of the school (following on from a pilot trialed in 2010), the piloting of a middle school approach for year 7 students as the transitioned from primary to high school and the development of a community engagement strategy through the Minto Community of Schools.

Funding through the National Partnerships Program together with finances from the Priority Schools program and global funds saw the hiring of additional staff to facilitate the appointment of staff into key roles within the school and to provide training to all staff in quality teaching and learning particularly focusing on teaching programs.

In line with National Partnership requirements programs funded through the program and targets within the school plan were formally evaluated and were reported in the Low SES School Communities 2011 Evaluation Report.

Progress on 2011 targets

As detailed in the Sarah Redfern High School Plan 2009-2011 version 3.3, in 2011 the school was committed to ensuring the delivery of quality teaching and learning to improve the educational outcomes for all students through the implementation of a variety of strategies.

Target 1

Increase the number of boys achieving At or Above Minimum Standard in Literacy (writing) – year 9 – from 56% (2010) to 61%

Our achievements include:

48% of boys achieved At or Above National Minimum standard

Target 2

Increase the number of girls achieving Bands 8, 9 and 10 in Literacy (writing) – year 9 – from 21% (2010) to 26% (2011)

Our achievements include:

18% of girls gained band 8, 9 or 10 in the writing aspect of Literacy being 8% less than the set targeted of 26%. There are 2 points to note: the cohort of girls reduced from 40 in year 7 (2009) to 32 in year 9 (2011), and (in real terms) the percentage of girls achieving the top 3 bands from year 7 to year 9 was 5% better than the Y7 (2008) to Y9 (2010) cohort

Target 3

Increase the number of boys achieving Bands 8, 9 and 10 in Numeracy (number pattern algebra) – year 9 – from 11% (2010) to 14% (2011)

Our achievements include:

21% of year 9 boys achieved band 8, 9 and 10

Target 4

Increase the number of girls achieving Bands 8, 9 and 10 in Numeracy (number pattern algebra) – year 9 – from 17% (2010) to 20% (2011)

Our achievements include:

23% of year 9 girls achieved band 8, 9 and 10

Target 5

Close the gap for ATSI students so that they achieve at least the school average growth result in NAPLAN literacy in year 9

Our achievements include:

In reading, average growth for ATSI students was 47.5 points which was 6.7 points higher than non-Aboriginal students at the school and 9.0 points above Aboriginal students in state. In grammar & punctuation Aboriginal students were 1.7 points above Aboriginal students in state but were 7.4 points below non-Aboriginal students at the school. In spelling Aboriginal students were 37.8 points behind other students at the school and 39.5 points below Aboriginal students in state
**Target 6**

Close the gap for ATSI students so that they achieve at least the school average growth result in NAPLAN numeracy in year 9

Our achievements include:

Average growth for Aboriginal students in Numeracy – year 9 – (37.2) did not match the school average growth of 43.6 which exceeded average state growth by 4.0 points. The average growth for Aboriginal students was equal to average growth for DEC Aboriginal students and -0.1 below state Aboriginal students

**Target 7**

Increase student enrolments by 3% from 465 (2010) to 479 (2011)

Our achievements include:

Enrolments at the beginning of the school year showed a decline of 1.5% from 465 (2010) to 459 (2011). There was a significant decline in student enrolments in year 11 (-8.5%) and year 12 (-8.2%) due to the renewal project being undertaken by Housing NSW in the Minto public housing estate. There was however a 17.5% increase in year 7 enrolments in year 7 from 63 (2010) to 74 (2011)

**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 2011 our school carried out evaluations of a middle school approach for year 7 piloted in 2011, and a reengineered management structure.

Year 7 and legal firm Clayton Utz exchange ‘Buddy Letters’ on a regular basis throughout the year. Thank you to the Daystar Foundation for your organisation of the Buddy Letter program.

**Educational and management practice**

Implementing an innovative management structure to promote ‘whole school changes’ for the future and provide capacity building opportunities for staff.

**Background**

In semester 2 2010, the school piloted an innovative management structure to address the changing circumstances of the school as it moved from a long term position of two deputy principals to one due to the decline in student school numbers and prepared for a change of focus in line with the six reform priorities of the Smarter Schools National Partnership for Low SES School Communities. As a result of the success of the pilot, it was decided to maintain the management structure for 2011.

The management structure saw a shift from the traditional senior executive model of principal and deputy/s to a management team of seven comprising principal, deputy principal (manager: teacher professional learning) and five managers: national partnership, student wellbeing, community engagement, curriculum and school administration (SAM). The positions of deputy principal, and manager: student wellbeing, community engagement and curriculum were filled through an internal merit selection process from teaching staff within the school. Managers are responsible for a portfolio which contains strategies of the school plan and are allocated responsibilities aligned to day to day operations of the school.

**Findings and conclusions**

The school plan implemented by the managers has had the pivotal role as a working document to drive whole school change. The new management model has brought about a shift in the management, planning, resourcing (human,
financial, structural) and delivery practices of the school from a model which was traditionally ‘funding driven’ to a model where school priorities are the key responsibility of managers and school funds are viewed globally and allocated to maximise outcomes. The significant change has been that strategies and programs are not classified by their funding source, but rather, ‘these are the priorities of the school and what is the best way to fund, resource, implement it from what we have been globally allocated’. As the reforms of the National Partnership play such a significant role in the change process of the school, the manager of national partnerships has had overarching role of coordinating the development and monitoring of the school plan via a weekly management meeting chaired by the principal to ensure that objectives and targets are being met.

As identified through a school culture survey, the Executive Assessment Review Schedule (EARS) process and anecdotal evidence, the management model has proven to be successful not only in the delivery of the school plan but has provided invaluable capacity building opportunities for the four staff appointed to the positions of deputy principal, manager student wellbeing, manager community engagement and manager curriculum who have been supported and mentored in their role/s by the manager national partnerships and principal. In turn, a significant number of staff have been provided with capacity building opportunities (identified through their professional learning plans) through the implementation of programs, collecting/interpreting/using data to guide decisions and engagement in action research as managers have implemented strategies within their portfolios.

The management structure has enabled a greater sharing of corporate knowledge, school responsibilities, understanding and the enhancement of capacity building and teamwork. This is most evident with the sharing of responsibility for student discipline and student management across the managers and not being left solely to the responsibility of one deputy principal. This has enabled a better understanding by staff at all levels of the roles conducted by different personnel within the school and facilitated are more settled school and calm working environment.

Future directions

The management structure will be maintained for 2012. As a result of the ongoing reflective and evaluative processes implemented throughout 2011 the roles and operations conducted by the managers will be formally documented in 2012 as the implement the 2012 school plan to provide an ongoing streamlined management system which will provide stability as staff are afforded capacity building opportunities, promotion or routine staff movement.

Curriculum

Piloting a middle school approach for year 7 as a transition from primary to high school

Background

As a major strategy in the long term plan to bring about whole school change with a significant shift in the culture of the school and its local and wider community a middle school approach was piloted in 2011 with year 7. It focussed on:

- the transition of students from primary to high school
- improving educational outcomes for all students
- students being provided with a safe, vibrant and well resourced learning environment
- personalised learning plans being prepared for each student
- curriculum being delivered with a literacy and numeracy emphasis
- a reduced number of teachers engaging with year 7 students
- teachers who worked together in teams and were supported by a coordinator and support personnel
- teachers being provided training and ongoing coaching in the creation and delivery of programs using 4MAT
- the delivery of quality teaching and learning for all students

To facilitate this, the following was implemented:

- one block of the school containing 4 classrooms, a break-out area and 2 staff areas was dedicated to year 7 for home rooms. The location was refurbished and two
rooms were fitted with interactive whiteboards
- classes were organised by mixed ability based upon data from feeder primary schools and internal data sets obtained in 2010. Class sizes were reduced.
- through an internal merit selection process a year 7 coordinator was appointed to implement the middle school approach. The year 7 coordinator was identified to focus on teaching and learning in the middle years and to support the coordination of collaborative planning, professional learning and reflection for teaming teachers
- through an expression of interest, teachers were selected to be part of the y7 teaming pilot. They were trained in and collaboratively planned using the 4MAT model
- a support teacher learning assistance was appointed to year 7

Students had:
- 1 teacher for literacy which encompassed English, geography and history (12 x 40 min pds per week)
- 1 teacher for numeracy which encompassed maths and science (12 x 40 min pds per week)
- specialist teachers in the wider school setting for PDHPE, music, visual arts, technology, language and sport

Findings and conclusions
An in-depth review was undertaken by the curriculum committee focussing on the transition from primary to high school and implementation of the middle school model with a particular emphasis on academic progress, attitudes and student engagement and student management. Surveys were conducted with year 7 students, parents and teachers. Interviews were conducted with members of the year 7 leadership team. Sourced data included NAPLAN, attendance, suspension and student management system levels. An executive summary indicates that:

Parents
- 94% happy with the transition of their child to high school
- 85% happy with their child’s progress at school

Students
- 70% always and 20% mostly that they want to do their best in class
- 70% that they liked the new year 7 structure

Teachers
- 100% that quality learning environment conducive to improved learning outcomes
- 100% that students more focussed on their learning and enjoying learning

The targeted focus on Literacy and Numeracy was positively reflected in NAPLAN 2011 results with the average growth of students being higher than state average growth in all aspects: reading 9.2 above, spelling 1.5 above, grammar and punctuation 14.9 above, numeracy 12.3 above. Girls performed extremely well in punctuation and grammar being 29.7 points above state average growth.

The results of the review were mapped against the DEC Middle Years: Self Assessment Areas matrix with Level 1 being the base level for introduction into the middle years of schooling. The assessment of the current implementation of middle school structures and processes reflect Leadership (level 4), Continuity of Care (level 4), Continuity of Learning (level 3), Curriculum (level 3) and Partnerships (level 3).

A detailed report with findings and recommendations was presented to the management team, year 7 teaming teachers, executive and staff.

Future directions
The middle school pilot structure will be implemented as the model for year 7 students in 2012 and subsequent years.

A pilot will be undertaken as the year 7 cohort of 2011 follow the same model into year 8 (2012). They will transition into another refurbished block within the school fitted with interactive whiteboards.

A modified management structure for the middle school will be trialled in 2012 to accommodate the expansion into 2 year groups, 2 site locations
and alignment with the schools student management system.

More teaching staff will be afforded the opportunity of participating in the middle school concept where they will be provided with ongoing professional support.

**Parent, student, and teacher satisfaction**

In 2011 the school sought the opinions of parents, students and teachers about the school.

Years 7 – 11 participated in the Department’s ‘Quality Learning Environment’ survey.

Staff participated in a ‘school culture survey’, to gather staff opinion and views on the existing culture of the school and suggest strategies to change or enhance these cultures.

Staff, students and parents were surveyed in regards to the VET courses presented in the senior school and the processes in place to assist the students in achieving the course outcomes. A TVET/VET parent information night was conducted to inform parents of the TVET/VET requirements of the students.

This input is valued in validating the senior curriculum changes made in regards to the NSLA.

**Professional learning**

In 2011, all staff submitted professional learning plans (PLP), indicating future goals and professional learning. Continual review and development of the PLP’s were considered within the targets of the School Plan.

To improve quality teaching and learning, all staff were trained in the 4MAT programming concept.

**School planning 2012—2014**

School priorities and targets have been established in line with NSW Department of Education and Communities focus areas of literacy, numeracy, student engagement and attainment, leadership and management, and curriculum and assessment. The implementation of the plan centres around a reengineered management structure, innovative curriculum and community engagement strategy which have been implemented in line with the schools participation in the Smarter Schools National Partnerships for Low SES School Communities.

**School priority 1**

Maximising the potential of every student

**Outcome for 2012-2014**

- Improved student achievement in literacy with a focus on writing for year 9 boys and girls
- Improved student expected growth in literacy with a focus on writing from year 7 to year 9
- Improved student achievement in numeracy with a focus on number pattern algebra for year 9 boys and girls
- Improved student expected growth in numeracy with a focus on number pattern algebra from year 7 to year 9
- Personalised learning experiences for all students in a safe, vibrant and well resourced environment
- Enhanced wellbeing for all students
- Students experience success and receive recognition for their achievements and contributions
- Well resourced teaching learning environment with a focus on technology
- Implementation of innovative curriculum models to meet the needs of all learners across stages 4, 5 & 6
- Bridge the gap in Aboriginal student learning outcomes and engagement to match or better the school population
- Teachers delivering teaching / learning programs that cater for the learning style of all students

**2012 Targets to achieve this outcome include:**

- increase the percentage of year 9 boys achieving bands 8, 9, 10 in writing from 10% in 2011 to 12%
• increase the percentage of year 9 girls achieving bands 8, 9, 10 in writing from 18% in 2011 to 20%

• increase the percentage of year 9 Aboriginal students achieving expected growth in writing from 9% in 2010 to 20%

• increase the percentage of year 9 boys achieving bands 8, 9, 10 in numeracy (number pattern algebra) from 11% in 2010 to 13%

• increase the percentage of year 9 girls achieving bands 8, 9, 10 in numeracy (number pattern algebra) from 17% in 2010 to 19%

• increase the percentage of year 9 Aboriginal students achieving expected growth in numeracy from 25% in 2011 to 30%

• implement middle school approach from some level 3&4 achieved across the 5 areas of the DEC Middle Years Self Assessment matrix in 2011 to all level 4

• increase the percentage of students achieving bronze, silver, gold level in the student management system from 52% in 2011 to 55%

**School priority 2**

**Building expertise in a contemporary environment**

**Outcome for 2012-2014**

Literacy and numeracy strategies embedded in teaching learning programs (stage 4 & 5) and teachers confident in implementation

Improved student engagement in learning through quality teaching practice

Teachers confident in using technology within the classroom as an integral part of teaching learning

Bridging the gap in outcomes between Aboriginal and non-Aboriginal students

Capacity building of teachers, teams and leaders to improve student learning outcomes

Increased staff capacity to meet the needs of a transformed educational environment within a changing community

Strengthened teacher capacity to improve student learning through a changing curriculum

Teachers confident in programming using 4MAT and aligning evidence based assessment to teaching learning programs

Teachers have enhanced skills in the use of data to inform programming and planning

Provide teacher professional learning opportunities to meet the needs of a changing curriculum as identified by school, faculty and teacher professional learning plans

**2012 Targets to achieve this outcome include:**

• increase teacher capacity to confidently integrate technology into teaching practice from 25% in 2011 to 50%

• increase teacher professional learning plans with specific focus on bridging the gap from 0% in 2011 to 50%

**Strategies to achieve these targets include:**

• provide professional learning opportunities and resource materials to all staff in the aspects of literacy, numeracy and aboriginal education

• lead professional learning in the use of technology as an integral part of the delivery
of quality teaching and learning in the classroom

- provide program of professional learning for executive and aspiring executive focussing on capacity building, team building and school improvement

School priority 3
Building a stronger community

Outcome for 2012-2014

Improved educational outcomes in literacy and numeracy (y5-9) through sharing of data and alignment of teaching learning strategies and resources

Increased enrolments by high achieving students from feeder primary schools

Parents who are better informed about their child’s progress at school

Increased active participation of the Aboriginal Education Consultation Group and local Aboriginal community in school activities and decision making body/s

Enhanced engagement of Aboriginal community through the participation of Aboriginal students in academic competitions and experiences

Principals from the Minto Community of Schools taking ownership of improved educational outcomes and ongoing education across years 5 – 9 for all students within the Minto community

Parents (particularly new to the Minto community) engaged and empowered to become active members of the schools decision making body/s

Enhanced learning opportunities for students stage 3-6 through a coordinated program of activities in the Minto Community of School (MCoS) and partner high school/s

2012 Targets to achieve this outcome include:

- increase the percentage of year 7 enrolments from feeder Primary schools from 40% in 2011 to 50%

Strategies to achieve these targets include:

- maintain position of manager community engagement and expand portfolio brief to encompass middle school year 5 – 9
- align curriculum across years 5 – with an emphasis on literacy and numeracy
- provide access to 4MAT training for primary school teachers
- student engagement opportunities with University of Western Sydney for students participating in SRHS programs
- introduction of additional curriculum based cross-school competitions
- community showcase events of student work from MCoS initiatives and SRHS students
- strategic marketing approach to target audience
- identified personnel to actively engage with local and wider school community with a focus on developing networks with feeder primary schools, CLO’s and Working Together in Minto personnel

School Leaders - 2011
About this report

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

Ms K Endicott - Principal
Mr P Gavin - Manager National Partnership
Mrs E Sculley - Rel Deputy Principal
Mr R Dummett – Manager Middle School and Community Engagement
Mr D Rawlings – Manager Curriculum
Mr S Taylor – Manager Student Wellbeing
Mr P Bordado – Curriculum Review Team
Ms G Landow – Curriculum Review Team
Ms F Williams – Curriculum Review Team
Ms R Stephens – Student Representative Council
Ms V Ratusau – Director of Sport
Mr S Prasad – ESL teacher
Mrs G Niedermayer - Representative P & C

School contact information

Sarah Redfern High School
1 Monaghan Street, Minto 2566
Ph: (02) 9820 1566
Fax: (02) 9820 3050
Email: sarahredfe-h.school@det.nsw.edu.au
Web: www.sarahredfe-h.schools.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: http://www.schools.nsw.edu.au/asr