



2020 Annual Report

Redbank School



Redbank
SCHOOL

5559

Introduction

The Annual Report for 2020 is provided to the community of Redbank School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

Redbank School
Dragonfly Drive
WESTMEAD, 2145
www.redbank-s.schools.nsw.edu.au
redbank-s.school@det.nsw.edu.au
9633 1030

Message from the principal

I'd like to take this opportunity to recognise, and express my deep appreciation for, our school community. To our parents and carers, thank you for being invaluable partners in your child's education. To the staff of the many schools and support services, thank you for the work you do with our students and for your ongoing support of the school's programs. To my staff. The resilience and professionalism shown by all meant the various challenges became opportunities and ultimately, achievements. It is a privilege to lead such a dedicated team.

Kylee Thorson



School vision

Redbank School's vision is to empower every student with the capacity to sustain a level of wellbeing that enables them to continue their journey through education and prepare them for rewarding lives as engaged citizens in a complex and dynamic society.

School context

Redbank School is a New South Wales (NSW) Department of Education (DoE) School for Specific Purposes (SSP) located on the grounds of Westmead Hospital, Westmead. It is one of three specialists schools established to provide educational support for children and young people accessing NSW Health mental health related treatment programs and services. The school also has two support classes for students identified by the NSW DoE as having an emotional disturbance and requiring intensive educational support.



Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Working towards Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

In the learning domain, the school offers a curriculum that meets requirements and whilst the school has processes in place to monitor student performance against syllabus outcomes, there is no system to ensure students in equity groups' progress and achievement is equivalent to the progress and achievement of all students. Whilst curriculum delivery is differentiated for students, there is a need to build the capability of teaching staff in identification and implementation of adjustments for students with mental illness and mental health related issues. A priority area for improvement is the establishment of a centralised, consistent and systematic process for the assessment of student growth targets, progress and achievement in literacy and numeracy and to ensure students are aware of - and most showing - expected growth. Whilst the wellbeing of students is explicitly supported and the school plans for and monitors student wellbeing and engagement in learning, another priority area for improvement is a planned approach to wellbeing that includes a range of assessment tools to identify individual student wellbeing needs, strengths and goals and to monitor progress and achievement. The school regularly monitors student attendance and has a process in place to follow-up and respond to non-attendance but there is no consistent and systematic process for the collection and analysis of attendance data to inform planning and a need to identify and implement a wider range of personalised attendance approaches for students whose mental illness is impacting on their attendance at school and/or their learning outcomes. A high priority area for improvement is the establishment of a centralised system for analysing and reporting data on school performance, particularly in relation to measuring the impact a student's enrolment has as part of a mental illness treatment intervention, the effectiveness of the school's main practices and processes including the school's transition processes.

and the effectiveness of the school's programs in supporting students to achieve their individual goals and aspirations.

In the teaching domain, teachers develop programs and lessons with content based on the curriculum and whilst there is some evidence of explicit teaching, there is no evidence that suggests explicit teaching is the main practice used. A priority area for improvement is the implementation of a whole school approach that ensures teachers are using the most effective evidence-based teaching methods to optimise learning for students, and given the specialist context of the setting, for students experiencing mental illness and mental health related difficulties. Effective methods need to be identified, promoted and modelled and student's learning improvement monitored, demonstrating growth. This includes building the capability of teachers to understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. It includes building the capability of teachers to ensure the performance of equity groups is equivalent to all students. A priority area for improvement is teachers' understanding of student assessment and data concepts and their capability to analyse, interpret and extrapolate data to inform planning , identify interventions and modify teaching practice. There is a need for teaching staff to participate in professional learning focused on the development of learning goals for students and ensure goals are informed by analysis of student assessment, progress and achievement data. Teachers need to build their capability for monitoring student progress toward and achievement of goals through collection of quality, valid and reliable data. The leadership team needs to provide opportunities for teachers to engage in high impact professional learning targeted to school priorities, the needs of their students and the achievement of their professional goals and ensure the reporting on student and school performance is based on valid and reliable data and analysis.

In the leading domain, the leadership team engages in a process of planning, implementation, monitoring and self-assessment, and leads the collaborative development of evidence based school plans but there is a need for the leadership team to embed clear processes, with accompanying timelines and milestones, to direct school activity toward effective implementation of the school plan. There is a need to establish for implementation of strategic resourcing process to ensure the priorities in the school plan drive financial decisions and strategic financial management is used to gain efficiencies and maximise resources available to implement the school plan. There is a need for a school wide system for the collection and analysis of student learning and wellbeing progress and achievement data and to ensure the data is, valid and reliable and used to inform key decisions such as resourcing and implementation of new programs and initiatives. Parents and community members have opportunities to engage in a range of school-related activities which has helped to build the school as a cohesive educational community, the leadership team needs to establish consistent and systematic processes to regularly solicit and address feedback on school performance from students, staff and the broader school community and measure parent and student satisfaction.

Strategic Direction 1

Sustainable Learning

Purpose

Sustainable learning is learning for all, learning that matters and learning that lasts. Its foundation is effective classroom practice, and its goal is to provide for the learning needs of students and for students to progress from being developing learners to lifelong learners. Every student is engaged in evidence-based, purposeful, relevant learning that is responsive to individual needs and considers the complexities and diversity of learning in the 21st century.

Improvement Measures

Students progressing toward and achieving individual and program learning goals.

Students report learning is meaningful and they feel connected, inspired and more confident that they will realise their potential.

Students progressing toward and achieving their educational goals.

Progress towards achieving improvement measures

Process 1: Learning for all is the process of providing equity for all, it includes inclusive learning facilitated by effective instruction, quality teaching, high expectations and support for families.

Evaluation	Funds Expended (Resources)
A collaborative curriculum planning process published and implemented across the school.	Funding Sources: <ul style="list-style-type: none">• (\$0.00)
All students progressing toward and achieving individual and program learning goals.	

Process 2: Learning that matters is the process of providing valuable learning, it includes learning that is mastered and maintained so that it is available when needed.

Evaluation	Funds Expended (Resources)
Students engaged in a differentiated curriculum in response to individual learning needs.	
Student feedback indicating learning is meaningful and students feeling more confident in their capacity to achieve their learning goals.	

Process 3: Learning that lasts is the process of facilitating lifelong learning, it includes learning that is meaningful, intentional and future directed. Future-directed learning is focused on transitions to and between educational settings and from school to work.

Evaluation	Funds Expended (Resources)
Quality teaching and learning programs developed focusing on students individual goals and needs and all students are progressing toward and achieving their educational goals.	
Transition plans developed for identified students transitioning to either; community school, work, vocational education, TAFE and/or University.	

Next Steps

Whilst curriculum delivery is differentiated for students, there is a need to build the capability of teaching staff in identification and implementation of adjustments for students with mental illness and mental health related issues. A

priority area for improvement is the establishment of a centralised, consistent and systematic process for the assessment of student growth targets, progress and achievement in literacy and numeracy and to ensure students are aware of - and most showing - expected growth. Whilst there is some evidence of explicit teaching, there is no evidence that suggests explicit teaching is the main practice used. A priority area for improvement is the implementation of a whole school approach that ensures teachers are using the most effective evidence-based teaching methods to optimise learning for students, and given the specialist context of the setting, for students experiencing mental illness and mental health related difficulties. Effective methods need to be identified, promoted and modelled and student's learning improvement monitored, demonstrating growth.

Strategic Direction 2

Teaching Wellbeing

Purpose

Teaching Wellbeing is wellbeing for all, wellbeing that matters and wellbeing that lasts. Its foundation is effective classroom practice, and its goal is to explicitly teach wellbeing and the skills and strategies for wellbeing and for students to realise their potential. Every member of staff delivering quality wellbeing focused educational programs for students with complex, dynamic and diverse educational needs related to severe mental illness and mental health related difficulties.

Improvement Measures

Students with the knowledge, skills and strategies for achieving and sustaining physical, social, emotional, spiritual and cognitive wellbeing.

Students progress toward and achieve wellbeing related individual and program goals.

Staff working in the role of lead learner and contributing to instructional leadership.

Progress towards achieving improvement measures

Process 1: Wellbeing for all is the process for providing a planned approach for improving physical, social, emotional, spiritual and cognitive wellbeing, that includes targeted focus on wellbeing, intensive support and a safe and calm environment.

Evaluation	Funds Expended (Resources)
Students participating in programs focused on the knowledge, skills and strategies for achieving and sustaining physical, social, emotional, spiritual and cognitive wellbeing.	

Process 2: Wellbeing that matters is the process for identifying, measuring and achieving valued wellbeing, wellbeing that impacts on ability to function in daily life, to learn, to engage in education and realise potential.

Evaluation	Funds Expended (Resources)
Students demonstrating progress toward and achievement of their identified wellbeing related individual and program goals.	

Process 3: Wellbeing that lasts, is the process of providing lifelong learning, learning that is meaningful, intentional and future directed. Future-directed learning is focused on transitions to and between educational settings and from school to work.

Evaluation	Funds Expended (Resources)
Staff demonstrated improved capacity to work as a team to ensure more experienced staff working in the role of lead learner were supporting beginning teachers in the implementation and explicit teaching of wellbeing for all students.. Students were supported to achieve their education goals and supported in their transition from and between education settings and from school to work.	

Next Steps

Whilst the wellbeing of students is explicitly supported and the school plans for and monitors student wellbeing and engagement in learning, another priority area for improvement is a planned approach to wellbeing that includes a range of assessment tools to identify individual student wellbeing needs, strengths and goals and to monitor progress and

achievement. The school regularly monitors student attendance and has a process in place to follow-up and respond to non-attendance but there is no consistent and systematic process for the collection and analysis of attendance data to inform planning and a need to identify and implement a wider range of personalised attendance approaches for students whose mental illness is impacting on their attendance at school and/or their learning outcomes. A high priority area for improvement is the establishment of a centralised system for analysing and reporting data on school performance, particularly in relation to measuring the impact a student's enrolment has as part of a mental illness treatment intervention, the effectiveness of the school's main practices and processes including the school's transition processes and the effectiveness of the school's programs in supporting students to achieve their individual goals and aspirations.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Classroom teacher release days Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$2 931.00) 	Aboriginal and Torres Strait Islander students supported to achieve their individual goals.
Socio-economic background	Classroom teacher release days Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$10 849.00) 	Additional support for students with learning and support needs relating to their socio-economic background.
Support for beginning teachers	Classroom Teacher release days Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$32 491.00) 	Enhanced support for beginning teachers including additional release from face-to-face teaching.
Professional learning	Classroom Teacher release days Course fees Funding Sources: <ul style="list-style-type: none"> • Professional learning (\$6 689.00) 	Improved staff confidence and capacity to identify and address student need..
SSP Supplement Funding	Instructional Leaders Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$158 431.00) 	Students accessed more intensive support when they needed it. Staff with improved confidence and capacity to meet the learning and wellbeing needs of students.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	19	11	9	17
Girls	14	21	24	27

The data depicted in the above table is not accurate. During the 2020 school year, the school enrolled a total of 102 students, an average of 2 - 3 new enrolments per week. The school has a capacity enrolment of 70 students and numbers fluctuate throughout the year as students enrol in and exit the school's various programs. At the time of this report, there were 61 students enrolled in the school. Of these less than 5% were of Aboriginal and/or Torres Strait Islander background and less than 0.05% identified as English as an Additional Language or Dialect at Beginning or Emerging levels. This data reflects a steady trend in the schools' student enrolment profile. At the time of this report, the school's FOEI was 86, this index is calculated yearly and averaged over a two year period and due to the fluid student population, not specifically reflective of the needs of the student cohort. The student cohort tends to change significantly at the beginning of each year for example, of the 61 enrolments, only about 30% are expected to carry over into 2021.

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Analysis of the attendance patterns of individual students indicates that every student achieved improved attendance at some time during their program and that our Stage 6 student attendance rate is better (at about 80%) than our Stage 4 and Stage 5 students. The school's data is reflective of research findings that suggest that one of the significant impacts mental illness has on an individual's functioning is school attendance. The implications of this as a school moving forward is for an ongoing focus on every student's attendance pattern and a need to explore options for students to access education at times when their mental illness means attendance at school is unlikely.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Of those students who completed Year 12 in 2020, 40% accepted university offers, 20% continued their educational journey through TAFE and 40% transitioned to employment services.

Of those students who left the school prior to completing Year 12, 100% continued their educational journey through TAFE.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of all Year 12 students expected to complete Year 12 received a Higher School Certificate.



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.84
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	12.52

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and Departmental priorities.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	2,022,892
Revenue	3,064,554
Appropriation	3,063,300
Sale of Goods and Services	109
Grants and contributions	-2,563
Investment income	3,609
Other revenue	100
Expenses	-2,922,391
Employee related	-2,382,560
Operating expenses	-539,832
Surplus / deficit for the year	142,163
Closing Balance	2,165,055

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	13,781
Equity - Aboriginal	2,931
Equity - Socio-economic	10,849
Equity - Language	0
Equity - Disability	0
Base Total	2,569,300
Base - Per Capita	28,962
Base - Location	0
Base - Other	2,540,339
Other Total	427,042
Grand Total	3,010,123

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

Parent/caregiver, student, teacher satisfaction

Throughout the year, teaching, non-teaching and administrative staff engaged in professional conversations and worked collaboratively with parents/carers and other key stakeholders to meet the individual needs of students.

Feedback on the school's performance and satisfaction included:

Students

- appreciation for the flexibility of our programs
- the smaller class sizes are helpful
- individual support provided by staff
- meditation and yoga
- the advantages of being able to take space outdoors and use a range of strategies when feeling stressed

Parents/carers

- describing how their children feel safe at our school
- appreciation for the support provided
- being grateful for regular progress reports, communication and resources provided to their community schools and children.
- being satisfied with the transition support provided to their child and community school.

Staff

- feeling supported in their continued professional growth
- appreciation for the collaborative approach towards students learning and wellbeing
- feeling valued

Other key stakeholders

- appreciation for the flexibility of our programs
- support for the young person in their care
- the ability to work across disciplines to meet student/client needs

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.