

2021 Annual Report

Redhead Public School



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Introduction

The Annual Report for 2021 is provided to the community of Redhead Public 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 Strategic Improvement 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.

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Message from the principal

2021 was an inspirational year at Redhead Public School with exceptional outcomes for students in literacy and numeracy within our Check-in and NAPLAN results. Cohesive school planning strengthened staff capacity by the employment of an 'Assistant Principal Pedagogy' who effectively triangulated student and school data to ensure precise intervention and enrichment opportunities to cater for our High Potential and Gifted students across the school.

Staff engaged in quality professional development, team teaching and clear demonstration lessons and further developed strong commitment collectives around teaching and learning practices within the areas of literacy and numeracy. Staff relished in the excitement of 'face to face' learning experience as well as high impact hands on learning experiences before we returned to remote learning during the middle of the year. We delighted in our students returning to school in Term 4 after our staggered return to learning.

Our community continued to support the school as our staff tried to keep some normality throughout face-to face learning, remote learning, staggered drop off and pick ups, cohorting assemblies and online special events. We managed to finish the year with some enriched learning excursions for Kindergarten to Year 4 students. Our Stage 3 students managed to visit Canberra early in the year and they had a memorable Year 6 farewell in the school hall. Throughout these experiences community entrusted us and we worked together for the educational, emotional and social support of our students. We are eternally grateful for the strong, authentic home school partnerships and the community's understanding of COVID-19 safety guidelines.

Our school had outstanding support from our Parents and Citizens Association (P&C), Yarn Group and Aboriginal Education Consultative Group (AECG) during 2021. Our P&C worked hard to bring the whole community together with their online Trivia night during remote learning and they finished the year with an amazing face-to-face community School Gala Ball which raised significant funds for the school. The Redhead Men's Shed constructed small cubby houses to support our new imaginative play area for students which we were excited to open during education week.

The Minister announced a \$256m funding package to support literacy and numeracy that adds to and replaces the Early Action for Success and Literacy and Numeracy Intervention Funding. The new role of Assistant Principal, Curriculum & Instruction focused on whole school systems, school leadership, effective practices, school data and working with communities to build partnerships. Our school was identified as a 2022 Phase 1 implementation.

Mrs Schofield was successful through merit selection to the Assistant Principal, Curriculum & Instruction position and will commence her new role in 2022. Mrs Langholz has been relieving in an Instructional Leadership role and has been now permanently transferred to her new school as an Assistant Principal, Curriculum & Instruction at Wallsend Public School. Late in Term 4, we completed two more merit selection panels to fill the unfilled Assistant Principal vacancies. Mr Sumbak and Miss McInnes were both appointed as Assistant Principals to our school and will commence their new roles in 2022.

Our expert teachers, outstanding executive team, friendly and efficient office staff are so proud of the perseverance and resilience of our students and community during the many challenges in 2021. Our greatest role is shaping the hearts

and minds of all our students and providing them with a quality engaging education. I would like to thank my staff for their professionalism, flexibility and dedication as educators and leaders which has been exceptional this year.

Lisa Monaghan

School vision

Empowering students to embrace the opportunities of Quality Education, promoting student growth and success in life.

School context

Redhead Public School is a high socio economic school with 11 classes located in Lake Macquarie. The student population of 275 students has been stable over the last four years. Our school has 2% of students with non-English speaking background and 6% of all students identify as having an Aboriginal background.

The school's staffing entitlement in 2021 is 14.921 teaching staff and 3.680 non-teaching staff. The school also employs a Health and Safety School Administrative Officer via principal support funds. Our executive staff is stable with the majority being here for more than three years. We have one permanent Assistant Principal seconded to an Instructional Leader position but the Relieving Assistant Principal has been a member of staff for 8 years. We have no beginning teachers. All teachers are highly experienced. There has been a stability in staffing over the last 2 years.

The school enjoys the support of its Aboriginal community via our yarn meetings and AECG, including consultation around high level areas of school improvement. We have also fostered strong partnerships with Newcastle University, Redhead Men's Shed and the Redhead Sustainable Group. Students represent the school across the regional north area in debating, choir and a wide range of sporting activities, with both state and regional representation.

The majority of the school's equity funding is used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. Additional school funds were used to support other activities not embedded in this plan. Additional school funds will be used to employ an AP Pedagogy to develop staff commitment collectives within the areas of literacy and numeracy and to mentor staff around explicit differentiated teaching and learning in these areas with a clear focus on achieving school targets in reading and numeracy.

The school is committed to continually improving effective classroom practices with targeted professional learning identified through student data, staff Professional Development Plans and via the identified school improvement measures. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data collection, analysis and differentiated individualised teaching and learning.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

Increase students in reading and numeracy in the top 2 bands via refining data driven teaching practices in response to student differentiation.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Explicit Teaching
- Data Analysis

Resources allocated to this strategic direction

Professional learning: \$8,250.00

Literacy and numeracy: \$2,040.01

Summary of progress

The activities the school undertook in this strategic direction were designed to gain student growth and attainment in literacy and numeracy. The school engaged in the Quality Teaching Round initiative and whole school collaborative teaching and leadership practices. To support this the school implemented stage planning days embedding consistent Teaching and Learning programming with quality differentiation.

School resources were strategically managed to employ additional staffing to provide target intervention and enrichment. The school self funded an Assistant Principal Pedagogy to drive student growth and attainment. Through data triangulation using internal and external data sources we have had growth in both reading and numeracy however it further indicates a greater need in numeracy in particular measurement and geometry moving into the new year. The school will continue to enhance student growth and attainment through a deeper focus on numeracy and a continuation of our quality Teaching and Learning process of reading.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
NAPLAN - Top 2 Bands Numeracy • Increase the proportion of the students in Year 3 and Year 5 achieving in the top 2 bands in NAPLAN Numeracy towards an uplift of 7.7% from baseline data.	Data indicates that 50% of Year 3 students and 45% of Year 5 students in top 2 bands numeracy showing growth from baseline data.
NAPLAN - Top 2 Bands Reading • Increase the proportion of the students in Year 3 and Year 5 achieving in the top 2 bands in NAPLAN Reading towards an uplift of 6.7% from baseline data.	Data indicates that 74.42% of Year 3 students and 63.41% of Year 5 students in top 2 bands reading in top 2 bands numeracy showing growth from baseline data.
NAPLAN - Student Growth Numeracy • Increase the proportion of Year 5 students achieving expected growth in NAPLAN Numeracy towards an uplift of 5.9% from baseline data.	The percentage of students achieving expected growth in numeracy increased to 57.58% indicating achievement of the lower bound target.
NAPLAN - Student Growth Reading • Increase the proportion of Year 5 students achieving expected growth in	The percentage of students achieving expected growth in reading increased to 70.59% indicating achievement of the higher bound target.

NAPLAN Reading towards an uplift of 6.7% from baseline data.

Strategic Direction 2: High Expectations

Purpose

High expectations in a caring committed environment which is focused on continuous improvement to build quality teachers and independent student learners.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations
- Wellbeing

Resources allocated to this strategic direction

Professional learning: \$4,332.23

Literacy and numeracy: \$500.00

Summary of progress

The activities the school undertook in this strategic direction were designed to gain high expectations across the school. The school engaged in professional learning by engaging with the Teaching and Learning Quality Advisors as well as allocating school fund. This supported the implementation of school based TPL around the High Potential and Gifted Education policy including differentiation within teaching and learning programming to achieve learning goals and syllabus outcomes for individual students to ensure growth in the top 2 bands.

A community forum was held to evaluate and define the High Potential and Gifted Education policy in our school context. Using observations, teacher programs, the classroom practice continuum and the school's PDP process it is evident that differentiation is being implemented in all classrooms. It was identified that through our teaching and learning programs that we cater for the intellectual domain. The school will continue through networking and drawing on community expertise as well as university connections we are implementing our Flair and Flourish program to cater for the development of students in the creative, social and emotional and physical domain.

Within this strategic direction the school further strengthened wellbeing processes via implemented student Wellbeing journals K-6. The school resources were strategically managed to purchase Sentral parent portal to build positive relationships and increase communication with community. To support our school attendance processes parent notification was sent via Sentral to further streamline attendance procedures. Our attendance audit showed strong practices, school processes and lines of communication with parents.

Tell Them From Me data showed a small decline in student wellbeing in the area of sense of belonging and this will become a school focus for the following year. Wellbeing and attendance will continue to be a focus with the development of a school based scope and sequence and staff training to become a visual wellbeing school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• Increase the percentage of students attending 90% of the time above baseline towards 5.6%.	The number of students attending greater than 90% of the time or more has decreased by 6.67%.
• Achieve an uplift in the proportion of student reporting positive wellbeing (Advocacy, Belonging and Expectations for Success) with an upward trend towards 1.8% from baseline data.	Tell Them From Me data shows an decline of 5.86% of reported positive wellbeing, including a 8% decrease in advocacy at school, 8% decrease in sense of belonging and 2% decrease in expectations of success.

Strategic Direction 3: Practices and Processes

Purpose

To develop commitment collectives to effectively support the schools' practices and processes to ensure explicit teaching of all students.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Continuous Improvement
- Instructional Leadership

Resources allocated to this strategic direction

Aboriginal background: \$20,000.00

Professional learning: \$5,000.00

QTSS release: \$51,462.16

Socio-economic background: \$15,542.22

School support allocation (principal support): \$16,931.86

Summary of progress

The activities the school undertook in this strategic direction were designed to strengthen school practices and processes focusing on continuous improvement and instructional leadership. The school focused around quality education via executive planning days, self funding an Assistant Principal Pedagogy and intervention and enhancement groups. The Training and Development schedule reflected the staffs needs from the PDP processes and also internal and external school based data. As a part of our instructional leadership journey three main areas were identified (student leadership, Professional Experience Hub in partnership with University of Newcastle and employment of Assistant Principal Pedagogy).

This has resulted in stronger partnerships with tertiary education students with the development of workshops and the refinement of supervising teacher skill sets and school placement processes. The success of these workshops has led to our school being nominated as a 'spoke' school in the PEx Hub. Work Health and Safety procedures were highlighted as an area of improvement from our school audit. A WHS officer was employed to refine school practices and processes in this area. This has led to an explicit timeline for all WHS procedures within the school. We will continue to employ a WHS officer to ensure we are successful in this area for our 2022 audit.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
• School self-assessment of the School Excellence Framework (SEF) themes of Explicit Teaching and Lesson Planning indicates improvement at or above Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the themes of explicit teaching and lesson planning and has remained at sustaining and growing the element of effective classroom practice.
• School self-assessment of the School Excellence Framework (SEF) themes of Management practices and processes indicates improvement at or above Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of management practices and processes.
• School self-assessment of the School Excellence Framework (SEF) themes of Learning and Development indicates improvement at or above Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning and development.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$37,651.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Redhead Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: There has been an increase in enrichment opportunities and in class support in literacy and numeracy. Student ongoing data collections showed individual growth for all students in reading and across PAT data.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue integration funding support to employ an SLSO to support learning outcomes for allocated students.</p>
<p>Socio-economic background</p> <p>\$15,542.22</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Redhead Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs <p>The allocation of this funding has resulted in: Assistant Principal Pedagogy developed and implemented school based Professional Learning to support staff around student learning goals and the learning progressions in the areas of vocabulary and additive strategies. School data wall evident in staffroom with continuous tracking and monitoring of students K-6.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue tracking and monitoring of whole school via the data wall during allocated stage meetings, promoting data conversations and collegial conversations around student growth, goal setting and where to next.</p>
<p>Aboriginal background</p> <p>\$20,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Redhead Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Continuous Improvement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for

<p>Aboriginal background</p> <p>\$20,000.00</p>	<p>Aboriginal students</p> <p>The allocation of this funding has resulted in: Our internal and external data indicated Aboriginal students in Year 5 achieved strong growth in both literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use the funding to employ additional staff to ensure individual student growth exceeds expected growth.</p>
<p>English language proficiency</p> <p>\$9,242.91</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Redhead Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Additional LAST time to support EALD students to provide explicit support for literacy and numeracy as well as targeted areas of need.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue utilising English language proficiency funds to support the teaching and learning of EALD students via individual targeted programs.</p>
<p>Low level adjustment for disability</p> <p>\$74,650.47</p>	<p>Low level adjustment for disability equity loading provides support for students at Redhead Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: Strong LAST processes and regular LST meetings to monitor and support students requiring intervention and support.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue utilising Low level adjustment for disability funds to support the teaching and learning of tiered intervention based on our internal and external data.</p>
<p>Professional learning</p> <p>\$17,582.23</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Redhead Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Professional learning</p> <p>\$17,582.23</p>	<ul style="list-style-type: none"> • Explicit Teaching • High Expectations • Continuous Improvement • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • To release staff to collaboration to develop stage approaches to programs that include opportunity for ongoing formative assessments to inform practice. • To release staff to attend professional learning. <p>The allocation of this funding has resulted in: Commitment collectives are evident in teaching and learning programs, along with learning intentions and success criteria. They have assisted in the stream lining of high expectations of students through detailed programming and teaching and learning programs. Staff have been able to use TPL on data triangulation to form trends across the school and will revise the current commitment collectives to encompass the needs of the school from data.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to build staff training development in commitment collective with a key focus on numeracy. We have been identified as a Accelerated Adopter school and will commence the professional learning and implementation of the new K-2 curriculum in 2022.</p>
<p>School support allocation (principal support)</p> <p>\$16,931.86</p>	<p>School support allocation funding is provided to support the principal at Redhead Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • SASS employed using Principal Support Funds to assist with the managing of Health and Safety within the school <p>The allocation of this funding has resulted in: Strong Health and Safety processes and practices across the school. Regular audits occurred to ensure school compliance with auditing processes. The Management Action Plan was regularly monitored and evaluated via regular Health and Safety meetings.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ additional SASS hours to refine and consolidate Health and Safety practices and processes across the school.</p>
<p>Literacy and numeracy</p> <p>\$31,134.22</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Redhead Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Analysis • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching,

<p>Literacy and numeracy</p> <p>\$31,134.22</p>	<p>learning and assessment</p> <ul style="list-style-type: none"> resources to support the quality teaching of literacy and numeracy updating reading resources to meet the needs of students employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: Managed school resource allocation by self-funding SLSO additional intervention support, SPINS program K-2 and Assistant principal Pedagogy. These additional human resources alongside purchasing quality literacy and numeracy and implementing evidence professional learning has ensured continued building of teacher capacity and students growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 we will be losing these school based funds for Literacy and Numeracy. However, this will be replaced with the appointment of Assistant Principal Curriculum and Instruction. We will also conduct a resource audit to ensure equitable distribution of funds.</p>
<p>QTSS release</p> <p>\$51,462.16</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Redhead Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> assistant principals provided with additional release time to support classroom programs additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Self- fund Assistant Principal Pedagogy to implement instructional leadership in Literacy and Numeracy. Demonstration lessons, team teaching and data talk enabled consistency of teaching and learning pedagogy across K-6 which has had a positive impact on student growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022 this funding will be used to release Assistant Principal's to conduct teacher observations, walk-throughs and data conversations to monitor and track student growth and implementation of teaching and learning programs.</p>
<p>COVID ILSP</p> <p>\$76,698.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> employment of teachers/educators to deliver small group tuition employing/releasing teaching staff to support the administration of the program employment of additional staff to support the monitoring of COVID ILSP funding releasing staff to analyse school and student data to monitor progress of student groups.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	123	131	135	124
Girls	147	143	139	149

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.2	94	95.4	93.9
1	95.1	93	95.2	95.1
2	94.3	96.1	92.7	96
3	94.6	94.7	96.2	93.5
4	93.9	92.9	94.9	95.3
5	92.5	92.1	92.9	94.6
6	93.8	90.4	93	92.1
All Years	94.1	93.5	94.3	94.4
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	138,728
Revenue	2,604,792
Appropriation	2,486,409
Sale of Goods and Services	179
Grants and contributions	118,049
Investment income	155
Expenses	-2,621,515
Employee related	-2,274,613
Operating expenses	-346,903
Surplus / deficit for the year	-16,723
Closing Balance	122,005

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.

	2021 SBAR Adjustments (\$)
Targeted Total	37,651
Equity Total	119,436
Equity - Aboriginal	20,001
Equity - Socio-economic	15,542
Equity - Language	9,243
Equity - Disability	74,650
Base Total	2,109,090
Base - Per Capita	67,546
Base - Location	0
Base - Other	2,041,544
Other Total	115,701
Grand Total	2,381,878

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.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

More than 1.2 million students across more than 9,000 schools participated in NAPLAN in May this year, following last year's cancellation due to the COVID-19 pandemic.

Our school's results are outstanding and show how resilient our students at Redhead are and it is a testament to the hard work of teachers and parents who have supported our students learning from home. We are very proud of our schools' structures around intervention and enrichment to ensure our students academic needs are being met. Our staff regularly monitoring student data and differentiating their teaching and learning to engage and challenge our students.

Year 3

	Reading	Writing
Redhead PS Average	482	447.8
Similar School Average	457.7	442.85
State Average	435.76	428.43

Year 3

	Spelling	Grammar & Punctuation	Numeracy
Redhead PS Average	458.3	477.8	423.2
Similar School Average	443.74	456.69	423.5
State Average	427.39	435.16	407.15

Year 5

	Reading	Writing
Redhead PS Average	546.7	513.4
Similar School Average	522.83	494.26
State Average	507.87	482.27

Year 5

	Spelling	Grammar & Punctuation	Numeracy
Redhead PS Average	512	537.1	527.4
Similar School Average	523	516.52	510.58
State Average	509.4	503.67	499.39

Parent/caregiver, student, teacher satisfaction

In 2021, Redhead Public School accessed a range of tools to seek opinions and feedback of students, staff and community.

These tools included: formal and informal discussions, emails, Class Dojo messages, phone calls, online surveys and forms, P&C, Tell Them From Me for students and families and The People Matters Survey for staff. Below were the conclusions gained from analysing data:

Parent/Carer Satisfaction

Our Tell Them From Me (TTFM) surveys and randomised parent phone calls show an increase in parent satisfaction in how the school supported learning. It is evident our parents and community feel that staff at Redhead Public School have high expectations for children to succeed. In the TTFM surveys the majority of parents felt that teachers take an interest in their child's learning and encourage them to do their personal best. Another area of improvement was parents being informed. Parents have strongly indicated that reports on their child's progress are written in terms they can understand and that classroom teachers inform them when their child is not making adequate progress. An area for improvement in the new year will be safety at school with the majority of parents feeling their child feels safe at school but some parents feel more could be done to support students with anxiety and their social development. This will be a focus in our School Improvement Plan and Improvement Progress Measures in 2022.

Email extract 1 from a parent:

"I just wanted to send you an email to say how wonderful your school has been throughout this period of lockdown. The kids have loved all the work provided. They get a lot out of the Daily Zoom lesson with their teachers and are currently loving your Well-being Wednesday activities. Such a wonderful idea for week 10. As a school you can really tell that you have planned and thought out each task and made sure all student's have felt happy and engaged. You guys should all be congratulated for an amazing job. Thank you again for making parents lives easier by giving your students every chance to succeed. You have a fantastic team!"

Email extract 2 from a parent:

"We are just writing to express our gratitude for the incredible job all teachers have done during home learning. The amount of time and effort that has gone into quality lesson planning via video, power point and zoom lessons is amazing. Such excellent and constructive individualised feedback to our child to allow her to thrive academically during lockdown. Fantastic job keeping the students connected to each other and engaged with their school community during lockdown, supporting not only their academic needs but their emotional well-being. We feel lucky to have our children at this wonderful school."

Student Satisfaction

Our student Tell Them From Me survey showed an increase in the area of effective and explicit teaching practices. Students felt that important concepts were taught well and class time was used effectively to support class objectives. The majority of Redhead Public School students also agreed that teachers set clear goals for learning, established high expectations, checked for understanding and provided valuable feedback. 93% of students surveyed felt proud to be a part of our school and school community.

Staff Satisfaction - People Matters Survey

100% of staff stated senior managers keep employees informed about what's going on.

100% of staff stated they were proud to tell others that they work for Redhead Public School.

100% of staff indicated they would recommend their organisation as a great place to work.

100% of staff identified that their organisation inspires them to do the best job.

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.

Aboriginal Education - School statement

Redhead Public School continues to strive to build authentic partnerships with our Aboriginal community via our Yarn Group. We remain firmly committed to closing the gap in attendance and achievement for all Aboriginal students and building cultural links within our Redhead community. Aboriginal students have Personalised Learning Plans that are developed through consultation with students, staff, parents and the community.

This year our Whitebridge Community of School was able to build cultural connections with Aboriginal peers and teachers via our first Aboriginal Workshop that was held at Whitebridge High School. Aboriginal students across the WCOS had the opportunity to work with Uncle Nolan and the Whitebridge Junior AECG. Students participated in a range of activities including Aboriginal dance, art making and craft.

Anti-Racism Policy

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

Anti-Racism - School statement

Redhead Public School has 3 trained ARCOs within the school. All staff trained in the new Anti-Racism Policy to increase staff understanding of the nature and impact of racism and increase staff understanding of their responsibilities in implementing the policy.

We continued to participate in Harmony Day, Reconciliation Day and NAIDOC Day celebrations across the school. Anti-bullying lessons are embedded into our weekly wellbeing lesson focuses with a big push on being an upstander and not a bystander across the school.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.

Multicultural and anti-racism education - School Statement

Redhead Public School's multicultural education programs focus on creating harmony, respect and acceptance of

students from all cultural backgrounds through the teaching and learning programs at Redhead Public School. Students learn that people may have different cultural, linguistic and religious differences and that we accept differences by demonstrating understanding and building relationships.