

2021 Annual Report

Redbank School



Redbank
SCHOOL

5559

Introduction

The Annual Report for 2021 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 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.

School contact details

Redbank School
Dragonfly Drive
WESTMEAD, 2145
<https://redbank-s.schools.nsw.gov.au>
redbank-s.school@det.nsw.edu.au
9633 1030

Message from the principal

It is my pleasure to present this report, which outlines key achievements for the year and identifies areas for future focus. Throughout 2021, Redbank School embraced a year of adapting to change and maintaining strong relationships with students, parents/carers, community mental health teams and external agencies. As a school we maintained our commitment to building a culture of high expectations for all, academic excellence and ensuring that all students build the skills needed to be active and resilient citizens. I would like to thank all our members of staff for their ongoing hard work and commitment. With the support of our dedicated and professional staff, a strong school community Redbank School continued our journey of maintaining high expectations and building a strong, positive learning community where all members feel known, valued and cared for as we strive towards sustainable wellbeing.

School vision

Our vision is to empower every student with the resources for sustainable wellbeing, for every student to continue their journey through education and finish school prepared for rewarding lives as engaged citizens in a complex and dynamic society. It includes achieving excellence in our school's specific purpose and contributing to the success of students in other schools whose experience of mental illness impacts their education and educational trajectory. This is a journey of continual improvement, one we travel together with our students, families and community. Throughout the journey, we will continue to learn and engage in high impact professional learning, we will hold ourselves accountable for the impact of our work.

School context

Redbank School is a School for Specific Purpose (SSP) located on the grounds of Westmead Hospital, Westmead. The school's specific purpose is to provide intensive educational support for students experiencing acute mental illness and ongoing significant mental health related difficulties. The school is strategically co-located with Redbank House, the hub for the Perinatal, Child & Youth Mental Health Service teams that deliver services and supports for people living with mental health issues and their families and carers in the Western Sydney Local Health District. School staff work consultatively and collaboratively with Redbank House and other mental health specialists to achieve its purpose.

The school has a capacity enrolment of seventy students, 80% of which are initiated when young people are admitted into the Acute Adolescent Unit (AAU), a specialist inpatient facility within Redbank House for young people experiencing severe mental illness. The other twenty percent of enrolments are initiated when students are offered placement through the DoE's Access Request process. The student cohort are all of secondary school-age and, as defined by the Disability Discrimination Act, have a disability. The composition of the student population varies as students enrol and exit throughout the year. The number of students with Aboriginal background, English as an Additional Language/Dialect and/or students who experience challenges associated with economic disadvantage, fluctuate continuously throughout the school year.

The findings of a recent situational analysis identified focus areas for improvement and the school's strategic directions for the next four years:

Strategic Direction 1 - Student growth and attainment. The focus of this direction is to improve student achievement in reading, numeracy and learning through initiatives related to effective classroom teaching practice.

Strategic Direction 2: Sustainable wellbeing. The focus of this direction is to support improvement in student wellbeing so that students are engaged and achieve their educational goals.

Due to the school's specific purpose and fluidity of the student cohort, locally developed targets for individual student progress and achievement will be developed and monitored annually. Improvement in the effectiveness of the school's programs and practices and the school's journey toward excellence will also be monitored each year using data identified in the relevant evaluation plan and a set of criteria for success. The school's program delivery is underpinned by consultative and collaborative practices and with the strategic allocation of resources, the school's significant alliances and partnerships can be strengthened. The school will continue to improve the effectiveness of its programs and practices to ensure the needs of every student are addressed and optimal outcomes achieved. The school needs to embed explicit strategies to ensure the outcomes for Aboriginal students and students learning English as an additional language (EAL/D students) equal or better those of all students.

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

Strategic Direction 1: Student growth and attainment

Purpose

To empower students with the capacity for learning and ensure every student demonstrates learning growth in reading and numeracy and optimal opportunity to achieve their learning goals.

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.

- Reading and numeracy
- Personalised learning
- Data informed practice

Resources allocated to this strategic direction

SSP Supplement: \$146,848.00

Socio-economic background: \$8,415.00

Literacy and numeracy: \$1,365.00

Aboriginal background: \$2,805.00

SSP Quality Teaching Support: \$69,004.00

QTSS release: \$1,683.00

English language proficiency: \$2,400.00

Summary of progress

Essential Assessment was introduced as a whole school reading and numeracy assessment tool. All staff engaged in professional learning on the assessment tool and collaborative conversations took place within staff meetings on the implementation of the tool in our programs. Students from Years 7-12 were supported to complete 2/4 NSW Common Grade Assessments, to gather base-line data and inform future planning., including ILSP. The data analysis identified significant delay for many of our students in reading and numeracy. All staff identified a reading and numeracy goal in their PDP to ensure ongoing professional learning in best practice for reading and numeracy. Students completed all NSW Common Grade Assessments and data was used to inform individual Literacy and Numeracy Plans and ILSP. Collaboratively, staff identified and prioritised the learning needs of individual students and high impact professional learning was provided to staff to ensure high quality explicit teaching practices in literacy and numeracy.

All students have updated learning goals and personalised learning plans to work towards achieving for 2021 . Review meetings were held with students and other key stakeholders to ensure learning goals were co developed and all parties had a voice in the planning process. Teaching staff completed professional learning on the National Literacy and Numeracy Progressions; supporting teachers to monitor growth and inform teaching, learning and assessment. As a school, we are continuing to research personalised learning plans to ensure the gathering of quality and informative information for our students that is reflective of their individual needs.. Systems are continuing to be established to monitor learning goals through the collection of data on attendance, engagement in learning and wellbeing.

Teachers engaged in reflective conversations with colleagues and supervisors for ongoing high quality practices, guided by the What Works Best toolkit.

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
All students achieve expected growth in reading and numeracy.	Reading and Numeracy continued to be monitored through the implementation of personalised learning and support plans, learning and support team meetings and scheduled review meetings. As a team, data was collected and analysed to monitor student learning in reading and numeracy. Explicit teaching and classroom practices were monitored, reviewed and adjusted to reflect best practice in reading and numeracy. Mid year reviews were held and goals developed based on student growth in the first half of the year and to inform future planning. Challenges were

<p>All students achieve expected growth in reading and numeracy.</p>	<p>identified by staff supporting students during remote learning and sustaining student engagement in learning. Data reflects this for individual students.</p> <p>In term 3 the ILSP program was implemented remotely. The ILSP teacher has worked closely with staff this year to monitor student progression in the area of reading and numeracy. Through these discussions, a number of students were identified as requiring intensive support. All students who accessed the program demonstrated growth in their engagement in learning and skills in reading and numeracy.</p> <p>Next year, our ILSP teacher will work closely with our Stage 5 and 6 students on supporting achievement of Minimum Standards. Essential Assessment will continue to be a tool to monitor growth in the areas of reading and numeracy and it will continue to be intensively supervised by the ILSP teacher. The use of internal and external assessment data will inform individual reading and numeracy plans for all students and will be the baseline for referral to ILSP. Early intervention will be our focus and priority.</p>
<p>All students achieve personalised learning goals.</p>	<p>Personalised learning is the key to all programs implemented at Redbank School. All students have their own PLSP which focuses on individual education need, education goals, adjustments and learning styles. This year, our Personalised Learning team have been reviewing our documentation and researching how we document student personalised learning. Review meetings have been held at a minimum of twice a year for individual students. These meetings have ensured collaborative conversations have taken place with all stakeholders and planning has occurred in consultation with student, parents and other professionals. The review meetings identified student progress and informed future goals. Regular discussions were held in staff meetings and learning and support meetings to ensure continued monitoring of student progress and identifying where to next. This process ensured students PLSP were a responsibility of all staff and not just the responsibility on one staff member. This resulted in student support expanding and our staff working cohesively to support all students. Review meetings took place for all students in collaboration with all stakeholders.</p> <p>Next year, we will implement our new Personalised Learning Plans and continue to prioritise student educational goals. Student learning will continue to be monitored closely through the collection and analysis of a range of data sources to ensure a holistic understanding of our students learning and wellbeing needs. . At all times, collaborative conversations will take place with all stakeholders to ensure a consistent and supportive approach for our students.</p>
<p>The progress and achievement of Aboriginal students and students in equity groups equal or better the progress and achievement of all students.</p>	<p>Our identified Aboriginal student achieved her HSC Life Skills and was supported to develop her reading and numeracy to support her post school options. Teachers reported growth in their students and identified a number of reading and numeracy areas where growth was observed.</p> <p>Staff accessed support from community to provide guidance in supporting our Aboriginal students and ongoing conversations to ensure continued monitoring and best practice for our students. High impact professional learning to deepen teaching practice in strategies to improve the learning and wellbeing of students with Aboriginal background was planned for NAIDOC week however was cancelled due to restrictions, this has been rescheduled for 2022. Our SLSO team accessed learning on PLNTS regarding working with Aboriginal Education and Communities, and Aboriginal & Torres Strait Islander customers. This is an area we will continue to develop as a whole school.</p>

Strategic Direction 2: Sustainable wellbeing

Purpose

To empower students with the resources to sustain a level of wellbeing that enables them to continue their journey through education and achieve their educational goals.

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.

- Educational achievement through wellbeing
- Student growth in wellbeing
- Community engagement

Resources allocated to this strategic direction

SSP Supplement: \$130,664.00

Socio-economic background: \$5,079.00

Summary of progress

Analysis: School values were reviewed with all staff and implemented throughout wellbeing programs. This ensured students were understanding the purpose of the school values and how they relate to the wellbeing of our school community. All students completed wellbeing surveys to inform individual wellbeing goals. Review meetings were held to establish and reflect on student educational goals which ensured all stakeholders were onboard to support students achieve their goals. All staff were supported to connect their PDP goals with the school plan - including enhancing wellbeing practices to support educational achievement. The instructional leader provided mentoring to staff and supported them to take ownership and responsibility for the school plan as a whole school.

Wellbeing surveys will be completed by staff, students and parents to establish baseline wellbeing data. Staff will continue to review and implement communication strategies to reflect the diverse needs of the school community. Data wall will be co constructed to initially monitor attendance. The results will inform wellbeing programs and improve student growth and attainment of their educational goal. The SSO model of intervention will be developed further to establish clear roles in supporting student wellbeing needs. Wellbeing skills and strategies will continue to be reviewed and implemented across programs. Professional learning will be provided to staff around Wellbeing Framework and Trauma Informed Practices.

The Student Support Officer position was established and made a positive impact on the support of student needs by identifying and addressing student need early and this resulted in students returning to engage in learning at a higher success rate. Students, staff and parents completed Strengths and Difficulties survey. These results identified students experiencing worry, nervousness, depression and worry as wellbeing concerns. The team used these results and collaboratively identified ways to improve wellbeing programs within the school - Sports events, theme days, implementing connection opportunities through lunch and breakfast clubs etc. These were developed in consultation with student to ensure they had a voice which in turn increased their commitment and engagement to the programs. All students have individual wellbeing goals which ensure close monitoring of their progress.

The review process for all students provided opportunity to reflect on where students are now and where they would like to be. A whole school approach to the monitoring of behaviour, attendance, wellbeing, and engagement in learning was connected through the PDP process with staff. Staff PDP goals reflect these areas and ensure continued development and best practice in wellbeing, literacy and numeracy and data informed practices are monitored through student learning. The learning and support referral process will be developed in consultation with the new SSO position in Term 2. Weekly learning and support meetings ensured close monitoring of student growth in wellbeing and identified needs for individual students. This process ensured regular updates to student PLSP and continued wellbeing planning for students.

The What works best in practice framework guided our professional learning and conversations this semester. Primarily, we considered the wellbeing of staff, students and the community and the impact of these results on engagement, motivation and ones sense of belonging. For the first time, we had a group of students attend the Zone Athletics Carnival. The success of this event highlighted the capabilities of our students as leaders and demonstrated their resilience in times where they are managing moderate to severe mental health difficulties. Social clubs were introduced for breakfast and at lunchtime. We observed an increase in student interacting with ones another and initiating conversations with peers they would normally not engage with. Lunchtime clubs included knitting, photography and outdoor sports and board games. Our breakfast club was supported by our SSO. This club provided opportunity for

students to start their day with a healthy breakfast and also time for the SSO to check in with students in an informal manner prior to the start of the day. Arrival times for students was notably earlier on breakfast club days.

As a school community, we continue to hold collaborative conversations to ensure we are meeting the needs and celebrating the diversity of our community. Families have been supported to connect and engage with community teams and link with community services. As a school, we continue to explore and familiarise resources available to our community and keep our families informed. This has included accommodation supports, transcultural services, vocational and post school supports, community teams such as PEIRS, BEAT and Headspace. We are exploring connections with the Aboriginal community to improve whole school practices and meet the individual needs of our Aboriginal and Torres Strait Islander students and parents/carers.

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
All students achieve their educational goals.	<p>Remote learning impacted on student wellbeing in individual ways. Various strategies were put in place to support students including daily 1:1 connection with their teachers, lunchtime connects through Zoom Zone lead by SSO, school counsellor check ins and the delivery of wellbeing programs through google classroom. 83.3% of students stated they felt supported by Redbank School during remote learning and found the daily connections by their teachers as most helpful. Review meetings ensured all stakeholders were informed of student growth targets and contributed to the review of wellbeing goals. Students were given a voice during these meetings, which allowed them to take ownership of their learning and identify skills and strategies which best support their wellbeing needs.</p> <p>Wellbeing skills were explicitly taught to students both individually and in class groups, which strengthened students confidence to practice accessing strategies independently. Some students found it challenging to access these supports during remote learning. The co construction of a digital data wall introduced the monitoring of student attendance.</p> <p>This year, a number of wellbeing initiatives were implemented following reflective discussions, community feedback and wellbeing surveys . We increased whole school events including Friday Foodies, incursions and excursions, representing at zone athletics carnival and lunchtime clubs. During remote learning, wellbeing was prioritised for our whole school community including daily check ins, yoga for families, lunchtime zoom zone for social connection, parent/carers meetings and fun weekly events to maintain the wellbeing of our staff. All these initiatives impacted positively on our school community. We observed an increase in attendance and an increase in student engagement in learning. Our surveys also reflected the communities response to these new initiatives. All our graduating students achieved their HSC.</p> <p>Next year, our priority will be to maintain wellbeing programs, increase student participation in whole school planning through our first leadership program, and increase attendance rates for all students. We will continue to inform our wellbeing programs from data collected from a number of sources - primarily community feedback.</p>
All students demonstrate growth in wellbeing in a variety of specific school based wellbeing measures.	<p>The 2021 year saw a range of wellbeing initiatives introduced at Redbank School. Many professional conversations took place around wellbeing in relation to what works best and what areas we need to improve in. Primarily, we want to provide our students with the same opportunities and experiences as their peers would receive in mainstream schools. The implementation of wellbeing initiatives saw an increase in student attendance and engagement in learning. Students became involved in planning which resulted in an increase in participation in wellbeing programs. When reflecting on our wellbeing programs, we identified the need to provide a whole school approach to the delivery of our programs with clear, consistent focus on wellbeing skills. Our key areas of</p>

All students demonstrate growth in wellbeing in a variety of specific school based wellbeing measures.

wellbeing growth are in the area of attendance, participation in whole school events and student re engagement in learning. End of year review meetings have promoted the development of 2022 goals to inform individual learning plans. Professional learning for staff throughout the year in the area of Trauma Informed Practice, Wellbeing Framework , What Works Best in Practice and review of our student support system, improved teaching practices and evoke professional conversations to improve our whole school wellbeing practices.

Learning remotely impacted on student wellbeing during term 3 this year. There was an increase in student engagement for some students and a significant decline in others. The wellbeing needs of our students was a priority and a number of initiatives were introduced to maintain whole school social events. These included lunchtime connects, daily connections with class teachers, daily wellbeing activities, wellbeing packs sent to students and vulnerable students supported with on site supervision. Students were encouraged to contribute to the development of social events and daily connections ensured student were informing staff of their wellbeing needs and these were reflective in individualised programs. Whole school professional learning was delivered on Wellbeing and Trauma Informed Practice to improve our understanding of best practice when supporting students wellbeing. SIP teams were developed to support all staff to be responsible and be active participants in the school plan. Our student support system was reviewed and updated.

A review of wellbeing data will inform plans for 2022. This data will include evaluation of wellbeing programs, student growth in attendance and identifying the effectiveness of strategies on student growth. Priorities and goals for 2022 will be developed in consultation with staff, students and families.

We will develop a whole school wellbeing program to be implemented across all programs consistently. We are looking at school leaders for the first time and connecting with more representative sports opportunities. All students will continue with individual educational goals and we will continue to review and improve our wellbeing practices to support students with significant mental health needs.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$19,494.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Redbank 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"> • Reading and numeracy • Student growth in wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • supplementation of extra-curricular activities • professional development of staff through high impact professional learning to support student learning <p>The allocation of this funding has resulted in: Equal and appropriate access to all school programs, resources and learning opportunities for identified students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support our students to achieve their educational and wellbeing goals. Next year, the school will focus on improving our attendance rates through various programs and initiatives.</p>
<p>Aboriginal background</p> <p>\$2,805.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Redbank 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"> • Reading and numeracy • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: Our Aboriginal student achieving their HSC credential and linked with external service provider for post school support and employment.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engaging an Aboriginal Education Officer (AEO) to provide professional learning and ongoing support on the school's journey to embed Aboriginal and Torres Strait Islander history and culture through our school programs.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Redbank School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Personalised learning • Data informed practice <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 support delivery of targeted initiatives <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Literacy and numeracy</p> <p>\$1,365.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Redbank 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"> • Reading and numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in: staff training and support in literacy and numeracy</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be to ensure all teachers are using essential assessment data to increase student engagement and performance in literacy and numeracy.</p>
<p>QTSS release</p> <p>\$1,683.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Redbank 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"> • Reading and numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: 97% of staff reported that the planned professional learning aligned with the SIP and their individual PDP goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be to continue to employ highly experienced instructional leaders to lead improvement across the school.</p>
<p>COVID ILSP</p> <p>\$19,500.00</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</p>

<p>COVID ILSP</p> <p>\$19,500.00</p>	<p>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 teacher to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • releasing staff to coordinate the program <p>The allocation of this funding has resulted in:</p> <p>the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>100% of teachers expressed an improved capacity to assess and identify students requiring intensive literacy and numeracy support</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition by gathering a range of data sources to identify specific student need. The school learning and support processes have been revised to include the regular monitoring of all students progress both during small group tuition and in the classroom.</p>
--------------------------------------	--

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	11	9	17	10
Girls	21	24	27	22

The data depicted in the above table is not accurate. During the 2021 school year, the school enrolled a total of 94 students. 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.

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.

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)	7.86
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 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.

Term 1

Essential Assessment Tool - Part of our school plan was to improve and monitor student growth and attainment in literacy and numeracy skills.

Term 2

Teachers:

What Works Best - all staff completed the What works best toolkit and reflective conversations were held to identify where are we now and where do we need to be.

Maintaining the focus Secondary Reading - to develop staff capacity in supporting students with reading and ensuring we are implementing best practice strategies.

Maintaining the focus Secondary Numeracy - to develop staff capacity in supporting students with reading and ensuring we are implementing best practice strategies.

Introduction to literacy and numeracy progressions - to build staff awareness of the progressions and how we could utilise them in our monitoring of student literacy and numeracy skills.

School Learning Support Officers:

Autism - An introduction to supporting students for SLSO's - to support staff to develop an understanding of young people with Autism.

Introduction to Growth Mindset - to build awareness of skills and strategies to a Growth Mindset.

Student wellbeing and supporting students - to identify best practice in supporting student wellbeing.

Communication - to strengthen staff communication skills when working with students, co-workers and whole school community.

Term 3

SEPLA Conference - all staff attended to strengthen awareness of best practice in Special Education. Staff attended the virtual one day conference and later in the term accessed the recordings for workshop they had not attended.

Trauma and Attachment - Due to the employment of a number of new staff and to review our current practices, staff were provided professional learning on Trauma Informed Care and Attachment Theory.

Wellbeing - All staff were provided with professional learning around wellbeing and The Wellbeing Framework for Schools to ensure we were embedding high quality wellbeing practices in our school.

Review of Student Support System (Teachers) - teachers reviewed our current Student Support System to identify what works well and what are our limitations. We considered the diversity of our school community and how the system could be improved to meet student need.

Aboriginal & Torres Strait Islander customers (SLSO's) - to strengthen our understanding of Aboriginal & Torres Strait Islander community.

Aboriginal Education and Communities (SLSO's) - to improve our understanding of best practice in supporting Aboriginal Education and Communities.

Cultural diversity (SLOS's) - To develop capacity of our SLSO's in understanding and engaging the diversity of our school community.

Teamwork eLearning (SLOS's) - To strengthen our skills in working as a team.

Staff wellbeing surveys - Where to next? Staff completed a wellbeing survey and result were shared with staff to reflect on where we are now and to plan where to next.

Term 4

HSC Minimum Standards Modules - All teachers attended professional learning on HSC Minimum Standards. This will be a priority for our 2022 SIP to ensure we were providing early intervention for our students to ensure success in their goal for achieving their HSC.

Wellbeing and Resilience (SLSO) - To develop the capacity of SLSO's in supporting the wellbeing needs of our students.

Safe Haven Service - We networked with a local health service who support young people experiencing suicidal ideation. They visited our school and provided an information session on their service and how they support students as a preventative service to attending the Emergency Department.

Data Informed Practice - As part of our Strategic Improvement Plan, we are working together as a whole school to gather meaningful data and using it to inform our teaching and learning practises. This professional learning developed capacity of all staff to value data, identified its role in informing our programs and identifying quality and meaningful data.

PLSP review and Teams - As a school, we reviewed our Personalised Learning and Support Plans to ensure they were informing the individual learning needs of students and pulling together a number of documents into one file. It was an opportunity for reflective conversations and planning for 2022.

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	2,165,055
Revenue	3,270,914
Appropriation	3,268,703
Sale of Goods and Services	82
Grants and contributions	750
Investment income	1,379
Expenses	-2,971,565
Employee related	-2,548,452
Operating expenses	-423,113
Surplus / deficit for the year	299,349
Closing Balance	2,464,404

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	0
Equity Total	22,238
Equity - Aboriginal	2,770
Equity - Socio-economic	17,068
Equity - Language	2,400
Equity - Disability	0
Base Total	2,631,775
Base - Per Capita	32,984
Base - Location	0
Base - Other	2,598,791
Other Total	491,749
Grand Total	3,145,762

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

In 2021, a number of surveys were used to gather feedback from our school community to inform reflective conversations and improved teaching and learning practices. Families were invited to complete surveys on student wellbeing, their experience during learning from home and their general experience within the school. Staff were invited to complete surveys on a number of areas including professional learning and their wellbeing. Students were encouraged to provide feedback on their wellbeing by completing surveys on their strengths and limitations and ways of coping. A snapshot of results from some of these surveys are shown below.

The results from the survey were shared with staff and students. We have identified for 2022, the need to improve our practice in sharing these results with our community. The results supported the implementation of a number of programs in 2021 including daily check ins with staff, whole school events including lunchtime and breakfast clubs, fortnightly Friday Foodies, attendance at our first Zone Athletics Carnival, review of our student support system, developing staff capacity through weekly professional learning and strengthening our relationships with families and local community. We will continue to invite feedback in 2022 to ensure we are always prioritising and meeting the diverse needs of our school community.

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 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.

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.

Other School Programs (optional)

Redbank School provides intensive educational support for students experiencing severe mental illness and significant mental health related difficulties. Our students are entitled to equitable opportunities and choices in their education even though they don't have the same experiences as other students. They have the same rights as other students, including the right to education on the same basis as students without a disability. This means our students have the same opportunities and choices in their education that are available to other students, our students are entitled to rigorous, relevant and engaging learning opportunities drawn from the curriculum and set in age-equivalent learning contexts and, while our students will access age-equivalent context, the way in which they access it and the focus of their learning may vary according to their individual learning and wellbeing needs, strengths, goals and interests.

The school's model of educational delivery aligns with our school's specific purpose and with our partner PCYMHS Teams' Models of Care. Our model is flexible and responsive to ensure every student is supported in their unique journey, and to minimise the impact a hospital admission can have on a student's education and educational trajectory. We plan to enhance the model to include more opportunities for us to build the capacity of schools to meet the learning and wellbeing needs of students experiencing mental illness and significant mental health related difficulties.

In 2019, the model of educational delivery included the following programs:

Intensive Learning and Support Program (ILSP)

In 2021, Redbank School received COVID ILSP funding allocation to provide intensive support to identified students in the area of literacy and numeracy. The program was in addition to current learning and wellbeing programs implemented across our school. The program focused on strengthening students' literacy and numeracy foundation skills by monitoring student growth and attainment through the use of data informed practices. Whole school conversations were held to reflect on our current practice and areas we need to enhance to ensure every student was accessing high quality practices in the teaching of literacy and numeracy. Due to a number of contributing factors to the 2021 school year, we were not able to implement the small group tuition until Term 3 when our ILSP teacher joined the team. However, Terms 1 and 2 were utilised to plan, develop and gather assessment data to inform the ILSP program while teachers continued to embed optimal opportunity for students to achieve excellence and equity in literacy and numeracy throughout the year.

The program supported students from Stages 4, 5 and 6 by providing 1:1, small group and in class tuition. Following the implementation of the program, we observed an increase in student engagement and participation in learning alongside the development of literacy and numeracy skills. Students were closely monitored through the program and were supported to develop and extend their literacy and numeracy skills through the intensive teaching and learning program. Teachers observed an improvement in learning outcomes and reported an increase in student's confidence to work independently and transfer their literacy and numeracy skills to their learning.

Throughout the year, staff engaged in high quality professional learning on best practice in the teaching of literacy and numeracy. This ensured a whole school approach to embedding quality teaching and learning practices in the classroom. In 2022, We will continue to monitor student growth and attainment in literacy and numeracy through the use of internal and external assessment procedures.

Access Program

The Access Program delivers a wellbeing focused education program to young people admitted to the Acute Adolescent Unit (AAU) of Redbank House at Westmead Hospital supporting a holistic approach to treatment of young people. The Acute Adolescent Unit is a tertiary referral in-patient unit for patients aged between 12-18 years. It comprises nine beds with state wide access and offers comprehensive assessment and treatment for adolescents experiencing serious mental illness who require inpatient acute containment and management.

Students access their community school curriculum by bringing in hard copies of their school work into the classroom or by using the school's technological resources to access learning digitally. Students also access a wellbeing program that focuses on the explicit teaching of wellbeing and the skills and strategies for wellbeing. Dialectical Behaviour Therapy (DBT) skills and strategies form the basis of the learning. The overall program aligns with the department's wellbeing framework and includes activities to enhance student wellbeing across each of the identified domains and focus areas include mindful meditation, coping skills, relaxation, visual arts, food technology, social skills and health and fitness.

In 2021 a total of 90 students enrolled in the Access Program. Of these enrolments, 17% were male and 83% were female students. Of the enrolled students, 72% attended a Government School, 17% attended an Independent School and 11% attended a Catholic School.

Empower Program

The Empower program provides a longer-term educational option for students who have been identified as requiring ongoing intensive educational support post discharge from the Acute Adolescent Unit and for whom a return to their community school has not been possible. The program also provides intensive educational support for students offered placement through the DoE placement panel process.

Every student is offered optimal opportunity to participate in and progress through the NSW curriculum. Decisions regarding curriculum options are made in the context of collaborative curriculum planning. This planning is done with the student, parents/carers, mental health teams and can involve the student's community schools, educational services staff and other services involved with the student and/or family. To ensure students are progressing toward their learning and wellbeing goals, progress is reviewed as required and at scheduled review meetings.

Program teaching staff assess, plan, program and report for students moving through Stage 4 of learning and for students moving through Stage 5 and Stage 6 accessing outcomes and content from NESA Life Skills courses. Students in Stage 5 and Stage 6 accessing outcomes and content from standard NESA courses access the curriculum through Sydney Distance Education High School (SDEHS) as part of their collaboratively developed Personalised Learning and Support Plan (PLSP). Every student PLSP outlines the adjustments to teaching, learning and assessment activities that enable the student to access syllabus outcomes and content and demonstrate progress toward and achievement of outcomes.

SDEHS is one of the DoE's state-wide equity programs for students who are graphically isolated or whose individual

circumstances prevent them from attending school. Redbank School utilises this model of educational delivery to provide students access to the curriculum delivered by specialist subject area teachers and the school pays all associated contribution payments to SDEHS on behalf of students and their families. This model not only ensures students have access to the curriculum delivered by specialist subject teachers, but it also allows program teachers to focus on supporting students to achieve the learning outcomes and meet the return of work standards set by SDEHS.

All students engage in a holistic and comprehensive wellbeing program that focuses on the skills and strategies that form the basis of Dialectical Behaviour Therapy (DBT) and the principles underpin classroom practices. Students have ready access to strategy tools, indoor and outdoor take space areas, wellbeing applications and mindful meditation areas and activities.

In 2021, we had eight students working toward the HSC. Fifty percent of these students completed a partial HSC via a Pathways Program. Thirty eight percent of students completed a full HSC with ATAR, with twenty five percent of students accessing tertiary education. Twenty five percent of students enrolled in TAFE or vocational courses. Eight percent of student engaged with Disability Employment Services for vocational and employment opportunities.

Some key features of the program include:

Physical health and fitness. - this component of the program aims to increase student's physical strength and fitness levels, decrease stressors, improve social connections, build teamwork, and

improve sleep hygiene. Most students do not engage with club or community-based sport programs due to ongoing mental health and/or social and emotional difficulties so engaging in the weekly sport program provides them with a valuable opportunity. During the 2021 remote learning period, students were unable to access weekly sporting activities. Our whole school zoom sessions provided physical fitness activities to engage in from home as well as up to date information about body movements, such as stretching and low-level exercises during and after computer/screen usage.

Community access - this part of the program provides opportunities for students to experience life in the community and included travel training, shopping, planning, budgeting, eating out, locating services, engaging with people, investigating employment and TAFE options. Group and individual activities involved students in learning that required them to apply classroom learning to everyday events, build relationships and social connectedness with peers and adults. Feedback from students showed they felt an increased sense of independence and an increased awareness of diversity and multiculturalism within a broader community context. During the remote learning period, students were unable to access certain components this program.

Barista course, resulting in a Statement of Attainment. This certificate allows students to confidently seek employment, boosts their confidence and increases their skills in the food industry.

Another key feature of the program is the opportunity for students to work together and publish the term newsletter called #CALMCORE. The aim of the newsletter is to create a valuable learning experience for students, engage with parents, families, and community leaders, inform, educate, and unify our community, recognise student progress and achievements and to promote relevant community services, activities, and events. Features of the newsletters included recipes students had made during Food Technology as well as 'try at home' ideas, photos of learning tasks including artwork created during class and workshop programs, pictures related to whole school activities including excursions and assemblies and certificates of achievement. Film and book reviews and interviews conducted by students were also regular features. During the remote learning period students and staff continued to work on the newsletter and include creative activities at home, recipes, music, book, and film reviews.

Lunch Groups - This component of the program provides opportunities for students to join lunchtime clubs to support the development or extension of individual and group socialisation skills improve self-esteem and confidence, make positive connections, and build healthy relationships with staff and peers during a range of activities based on student suggestions. Clubs offered include Gardening, Art/Craft, Games and Sport. During the remote learning period student did not have access to these clubs so we introduced Zoom Zone. Zoom zone was an opportunity for the whole school to come together using online technology during our whole school lunchbreak to engage in activities, games, quizzes and listen to music as a way of continuing our social connections and breaking away from academic expectations.

Friday Foodies - All classes are scheduled during each term to create a lunch menu, prepare, and cook a lunch and dessert for all staff and students each fortnight. Being involved in something meaningful that is linked to learning and wellbeing helps students feel connected at school. Through this activity, students have opportunities to build positive relationships, make positive connections with staff and peers, work as a team and promote gratitude by doing something for others. This program was unable to run during the remote learning period. Instead, all staff and students worked together online to produce, and cookbook called Easy Peasy Recipes. Students designed the layout of the cookbook and added a contribution of recipes from all over the world that staff and students had cooked during the remote learning period. A copy of the Easy Peasy Cookbook was emailed to staff, students, and families.

Health and Wellbeing - A priority focus is on student wellbeing. This includes a visit from the School Dental Initiative to support students to maintain healthy teeth and gums, teaching tooth decay and gum prevention. Another health program

that supports our student's health is the annual vaccinations for year 7 and 10 students, keeping student up to date with vital vaccinations to sustain and improve their wellbeing. Due to remote learning students accessed the annual bstreesmart presentation online. The presentation provides students with firsthand experiences and: An understanding of their responsibilities as a driver and as a responsible passenger, Information and strategies to avoid serious injuries and death, Information on how to reduce risk taking behaviour through greater awareness of the consequences of distracted driving, inattention, speeding, drink and drug driving and driver fatigue. Students accessed a range of online resources including videos, podcasts, and information packs to further enhance their learning and understanding of safety and responsibility whilst driving.