2010
Annual School Report

Redhead Public School
Prepares and educates its students for life.

A proud public school valuing all students and the community.
About this report

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

Nicole Brinkworth Parent Representative
Tracey Crenar Parent Representative
Evan Finlay Staff Representative
Allison Thompson Staff Representative
Jo Clews Principal

School contact information

Redhead Public School
31 Hutchinson Street
Redhead NSW 2290
Ph: 0249447215
Fax: 0249426098
Email: redhead-p@schools.nsw.edu.au
Web: www.redhead-schools.nsw.edu.au
School Code: 2946

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

Messages

Principal's message

Our philosophy which underpins all that we do is:

“We take pride in our safe, friendly school where everyone is included and encouraged to do their best.

We strive for quality work, value new opportunities and enjoy learning in a happy respectful environment.

We take responsibility and believe in a fair go so everyone can succeed.”

My goal as the principal of Redhead Public School is to provide our students with the best teachers, the best opportunities and the best environment. “Best” being an acronym – balance, ethical decisions, sympathetic to the views of others and transformational (making a difference).

At Redhead Public School there is a team of teachers who genuinely care for all students. This then combines with the dedicated professionalism of all of our staff – creating a very powerful learning environment.

We are fortunate to be working with parents committed to providing support for the school and encouragement for their children.

The energy of our P & C Association, along with our students, shows a love of learning and pride in all achievements.

Through student, parent and staff surveys and listening to the views of people at parent meetings, Student Representative Council and staff meetings we have been able to build a detailed collective picture of what we want, what we need to do and how to go about achieving those goals for our school community.

A thorough analysis of the results of the NAPLAN tests, other external tests, norm reference testing, classroom tests and observations, has enabled our school evaluation team to identify our strengths and our areas for development in both our teaching and our student learning.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Jo Clews
Principal

P&C message

2010 was scheduled to be a big year for Redhead P&C; after over 12 months of planning and hard work by our Fete Committee we were scheduled to hold our Spring Carnival School Fete. Due to the extensive rain and the continued inclement weather the risk of our event being washed out was too high. It was with heavy hearts that the decision was made to postpone our fete. The resourcefulness of our fabulous school community secured us an empty shopfront in Redhead so we were able to still run our cake and gift basket stalls. The rain didn't stop our fantastic community supporting our "mini" event and together with our Major Raffle helped us raise over $3000.

Our community is a force to be reckoned with as was shown by the massive response to the Coles Sports In Schools promotion. From our school and broader community we collected over 40,000 vouchers and with some clever calculations we spent down to the last voucher. The new equipment will be used for Sport and general playground games and is a great assistance in keeping the children healthy and active.

Overall the P&C has seen continued success with their annual varied fundraisers including Entertainment Book Sales, Mothers and Fathers Day breakfasts to name a few. With the continued support of our community we raised over $18,000.

This year we said goodbye to some key members of our P&C; Mark Murphy and Margaret Woolford. A special thanks for all the hours you selflessly invested in your endeavours for the enrichment of our school community.

Also a thank you to the members of our Learncapes, Sports, Building, Executive P&C, Uniform and Canteen committees. These sub-committees, with their specialist focus, ensure that our school goals are created and achieved. Their feedback to our P&C ensures concise monthly meetings that offer a great opportunity for our school community to stay informed on all the amazing achievements occurring in our school.

To everyone who supported a P&C fundraiser, attended a meeting, volunteered in the canteen or baked for a cake stall; give yourselves a pat on the back. Our school P&C would not be as successful without your help. Whatever time or support you gave in 2010 your children thank you because they reap the benefits of your continued support. They have a fantastic learning environment with access to exceptional educational enhancements because of a community that cares.
Stay tune because 2011 promises to be bigger again.....

Karen Russell  
Secretary Redhead P&C

Student representative's message
S.R.C. representatives and Year 6 school councillors represented all students at Redhead Public School. Their duties included organising school discos and conducting fundraising events throughout the year. The S.R.C. comprised of Year 6 elected councillors and two representatives from each class. New class councillors were elected each term.

During 2010 the S.R.C. held fundraisers to support both local and international charities. In term one, the S.R.C. were horrified by the devastating effects of the Haiti earthquake. As a result, an out of uniform day was held to raise much needed funds to help rebuild this nation. In term two, students sold “Stewie the dolphin” tattoos and torches to raise money for Stewart House. In term three, several students were affected by the death of a local boy due to a terminal illness. In response, the SRC held an out of uniform day to raise money for the Nicolas Trust. This charity assists families who have children with a life limiting illness. With summer fast approaching in term four; all students wore their board shorts to school to support the Redhead Surf Lifesaving Club.

Year 6 councillors represented Redhead Public school at external functions, ran school assemblies, supervised canteen lines, and monitored school crossing and flags. The 2010 school representatives carried out their duties enthusiastically, conscientiously and with a sense of pride in their school.

Year 6 students attended a “Leadership” day at Kahibah Public School for all Year 6 students in the Whitebridge Cluster. These students were given the opportunity to engage in a range of activities to assist in the development of leadership skills.

A school disco was held each term. The S.R.C. was responsible for selecting the theme of each disco and for decorating the hall. They decided on many organisational details and promoted the disco by making posters and making announcements at assembly.
Our school at a glance

Students

Our 230 students have contributed enthusiastically to create another successful year at Redhead Public School.

Staff

The staff of Redhead Public School are amongst the most experienced, dedicated and capable teachers in the state. There is a strong commitment to continued professional growth and development.

This year there were eleven permanent teachers, one long term casual, three temporary teachers, two office staff, two teacher aides and two general grounds assistants.

In 2010 we increased our staffing due to increasing enrolments.

All teaching staff meet the professional requirements for teaching in NSW Public Schools.

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

Significant programs and initiatives

Teaching and Technology

Numeracy Now

In Term 2, a committed and enthusiastic group of parents, grandparents and staff from one of the local preschools completed a program called “Numeracy Now.”

The program ran for three sessions with each session running for approximately ninety minutes. Many of the participants had not enjoyed their maths at school and sometimes struggled with aspects of their child's maths work/homework. Participants were invited to share their concerns about maths and especially numeracy over the course of “Numeracy Now”.

The program began with introducing the maths continuum and the strands of mathematics. The main emphasis of this program was numeracy and addressed such questions as:

How do children learn?
What does maths matter?
What is numeracy?
What does my child learn at school?
What equipment do students use?
How can I help my child at home?
What activities use maths and numeracy at home?

After the first formal aspects of the course the activities were “hands on” and encouraged lots of discussion and a great deal of laughter and understanding. Participants were encouraged to incorporate maths into everyday happenings and to try some of the different activities at home.

Feedback from participants was that “Numeracy Now” had been very successful in making them have greater confidence in helping their children and they felt more aware of the way mathematics is taught and the importance for the children of thinking mathematically and problem solving. The participants felt their children had benefitted from their involvement and that their students were achieving better results.

It is hoped that “Numeracy Now” will be offered in 2011 for interested parents and community members.
School context

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

Student enrolment profile
Student enrolments have been increasing slowly over the last few years.

Management of non-attendance
Students are encouraged to be at school every day.

Parents are responsible for ensuring that their children attend school regularly and promptly provide explanations for absences.

Parents are informed of the consequences of unsatisfactory attendance.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on Wednesday 17 March 2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>OMEGA</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>SIGMA</td>
<td>K</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>PHI</td>
<td>1</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>PHI</td>
<td>2</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>LAMBDA</td>
<td>1</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td>DELTA</td>
<td>2</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>EPSILON</td>
<td>2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>EPSILON</td>
<td>3</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>THETA</td>
<td>3</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>THETA</td>
<td>4</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>ALPHA</td>
<td>4</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>ALPHA</td>
<td>5</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>GAMMA</td>
<td>5</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>GAMMA</td>
<td>6</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>IOTA</td>
<td>5</td>
<td>8</td>
<td>23</td>
</tr>
<tr>
<td>IOTA</td>
<td>6</td>
<td>15</td>
<td>23</td>
</tr>
</tbody>
</table>
Structure of classes

Multi-aged and cross stage classes have been a feature at Redhead Public School for many years and it is anticipated that this pattern will continue.

Staff information

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

Staff establishment

We are fortunate to have very experienced, professional and dedicated teaching staff. Their work is supported by two devoted and skilled office staff (School Administrative Manager and School Administrative Officer) along with two Student Learning Support Officers and two part time General Assistants.

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>8</td>
</tr>
<tr>
<td>Support Teacher</td>
<td>0.2</td>
</tr>
<tr>
<td>Learning Assistance</td>
<td></td>
</tr>
<tr>
<td>Teacher</td>
<td>0.2</td>
</tr>
<tr>
<td>Librarian</td>
<td></td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff (SASS)</td>
<td>2.3</td>
</tr>
<tr>
<td>Total</td>
<td>13.9</td>
</tr>
</tbody>
</table>

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>90</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>10</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2009

<table>
<thead>
<tr>
<th>Income</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>77 717.61</td>
</tr>
<tr>
<td>Global funds</td>
<td>159 591.83</td>
</tr>
<tr>
<td>Tied funds</td>
<td>76 122.18</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>77 553.63</td>
</tr>
<tr>
<td>Interest</td>
<td>4 685.43</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>18 431.67</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>414 102.35</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

- Key learning areas: 13 909.80
- Excursions: 28 107.08
- Extracurricular dissections: 34 909.75
- Library: 3 552.62
- Training & development: 4 566.17
- Tied funds: 72 923.00
- Casual relief teachers: 42 592.59
- Administration & office: 28 820.44
- School-operated canteen: 0.00
- Utilities: 24 441.70
- Maintenance: 20 445.95
- Trust accounts: 15 787.39
- Capital programs: 20 460.00

Total expenditure: 310 516.49

Balance carried forward: 103 585.86

At Redhead Public School we invested $12638 in providing professional learning opportunities for staff.

A full copy of the school’s 2010 financial statement was tabled at the first parent and citizen’s meeting. Further information concerning the statement can be obtained by contacting the school.
School performance 2010

Achievements

Arts
Our school has continued its commitment to provide a wide range of creative and performing arts programs. This has been demonstrated by:

- Kindergarten students performed a singing item at the Kindergarten Orientation visit for parents of students commencing Kindergarten in 2010;
- The K-2 Singing Group performed at Education Week assembly, Easter Hat Parade and Presentation Day;
- The Band and the Senior Choir performed at Education Week Assembly and held an annual concert at the Redhead Surf Lifesaving Club;
- The Senior Choir participated in the national “Music Count Us In” program and sang Christmas Carol at the Redhead Anglican Church;
- Seven students gained positions at the Zone Drama Festival. All found the experience inspiring and thoroughly enjoyable. One student went on to be a part of the Regional Drama Festival;
- One student participated in “Festival of Instrumental Music” and performed at The Sydney Opera House;
- Year 5 and 6 learnt a variety of dances to perform at the Year 6 farewell.

Sport and Healthy Lifestyle
Our school promotes an active lifestyle program where keeping healthy and fit is valued. Students in Kindergarten and Year 1 develop confidence and skills through a fun, developmental Gross Motor Program that runs for three mornings each week. Students from Year 2 to 6 are actively engaged in a (PE) Program for three mornings each week. Students rotate through a variety of exciting and challenging activities such as boxing, modified javelin, mini cricket, AFL drop punt, skipping and agility poles. Year 2 to 6 also complete class sport, completing activities such as golf, volleyball, softball, cricket, Austag and modified games. In Term 2, the Sports in Schools program runs for the entire school. Students are exposed to new age sporting equipment every week, professional instructors, unique skill development and team work promotion during the 10-week program.
In 2010:-

- In swimming, thirty nine students competed at Zone with one student progressing to state and representing the Hunter Region;

- In Cross-Country, thirty two students competed at Zone, with three competing at the Regional Carnival and two students making it to State level;

- Thirty four students represented the school at Zone Athletics, six students were successful in going through to represent the region and three continued on to the State Carnival;

- One Stage 3 boy trialled for Tennis and represented the region at the state carnival another was successful in his trial for the regional soccer team and a Year 6 boy gain entry to the zone rugby league team;

- One Stage 3 girl had a successful trail for the Zone Touch Football Team and another made the Zone Basketball Team. Both girls represented the region proudly;

- The school participated in the P.S.S.A. Knockout in Boys Cricket, Softball, Rugby League and Football and Girls Netball, Softball and Football. We also participated in skills clinics in Rugby League, A.F.L. and soccer;

- We also participated in Gala days involving T-Ball, Touch Football, Netball and Senior Soccer;

- Children from Year 4 to Year 6 took part in an Oz-Tag Gala Day that was highly successful;

- All children in Year 3 and Year 4 took part in the Charlestown Cup which involved playing a number of modified games;

- Establishment of a Sports Committee consisting of parents and teachers who develop a Sports Policy for Redhead Public School and as well planned for a large number of successful sporting events;

- All students participated in Premier’s Sporting Challenge with outstanding results;

- Parents strongly supported Coles Sport in Schools program which enabled a large order for sporting equipment to be submitted;

Other

At Redhead Public School we encourage our students to develop confidence across a range of areas, challenge their skills in a variety of key learning areas and to express their viewpoints in a range of contexts. In 2010:

- Year 5 students entered the Hunter Region Debating Competition;

- Many children in Year 3-6 entered the University of NSW competitions in
Mathematics, Computer Studies, English, Science, and Spelling. There were a number of outstanding results:

- All students gave speeches in our school public speaking competition and representatives from each stage went on to compete in the Hunter Central Coast Public Speaking Competitions with a number of students being Highly Commended;
- Students entered into the Premier’s Spelling Bee;
- Most students in Year 5 and Year 6 completed this regional mathematics competition. We received one high distinction, three distinctions and 15 merit certificates. The student with a high distinction was invited to attend a gifted and talented camp in mathematics;
- The largest number of students from Redhead Public School entered the Premier’s Reading Challenge in 2010;
- A range of excursions were held throughout the year including a four day excursion to Canberra for Stage 3 students, an overnight excursion to Glenrock Lagoon for stage 2 and a K-2 excursion to the Reptile Park;

**Academic**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

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**Stage 2 students enjoying their excursion to Glenrock Lagoon**

- A significant number of Year 5 students became senior Peer Mediators, whilst all students in Year 4 were peer mediators;
- Students in Year 3 were trained to be Peer Mediators for 2011;
- Students in Year 5 were trained to be Kindergarten buddies for 2011. Year 1 students were trained to be Junior Buddies to our Kindergarten students in 2010;

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**Literacy – NAPLAN Year 3**

In 2010 23 students completed the literacy assessments. This involves reading, writing and language conventions (spelling, grammar and punctuation).
Reading
In reading 58% of our students were in band 5 or 6.

Students demonstrated an ability to locate directly stated information in a table in a simple information text.

Writing
In writing over 82% of our students were band 5 or band 6. There were no students in band 1. There weren’t any students below the National minimum standards in Writing.

Spelling
In spelling over 60% of our students were in band 5 or band 6. There were no students in band 1. Students have improved significantly in band 5.

In spelling our students need to further develop skills in identifying spelling errors in text.
Grammar and Punctuation

In grammar and punctuation over 66% of our students were in band 5 or band 6.

Numeracy – NAPLAN Year 3

In 2010 23 students completed the numeracy assessments. This involves aspects of numeracy including number, patterns and algebra, measurement and data, space and geometry. In numeracy almost 35% of our students were in band 5 or band 6.

Literacy – NAPLAN Year 5

In 2010 30 students completed the literacy assessments. This involves reading, writing and language conventions (spelling, grammar and punctuation). The majority of our students were in band 5 and 6 and these results were above state average.

Reading

In reading 33% of our students were in band 7 or 8. 50% of our students were in band 5.

Writing

In writing 63% of students were in band 6.
Spelling

In spelling 74% of our students were in band 5, 6 and 7.

Grammar and Punctuation

In Grammar our students were above State average in band 7.

Numeracy – NAPLAN Year 5

In 2010 30 students completed the numeracy assessments. This involves aspects of numeracy including number, patterns and algebra, measurement and data, space and geometry.

Overall results in numeracy were lower than the school average.

Results indicate that there was strength in using addition in problem solving.

Areas for further development include reading timetables, position on maps, three dimensional shapes and identifying fractions.
Progress in literacy

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Minimum standards

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard in 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

Note: Because exempted students are included with students not meeting the minimum standard the percentages above will not necessarily correspond with those reported in the band percentage tables.
Significant programs and initiatives

Creating a Sustainable Environment

Waste Audit

In Term 1, 2010, Alpha 4/5 and the senior green team completed a waste audit of all playground and classroom rubbish at recess and lunch times.

Our results showed that Redhead Public School produced:

- 24.2 kg of rubbish at recess, 10.4 kg at lunchtime, 7.0 kg in classrooms
- With a total of 42.5 kg a day!
- The 42.5 kg consisted of:
- 24% paper and cardboard
- 45% food waste
- 9% plastic bottles, cans, poppers
- 22% chip packets, plastic wrap and foil.

Nude Food

Nude Food Day was an initiative undertaken to raise awareness about reducing waste from food packaging and making choices about healthier, less processed foods. It also encouraged students to eat food without packaging such as fruit.

Information was provided over many weeks culminating in a NUDE FOOD DAY. Over 110 students were full participants on that day and many students have continued to heed the message and care about reducing waste.

A nude food lunch uses:

- paper wrap, brown paper recycled bags but no plastic bags or aluminium foil
- reusable containers that get taken home and washed
- lunch boxes that have lots of separate sections
- forks and spoons that get washed and reused but no plastic cutlery
- drink bottles with water that can be used each day.

Redhead Public School is proud to be a “binless” school from 2 August 2010.

National Tree Day

National Tree Day was held on FRIDAY 30th JULY and students worked in their peer support groups. The three activities were tree planting, focusing on sustainability/reducing the amount of rubbish and composting/worm farming. Each activity had a 15 minute timeframe. All students planted a new tree or shrub and were encouraged to walk through the existing dunes – looking at the growth and how the dunes have established themselves in one year.
Munch and Crunch Garden

The Munch and Crunch Garden has continued to inspire students with the miracle of growth and development and has become an important learning tool in the cycle of life. It is hoped to plant an orchard, as well as our seasonal plants in 2011 to increase our range of vegetables, fruits and herbs.

Technology

In 2010 Redhead Public School was invited to be part of a Hunter Central Coast video conferencing group (POD). This initiative was to provide authentic experience for staff and students to use Brigit, video conferencing and interactive student run lessons. This allows a diverse range of students and teachers from a variety of communities to share ideas and to learn video conferencing skills. This first Pod went for six weeks with six school involved. Each week a different school presented an interactive lesson to the other schools. Our lesson involved members of the Green Teams and the lesson was on the school’s journey to have a “binless” school.

Aboriginal education

All Aboriginal students have individual education plans to ensure they are accessing the curriculum successfully and the curriculum is meeting their learning needs. The areas of literacy and numeracy are targeted. Each class teacher identifies and writes these individual education plans.

Hi 5 talking to Redhead Public School about reading
NAIDOC week was celebrated a little early in 2010 on Wednesday 30 June with an Aboriginal Cultural Day at the Awabakal Field Study Centre. Students worked in their peer support groups. Each group was identified by the name of a native animal in the Awabakal language. The children participated in different experiences over the day. We were fortunate that we had the expertise of Sue Saxby (the teacher at the field centre), and Aboriginal Rangers to provide inspirational activities. The experiences included traditional stories, music, dance, the use of ochre for body art, shelter building, craft and a circuit to the lagoon. Students dip netted in the lagoon and identified the pond life. During the lunch break the students had the opportunity to taste bush tucker.

Aboriginal Studies was taught to all students as part of units of work in Human Society and Its Environment (HSIE) or Connected Outcomes Groups (COGS) units of work.

Multicultural education

Redhead Public School has a focus on multicultural education in all areas of the curriculum. Our programs develop knowledge, skills and attitudes which enable our students to be citizens in a culturally diverse society.

A member of our staff is trained and is our Anti-Racism Contact Officer (ARCO).

The DET calendar for cultural diversity is used in each classroom to promote the acceptance of the cultural, linguistic and religious diversity of Australia.

School and class celebrations reflect our own community diversity.

Respect and responsibility

The values of respect and responsibility are an integral aspect of our school life. Our Student Wellbeing Policy is very similar to other schools in our Whitebridge Cluster of schools. This means that students will have the same core values from Kindergarten to Year 12. Visual strategies are displayed in our learning rooms to reinforce these values.

We encouraged our students to undertake community service activities on a voluntary basis as a part of our school culture. This includes fundraising for a range of charities or disasters, performing at local venues, participating in tree planting with Landcare, Clean Up Australia Day and a range of other activities within our school. This is central to the development of our core values and the way that they impact upon the school culture.

The “You Can Do It” program develops the capabilities of our students in the areas of confidence, persistence, organisation, getting along and resilience. This is embedded in our school culture.
Other programs

Specific School Initiative

The Junior Green Team

In 2010 there were eight teams on the Green Team roster. There were up to eight students in each of these teams. A total of 61 students from Years 1, 2 and 3 were involved in the Junior Green Team. These teams worked three lunchtimes a week (Monday, Wednesday and Friday) and always met for shared lunch in the Keokong Area (our frog pond).

The Senior Green Team

The Senior Green Team members were from Years 4 and 5. Each day they were responsible for recycling the usable food scraps into the composting containers. This compost was used on our gardens. The food scraps also went to the worm farm. The Senior Green Team members completed jobs that were too hard or difficult for the junior students.

Programs for students with additional educational needs

We are proud of our inclusive school.

We have successfully adjusted the learning programs of some students to enable them to participate fully in achieving syllabus outcomes.

The Support Teacher Learning Assistant (STLA) has two main roles. One is to assist the classroom teacher in the identification and assessment of students to determine those who may need extra assistance. The second is to design, implement and/or locate programs which will provide this assistance. Literacy has been the main focus for support in 2010.
Assistance has been provided in Kindergarten through in-class support with Guided Reading Leadership and Sight Word programs. A NAPLAN follow up program was provided for groups of year 4 students. Reading, comprehension and spelling strategies were the focus for groups of Years 1-6 students. Year One was especially targeted this year to improve the literacy skills in a large group of students.

The duration of support ranged from one term to all four terms. Students worked as individuals or, most often, in groups of up to 6 pupils. On-going assistance was provided for students with moderate intellectual needs.

Our STLA works collaboratively with school executive, class teachers, the school counsellor, parents, pupils and outside agencies when designing, monitoring and evaluating appropriate programs.

Progress on 2010 targets

Target 1
To improve literacy outcomes for all students

Our achievements include:

- Scope and sequence for Literacy implemented;
- Implementation of Best Start for Early Stage 1 and Stage 1;
- Professional learning opportunities presented to staff on the analysis of data and use of this data to improve outcomes for our students;
- Redhead Public School hosted writing opportunities for students in Year 3 and Year 5 for students in the Whitebridge Community of Schools;
- Provision of parent information course for students who received assistance with reading to assist in maximising reading improvements.

Target 2
To improve numeracy outcomes for all students

Our achievements include:

- All teachers worked with the Mathematics Consultant and teachers across the Whitebridge Community of Schools in further developing their skills in the teaching of working mathematically;
- Technology was utilised to support the teaching of numeracy.

Target 3
Through the use of technology students and teachers will extend their learning opportunities.

Our achievements include:

- Information Technology Committee (ITC) formed and plan created to establish a technology centre and further implementation of interactive whiteboards;
- Extensive professional learning for teachers in the use of interactive communication technology to support teaching and learning;
- Purchase of software to support interactive communication technology;
- Significant increase in the use of video conferencing as a form of professional learning, engaging students with accessing Australian Museum and Hi 5, as well as students communicating with other schools on a regular basis.

Target 4
To create a learning environment that supports all students and develops skills for their future.

Our achievements include:

- Provision of a range of professional learning activities through stage meetings, staff meetings, Whitebridge Community of Schools workshops and regional workshops;
- Extending opportunities at key transition points for our students - prior to Kindergarten and prior to high school;
- Extension of middle school opportunities across the Whitebridge Community of schools especially in the areas of mathematics and creative arts;
- Restorative Justice practices, Brain Gym, You Can Do It are a part of our school culture and assists our students in developing positive relationships;
- Extension of range of leadership opportunities for our students.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009 our school carried out evaluations of Leadership and Personal Development, Health and Physical Exercise (PDHPE).

Educational and management practice

Management

Background

The area of Management was selected from our school's cyclic Evaluation Plan. Surveys were completed by students, staff and parents. Data collected provided the school with information to determine areas of strength and areas for consolidation and improvement.

Findings and conclusions

All groups indicated that Redhead Public School is continually looking at ways to improve our performance. This had a very high response rate.

Staff indicated that monitoring and evaluation of the school's plans, policies and practices are planned and ongoing.

Staff felt that an area of improvement is in making small changes to programs to improve what we do.

There was a high response from parents in relation to student welfare needs being reflected in our school's policies, processes and practices.

A high response from students indicated that teachers at their school work well together, our school cares about students, discipline is fair and our school is well organised.

Future directions

Staff suggested that formal stage meetings be held regularly. This will be implemented in 2011. This will be of assistance in improving communication among staff.

Curriculum

At Redhead Public School we believe that transition is a time to build relationships and positive connections between children, families, community and teachers. We wanted to explore our current practices

Transition into Kindergarten at Redhead Public School and Whitebridge High School or other Selective High School

An evaluation of current practices occurred as well as the distribution of surveys.

Findings and conclusions

Overall the findings were very positive. However, areas for further development include the need to visit local pre-schools to share information about our school and our programs.

In relation to transition to high school, parents commented on the improved process with the increased visits from the high school to our school and the increased visits of our students to the high school.

Future directions

Continue with our current program and include visits to the pre-school to meet with parents in the middle of the year.

For teachers at Redhead Public School to network with teachers in the pre-school setting and the high school settings.

Parent, student, and teacher satisfaction

Our school communication team held a Focus Group meeting.

“A lot of people will form an opinion about our school without ever going inside the front gate.”

Attendees at the meeting included a range of parents from our school and representatives from pre-school and long day care environments. It was a very informative process.

From the discussion we were able to gain the following three positives about our school:

- School has a real community feel about it. Very welcoming.
- Motto – Consideration is appropriate – as it reflects the culture of our school – honest approach, older students assisting younger students and students are confident in their various roles
- Green team, munch n crunch, sustainable approach are recent and welcome additions to what our school offers.

Three areas for improvement are:

- Clarify discipline policy - ensure that everyone understands when it needs to be implemented;
- Improve the understanding of the role of parent volunteers in our school;
• Promote our academic programs and achievements more widely.

These findings have been included in our planning for 2011.

Professional learning
Staff at Redhead Public School engaged in a wide range of professional learning experiences. A total of $12,639 was invested in ensuring that our staff were able to maintain, extend and enhance his/her teaching and learning skills and practices. $4,500 was from school funds and the remainder was from tied funds from the Department of Education and Training.

Mandatory training in Child Protection, CPR and anaphylaxis awareness were courses attended by all staff.

Fortnightly staff meetings also engaged our staff in a variety of professional learning events as well as School Development Days and external courses focusing on:

- Learning implementation of the connected classroom
- Extending the use of interactive whiteboards for classroom learning
- Brain Gym
- Persuasive writing
- Numeracy – networking with schools in the Whitebridge Community of Schools
- Problem solving strategies for mathematics
- Best Start
- School Promotion

School development 2009 – 2011
The school plan for 2009-2011 has been developed with the needs of the students at Redhead Public School as the number one priority. Our school priorities have been matched and aligned with those of the Department of Education and Training. As such our long-term strategic goals will continue to be:

- To improve the literacy outcomes for all students;
- To create a learning environment that supports all students and develops skills for their future;
- Through the use of technology students and teachers will extend their learning opportunities.

Targets for 2011

Target 1
To improve literacy outcomes for all students
Strategies to achieve this target include:

- The continued implementation and further development of Best Start including a focus on the literacy continuum;
- Investigation into the teaching of reading K-6 as an aspect of school evaluation 2011;
- Professional learning opportunities for staff in analysing data and using this data to improve outcomes for students;
- Identified students are provided with additional individualised assistance and this information is shared with parents/carers.

Our success will be measured by:

- The success of year 3, 5 and 7 students in NAPLAN;
- Improved literacy achievement in the early years of schooling;
- The increased number of students completing the Premier’s Reading Challenge;
- Class assessments and school assessment.

Target 2
To improve numeracy outcomes for all students
Strategies to achieve this target include:

- The continued implementation and further development of Best Start and the analysis of Best Start data;
- NAPLAN results in numeracy will be closely analysed, including individual item analysis which can guide future teaching and learning focus areas;
- Professional learning for teachers in the use of interactive resources which can supplement curriculum learning in numeracy;
- Participate in further initiatives of the Whitebridge Community of Schools for professional learning for teachers in the area of numeracy;
- Offer a numeracy course for parents to assist them with understanding the focus and teaching in numeracy.
Our success will be measured by:

- Analysis and follow up of NAPLAN results for 2011 in numeracy;
- Increased use of technology to support the teaching of numeracy;
- Attendance at the parent numeracy course resulting in parents being able to help their children to think mathematically.

**Target 3**

*Through the use of technology students and teachers will extend their learning opportunities*

Strategies to achieve this target include:

- Establishment of a technology centre with the latest technology;
- Installing interactive whiteboards in every permanent classroom;
- Provision of professional learning for teachers on how to utilise technology to assist teaching and learning e.g. moodle;
- Increase in the number of classes involved in connected learning.

Our success will be measured by:

- Staff utilising technology in their classroom and in the technology centre;
- Students engaging in their learning utilising technology;

**Target 4**

*To create a learning environment which supports all students and develop skills for their future*

Strategies to achieve this target include:

- Establishing stage meetings;
- Completion of the Centenary Hall and the utilisation the facilities for drama, band, choir and performances;
- Create, plan and perform a whole school production during third term;
- Introduce visits to local pre-school by early stage 1 teachers to talk about our school and programs;
- Invite preschools into our school to view performances;
- Embed Restorative Justice practices, Brain Gym, You Can Do It across the school to further foster positive relationships;
- Promotion of our school in the wider community through webpage and public promotion including the Whitebridge Community of Schools.

Our success will be measured by:

- Analysis of data from student well-being area;
- Increased take up of proactive student well-being approaches by students, staff and our community;
- Promotion of our school in the wider community through webpage and public promotion including the Whitebridge Community of Schools;
- Maintaining or increasing our enrolments to ensure ten learning groups.

*Students utilising our Technology Centre*