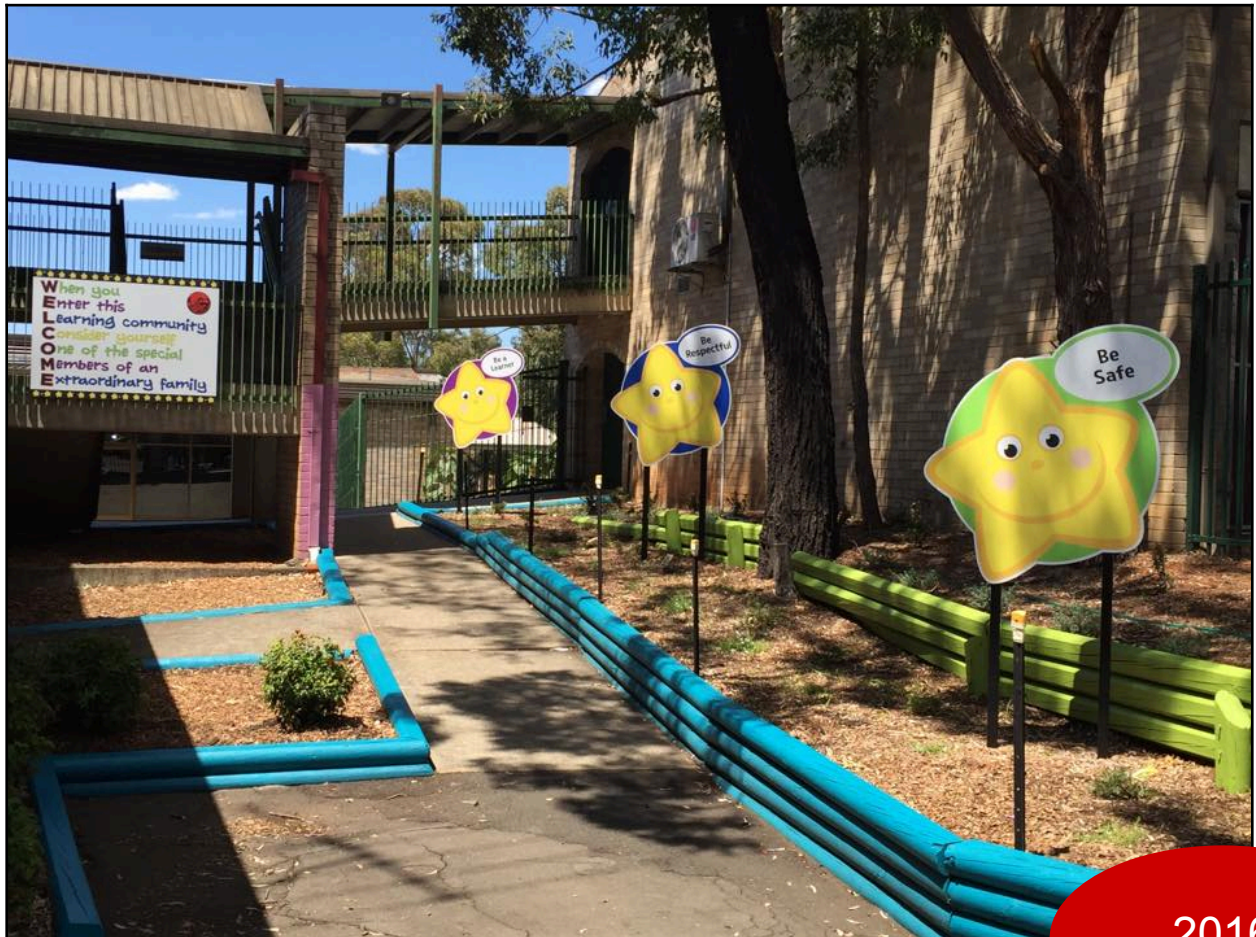


# Sarah Redfern Public School Annual Report



2016



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## Introduction

The Annual Report for 2016 is provided to the community of **Sarah Redfern Public School** as an account of the school's operations and achievements throughout the year.

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

Donna Barton

Principal

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9820 1499

### Message from the Principal

2016 has been another year of success, celebration and growth. Our many achievements are detailed in this report and they reflect a positive school community. The students, teachers and community have worked hard to build a happy place of learning. I am incredibly proud of the staff and students for their hard work and commitment to learning and high standards. It is an honour and a privilege to lead this school community, and I look forward to sharing our achievements with you.

## School background

### School vision statement

Success for all in a respectful, safe and united learning community.

We will be a school that is welcoming and safe, where our whole school community, work together and create an environment where all members feel valued, respected and equal. Everyone will be supported in their endeavours to become successful learners and citizens.

### School context

Sarah Redfern Public School is set in the dynamic south western Sydney suburb of Minto. We are a growing and changing community that values high standards in education and personal growth.

Exemplary teaching and learning is facilitated by excellent teaching staff, dedicated to the needs of the whole child. As a learning hub, Sarah Redfern Public School engages with a strong and effective school learning community. We have a preschool for 80 children, 15 mainstream classrooms and 3 support classes; IM, IO and multi-categorical.

Sarah Redfern Public School is situated in a unique setting, alongside Passfield Park School and Sarah Redfern High School. Through these collaborative relationships we are able to cater for the needs of all students P–12 in an inclusive and nurturing environment.

We have a total enrolment of 450 children. We are enriched with a diverse community, including 12% Aboriginal and 62% EAL/D. We provide opportunities for all students through Gifted and Talented programs, PSSA, Creative and Practical Arts including flute and drumming ensembles and choir. Students have access to a fully equipped gymnasium, hall and 21st century library.

We ensure success for all in a respectful, safe and united learning community.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

### **For all schools (except those participating in external validation processes):**

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 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.

This year, staff members at Sarah Redfern Public School undertook professional learning around the School Excellence Framework. We looked at the three domains and staff were able to reflect on the progress being made across the school as a whole, based on the expectations identified within the School Excellence Framework. Time was dedicated towards the end of Term 3 and the beginning of Term 4, to clearly identify where our current progress was aligned to high level expectations.

In the domain of Learning, school programs addressed the need of identified student groups. These included Aboriginal, gifted, students for whom English is a second language and students with a disability. Teachers have undertaken to differentiate curriculum delivery to meet the needs of individual students. Parents, carers and teachers work together to ensure all needs are identified early and addressed with the support of an Intervention Teacher. This teacher works with a stage cohort to ensure all curriculum provisions meet community needs and expectations and provides equitable academic opportunities. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. The community and students have a clear understanding of the processes used by the school to ensure increased levels of engagement of students, in their learning. Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding. Staff maintain currency of knowledge about requirements to meet obligations in Departmental policy. Attendance rates are regularly monitored and action is taken promptly to address issues with individual families. Our attendance rates are meeting state and department expectations.

In the domain of Teaching, our teachers incorporate data analysis in their planning for learning. This analysis is openly shared with the community and builds the collective capacity of the staff and school community to use data to inform the school's improvement efforts. Teachers collaborate within and across stages and school settings to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. At this point we have established a mentoring program for our new scheme teachers and are looking to further embed targeted support in areas of identified need, through an induction process, and ongoing mentoring and coaching. Teachers work beyond their classrooms to contribute to broader school programs, including Fire in the Fields, NAIDOC activities, reciprocal teaching and executive support network.

In the domain of Leading, our school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans. The school is committed to the development of leadership skills in staff and students. Physical learning spaces are used flexibly, and technology is accessible to staff and students, with the purchase of 80 mini iPads and we have planned to upgrade the wifi to meet new technology demands.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### Quality Teaching and Learning

#### Purpose

To establish and maintain a quality learning community where students are provided with exemplary teaching programs which create active and reflective 21st century learners.

#### Overall summary of progress

Our continued focus on supporting differentiated learning through the employment of Intervention teachers per stage and cooperative planning, was enhanced by the support from our Instructional Leader, Early Action for Success. The data collated from Kindergarten to Year 2, has shown significant growth in reading and writing, matching state trends. The continued employment of a Speech Pathologist, has ensured consistent skill sets being introduced to teachers, students and the community.

The Learning and Support Team has further refined student identification processes to provide open and transparent communication and to ensure students are receiving targeted interventions at point of need.

Stage 2 and 3 students were involved in programs such as P–STEM, the Endicott Cup and Tournament of the Minds. These enrichment opportunities allowed for both students and staff to further differentiate learning and develop high levels of analytical thinking.

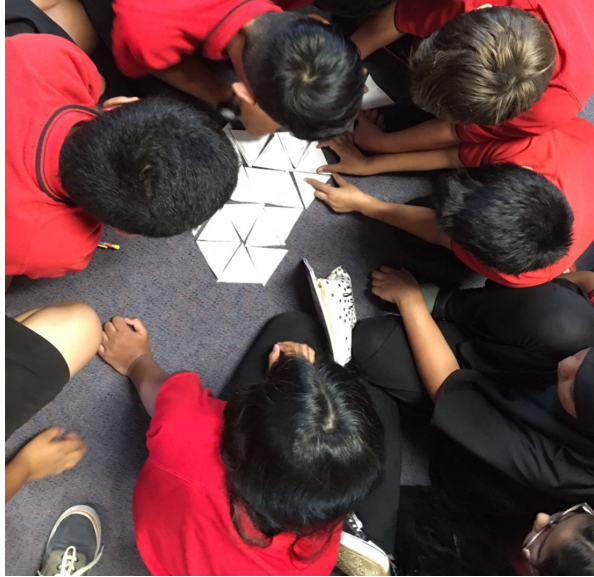
The relaunch of Positive Behaviour for Learning (PBL) has resulted in an improvement in student engagement. PBL has ensured the use of a consistent approach to the teaching and learning of appropriate behaviours across all school settings.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased student achievement, leading to students that are highly literate, numerate, creative and are lifelong learners. Improved student outcomes by 80% of students meeting benchmarks for Literacy and Numeracy using PLAN data.	Continued implementation of specialist intervention teacher, Speech Pathologist and employment of Assistant Principal Instructional Leader with the Early Action for Success program. The school continues to have excellent results. In Kindergarten, on average, 92.6% of students have met national benchmarks in Literacy and Numeracy. In Year 1, on average, 88% of students have met national benchmarks in Literacy and Numeracy. In Year 2, 99% of students have met national benchmarks in Literacy and Numeracy.	\$200,00.00
Students who are highly engaged in their learning and have excellent attendance, with attendance rates at or above the state average for the period 2015–2017.	Our attendance rate average in 2016 is 91.7%, with the State average being 94%. Although this is below the target, the attendance processes have been refined and are more rigorous. A change in policy has also led to a decrease in percentages.	
Highly skilled teachers who consistently deliver exemplary teaching and learning with 100% of staff having Professional Learning Plans that are an authentic reflection of their classroom practice.	All staff have Personalised Development Plans, that are monitored and supported, P–6. We have accessed schools within our community to share expertise through the Ingleburn Professional Education Network (IPEN). We have used Professional Learning funds to ensure identified Professional Learning for all staff.	\$5000.00 \$15,000.00

## Next Steps

- Continued use of intervention teacher to further support students at point of need, with a focus on writing and gifted students.
- Speech Pathologist to work with intervention teachers, ensuring embedded practice and sustainability of the program.
- Further refine Learning Support processes, to continue the development of teacher skills, ensuring differentiated professional learning.
- Implement the Achieve Program to further support the strategies in PBL.



## Strategic Direction 2

### Quality Leadership Practices

#### Purpose

To build sustainable leadership capacity and promote innovative practice within all members of the school community.

#### Overall summary of progress

Students, staff and community have been involved in a number of initiatives to support the building of capacity within our community.

Our student leaders had the opportunity to attend the GRIP Leadership Conference, where they meet and liaise with other school communities to share ideas and form plans. Students were also involved in a Community of Schools Leadership initiative, where we invited students from another local school to share ideas and practices. This resulted in authentic dialogue between the students around the issues of being a student leader and also the possibilities of being able to implement plans on a larger scale. Our Peer Mediator Program is in its second year of implementation and has further evolved, to students running playtime activities with other students. These include dance classes at lunch times, small group activities and developmental play for Kindergarten students.

Staff have been provided with ongoing opportunities to participate in Professional Learning for leadership. Aspiring executives were invited to apply for Expression of Interest opportunities, both within the school and within the broader community. This opportunity was also extended to School Administrative Support Staff. This has resulted in a number of staff having the opportunity to perform duties in other school settings, building the capacity of our system. Assistant Principals and aspiring executives were also given the opportunity to participate in an executive initiative – (South Western Executive Leadership Links) – SWELL. This has enabled executives across the broader community of schools, to link together and provide shared knowledge, support and collegiality.

Within our community, our parents have engaged in the Parent Group, and the numbers continue to increase, with a more authentic level of participation. Our Parents as Teacher Classroom Helper (PaTCH) program, was very successful again this year, with a number of parents finding casual and temporary work, both within and outside of the Department.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Students better equipped to actively lead and build capacity among their peers with 60% of students P–6 involved in leadership roles as tracked by SENTRAL	Increased numbers of students have participated in our Peer Mediator Program, growing the number of students who are exposed to quality leadership practices. More parents and community attended the Induction Ceremony for student leadership, highlighting an increased awareness of the importance of leadership roles within the school. Students also participated in sharing opportunities with local schools. This enabled a sharing of best practice for students and staff. Students also attended the GRIP Leadership Conference.	\$1000.00 \$100.00 \$600.00
100% of staff are supported and mentored under formal processes linked to their Personalised Learning Plans, where best practice across the school is inspired by quality leadership.	The mentoring program for staff within the first three years of teaching, has continued. This has ensured all Professional Development Plans are heavily supported through individualised Professional Learning approach. Executive teachers have been a part of an executive network group. All executive and aspiring executive have participated in this network. The Stage Coordinator role has continued, with staff being identified through an Expression of Interest process. These staff were provided with further leadership development opportunities outside of the Campbelltown area, through a Departmental course.	\$40,000.00 \$1000.00 \$1500.00

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parents and community members are empowered to be active participants, in their child's learning through leadership opportunities, with 80% of parents involved in a range of school functions, including those with decision making responsibilities.	With the continuation of the Parents as Teacher Classroom Helpers (PaTCH) program, another four parents underwent the training. Two of these parents were successful in gaining temporary positions within other schools in the Department. Increased numbers of parents have joined the Parent Group, to share their experiences and share and receive information about student learning. This year we held our Spring Fair. The organising committee consisted of parents and community representatives. The Fair raised over \$7000.00 for the school, which was an increase from two years ago. The New South Wales Council for Pacific Communities accessed our facilities to hold their July meeting. This was an opportunity for our community to gain further access to support networks.	\$2000.00

## Next Steps

- Extend the mentoring program to include all teachers who are in the first 3 years of their profession.
- Formalise an Induction Program to meet the needs of Early Career Teachers.
- Continue to build the capacity of staff to ensure quality leadership skill development.
- Provide the opportunity for executive staff to participate in a coaching course.
- Investigate the opportunity to work with the high school on providing more leadership development opportunities for our students.





## Strategic Direction 3

### Quality Community Partnerships

#### Purpose

To establish our position in the community as a learning hub where all members are valued and respected, strengthening their sense of belonging and fostering authentic partnerships.

#### Overall summary of progress

Communication between school and home was further enhanced by the implementation of school funded diaries. This enabled two-way communication between school and home, leading to greater engagement from both students and their families.

The staff ran a number of parent workshops to build the knowledge and capacity of our community, in relation to the programs occurring within our school. This has led to an increase in understanding of how and why we do things, with specific feedback from parents on how we can improve our practice.

The school employed a Community Liaison Officer, working one day a fortnight. An opportunity for informal gatherings occurred, with staff and parents coming together to share stories and ideas to make the school great. This has led to an increase in parent numbers participating in meetings, where school directions, achievements and purpose are discussed and evaluated.

In 2016, we held our Spring Fair. This year we allowed opportunities for the wider school community to engage and participate. This led to an increase in funds raised and further highlighted the opportunities for our community to be engaged in the school.

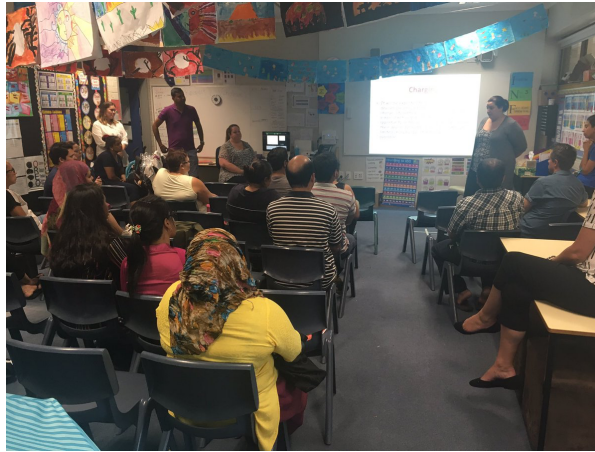
Our students and staff coordinated the Fire in the Fields Arts event. This occurs across two networks, and allows students the opportunity to highlight their talents within and beyond their local community.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Engaged community working within our school with 30% of parents involved in a range of initiatives to contribute to the teaching and learning.	There has been an increase of approximately 20–30% of parents and community attending and supporting school events. 70% of parents and carers attended our Personalised Learning Plan BBQ. We had 80% of parents and carers attend the BYOD information session and 3-Way interviews.	\$1,000.00
Increased school presence and heightened profile within the community, leading to enrolments rising to 450 students by 2017.	This year, student enrolment reached 440, with a 50% increase in Out Of Area applications. Both of these statistics indicate an increasing school profile within the community.	
Increased emphasis on the value of parents as educators as demonstrated by 50 % increase in parent led/initiated workshops and interest groups operating within the school.	This year, the parent group led the whole school Spring Fair event. The community appreciate the opportunity to work within the school, to ensure the success of the school and its students. Four parents have been trained in the PaTCH program this year, with two parents gaining temporary employment within the Department.	\$1500.00

## Next Steps

- Increase hours for Community Liaison Officer.
- Continue with school diaries to enhance communication between school and home.
- Increase PaTCH participation through sharing knowledge and awareness of program.
- Panel train parents and community to ensure equal representation and availability for community.
- Maximise opportunity for parents and the community to be involved in Multicultural Day planning and implementation, and other whole school events, including the Community of Schools NAIDOC event..



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Community of Schools NAIDOC celebration</li> <li>• My Mob My Culture Initiative – students from three schools worked together to ensure students understanding of their culture, significance and connections.</li> <li>• Aboriginal Art Initiative – students worked with the local Aboriginal Elder to investigate their totems and then create paintings of these to be displayed on totem poles in the school playground.</li> <li>• Intervention specialist teachers to work with identified students who require extra support to meet minimum standards in Literacy and Numeracy and also to provide extension opportunities for students.</li> </ul>	\$600.00 \$1500.00 \$2000.00 \$15,000.00
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>• Specialist intervention teacher employed to work with students gaining proficiency in the English language and providing extension opportunities for students who require extra support.</li> </ul>	\$30,000.00
<b>Low level adjustment for disability</b>	Specialist intervention teacher employed to work with students gaining proficiency in the English language and providing extension opportunities for students who require extra support.	\$38,000.00
<b>Quality Teaching, Successful Students (QTSS)</b>	Provided teachers with mentoring opportunities to ensure personalised professional learning. Teachers used mentoring time to work with experienced teachers to build the capacity of early career teachers in areas such as report writing, consistency in teacher judgement and curriculum knowledge and application.	\$20,000.00
<b>Socio–economic background</b>	Specialist intervention teacher employed to work with students gaining proficiency in minimum standards in the areas of Literacy and Numeracy, and providing extension opportunities for students who require extra support.	\$40,000.00
<b>Support for beginning teachers</b>	Provided teachers with mentoring opportunities to ensure personalised professional learning. Teachers used mentoring time to work with experienced teachers to build the capacity of early career teachers in areas such as report writing, consistency in teacher judgement and curriculum knowledge and application.	\$20,000.00
<b>Early Action for success</b>	School worked with the Community of Schools and employed an Assistant Principal Instructional Leader. This specialist supported the professional growth of the teaching staff to meet the needs of both students and build capacity of teachers. IPEN opportunities for staff to participate in identified Professional Learning and sharing expertise within our Community of Schools. The employment of a Speech Pathologist to meet the needs of individual students whose speech is impacting their ability to read and spell words.	\$150,000.00 \$6,000.00 \$8,000.00 <ul style="list-style-type: none"> <li>• Early Action for Success (\$3 000.00)</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	151	168	194	232
Girls	131	143	165	179

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	90.1	92.8	92.4	92
1	93.4	93.4	90	90.1
2	92.4	94.6	89	90
3	93	92.6	92.2	92.2
4	96	93.3	92.5	92
5	96.2	95.6	92.6	93
6	93.5	96.1	92.9	92.7
All Years	93.2	94	91.6	91.7
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

In 2016, as in 2015, our data reflects a change in Departmental policy regarding leave. We have a number of families who travel overseas to visit family at various times throughout the year. This year is an improvement towards achieving the State average.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.79
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
Teacher of ESL	1
School Counsellor	1
School Administration & Support Staff	8.12
Other Positions	0.45

\*Full Time Equivalent

The school has two Aboriginal teachers.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	30

### Professional learning and teacher accreditation

There are currently 9 teachers maintaining accreditation and 7 teachers working towards gaining their accreditation. Under the current staffing agreement, 100% of staff will be accredited by the end of 2017. Through our commitment to Early Action for Success, most professional learning was in the areas of reading, writing and mathematics.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>596 763.64</b>
Global funds	317 195.41
Tied funds	455 851.50
School & community sources	163 580.74
Interest	11 242.53
Trust receipts	84 725.94
Canteen	0.00
Total income	1 629 359.76
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	59 243.91
Excursions	30 057.29
Extracurricular dissections	49 806.84
Library	8 507.45
Training & development	0.00
Tied funds	310 665.06
Short term relief	82 436.85
Administration & office	95 738.99
School-operated canteen	0.00
Utilities	102 016.42
Maintenance	45 299.52
Trust accounts	64 105.85
Capital programs	28 948.14
Total expenditure	876 826.32
<b>Balance carried forward</b>	<b>752 533.44</b>

The information provided in the financial summary includes reporting from 30 November 2015 to 31 December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	799 515.07
(2a) Appropriation	764 652.94
(2b) Sale of Goods and Services	56.48
(2c) Grants and Contributions	34 523.45
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	282.20
<b>Expenses</b>	-210 206.00
Recurrent Expenses	-210 206.00
(3a) Employee Related	-133 774.99
(3b) Operating Expenses	-76 431.01
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	589 309.07
<b>Balance Carried Forward</b>	589 309.07

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The school holds regular finance meetings, to monitor the spending aligned to the School Plan. Over the last two years, the school has been working on ensuring significant upgrades to the technology resources within the school, including wifi and replacement of older Mac devices. This will continue into 2017.

## Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
<b>Base Total</b>	2 560 139.01
Base Per Capita	21 997.44
Base Location	0.00
Other Base	2 538 141.58
<b>Equity Total</b>	376 694.83
Equity Aboriginal	15 993.88
Equity Socio economic	69 085.30
Equity Language	132 368.60
Equity Disability	159 247.06
<b>Targeted Total</b>	558 798.77
<b>Other Total</b>	525 634.53
<b>Grand Total</b>	4 021 267.15

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

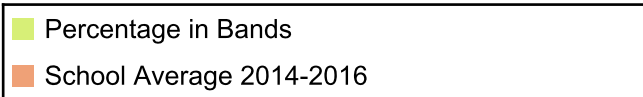
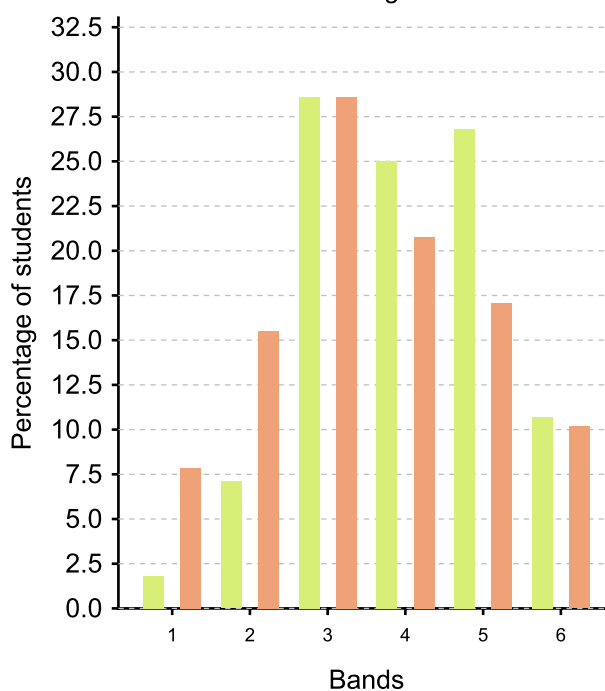
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In Year 3, in 2016, there was great a movement of students from the lower bands to the middle bands in the Reading strand. The majority of students were in bands 3, 4 and 5. There is room for improvement. The focus for 2017 will be to move those students into the higher bands.

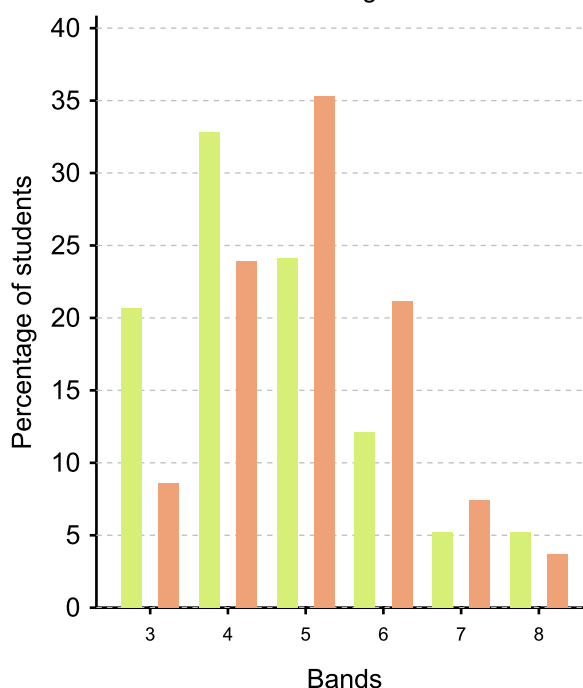
In Year 5, there was equally impressive growth in the Reading strand. 10% of students in Year 5 had higher than State average growth.

To ensure further growth and sustaining of high standards we will be creating class profiles for class teachers in Years 4 and 6, to review item analysis and identify strategies to be embedded in lesson delivery.

Percentage in bands:  
Year 3 Reading



Percentage in bands:  
Year 5 Reading

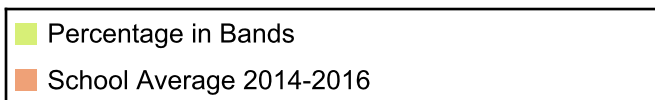
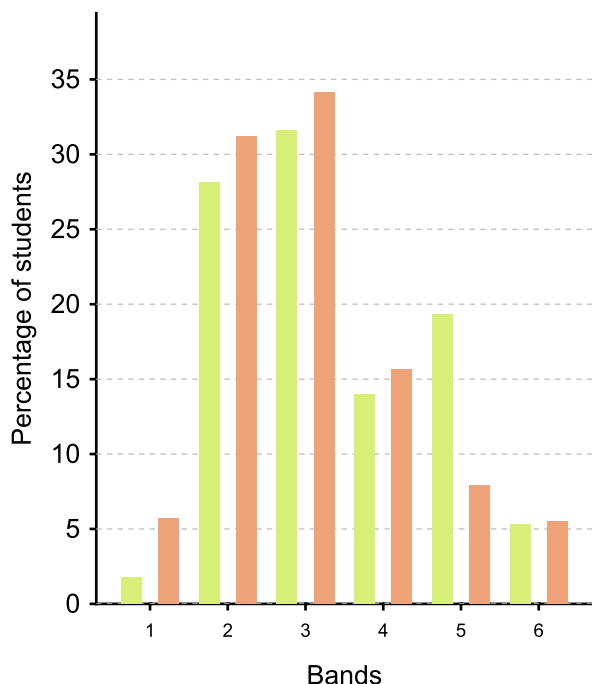


In Year 3 Numeracy, the majority of students achieved bands 2, 3 and 5. Students in bands 2 and 3 will need targeted support to move them into band 3 and beyond. This will be through identified learning, embedded within class lessons and supported by the intervention teacher.

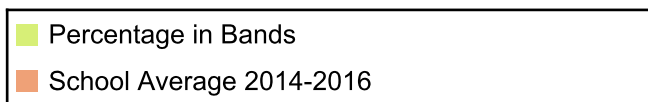
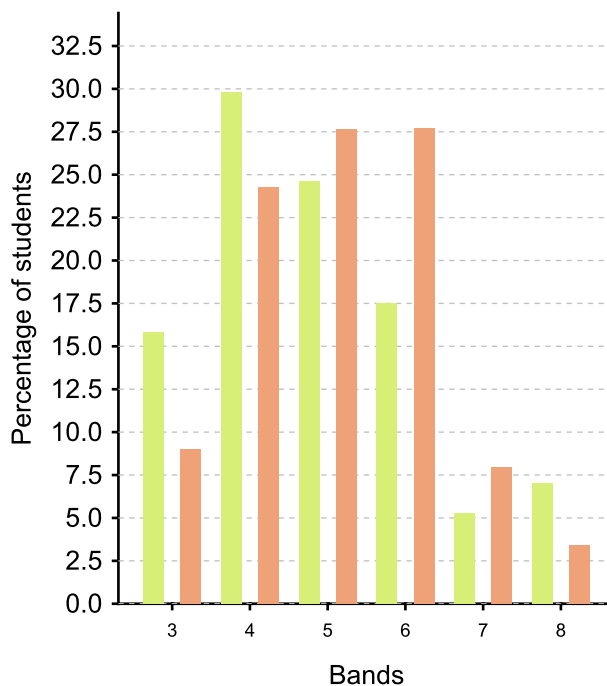
19.3% of Year 3 students achieved band 5. This is a significant increase in the higher bands. To sustain this growth, continued item analysis and focus on explicit strategies being addressed by both class teachers and intervention teachers will occur in 2017.

In Year 5, most of the cohort achieved in bands 4, 5 and 6. Further support for these students is needed to move them into the top two bands. To ensure further growth and sustaining of high standards we will be creating class profiles for class teachers in Years 4 and 6, to review item analysis and identify strategies to be embedded in lesson delivery.

**Percentage in bands:  
Year 3 Numeracy**



**Percentage in bands:  
Year 5 Numeracy**



### Parent/caregiver, student, teacher satisfaction

Staff at the school believe they work in a safe, respectful environment. They are very supportive of our focus on behaviour supports and structures. They feel confident that the school supports their professional learning and offers individualised support where required.

Parents and carers have expressed that they are very happy with the consultation and inclusivity within the school community. They believe the school is accessible and open to feedback, leading to continued improvement. Parents are very supportive of our school expectations of safe, respectful learners.

# Policy requirements

## Aboriginal education

Sarah Redfern Public School received Aboriginal background funding in 2016. Our plan included:

- My Mob My Culture is a program designed for Aboriginal students in Stage 2 to explore their connections to country and investigate ways they can share their knowledge with non-Aboriginal students. This occurred within a Community the Schools in our area, resulting in a more connected approach to Aboriginal education.
- Participation in an extended Community of Schools group, where experiences were shared and celebrated with over 500 students participating in National Aboriginal Day of Celebration. This was supported by a full day of experiences within our own school community.
- Engagement with a local Aboriginal Elder, who worked collaboratively with staff to lead all of our Aboriginal students in the identification of their totem and how this is important to them. The students then produced an artwork of their totems and totem poles were erected in the school grounds where all community could see them. This has had a huge impact on the awareness of culture among our Aboriginal and non-Aboriginal students.
- A group of teachers completed the 8 Ways of Learning pedagogy training and this has had significant impact in classroom programs.

## Multicultural and anti-racism education

Sarah Redfern Public School celebrates diversity and multiculturalism. A strong belief is held, that inclusivity and tolerance is the key to ensuring a harmonious community environment. As a part of our school plan, there has been an ongoing focus on ensuring a sense of belonging for all of the community. The employment of a Community Liaison Officer, one day per fortnight, has proven invaluable in providing many of the schools' diverse community with a voice. The group meets regularly, every second Monday, where policy and procedure is discussed and explained, and where the community can contribute to the effective planning of the school.

For our ANZAC Day ceremony, the school ensures that both the Australian National Anthem and the New Zealand National Anthem is sung. This ensures respect is recognised for the sacrifices made by all members of our school community.