

Sarah Redfern Public School

Annual Report



2017



4509

Introduction

The Annual Report for **2017** is provided to the community of **Sarah Redfern Public School** as an account of the school's operations and achievements throughout the year.

2017 has seen a continuation of high achievement and success at Sarah Redfern Public School. We have increased our school numbers resulting in another new class being established. This is a further reflection on our excellent reputation within our community. Our whole community is understanding and supportive of our high expectation relationships approach to all aspects of school. It is at the core of our practise at Sarah Redfern Public School. A strong partnership exists within the community, ensuring staff, students and parents and carers are working together.

We have continued to improve upon the Specialist Teacher Role, ensuring expert teachers are utilised to inform and guide practice with all teachers on staff. We have completed Literacy and Numeracy training of almost 100% of staff to ensure consistency in teaching and learning across all grades, P – 6.

This year was our first year of full implementation of the Learning Management and Business Reform (LMBR). This has allowed for a more thorough approach to financial and staffing management within the context of the school. We appreciate that this has led to some changes in procedure and process when paying for activities at school, however overall, it has been a successful implementation. We will continue this implementation to include all modules of the LMBR system by end of 2018.

In 2017, we also underwent a whole school review through an external validation. As a part of this process, we were asked to provide evidence to an external panel, regarding the achievements and progress within the school. We examined many facets of the school context and were pleased to see that we were rated highly by the validating panel. I would like to thank all of the students, staff and families for their contribution to this valuable process.

We continue to achieve a high proportion of our student group gaining acceptance to both the Opportunity Class and the Selective High School programs. I believe this is further evidence to the high expectations our teachers have of the teaching and learning that occurs at Sarah Redfern. I also believe our students are becoming more empowered in their learning and are demanding excellence from the education they receive.

Our continued sporting prowess has been evident across swimming, cross country and athletics. In particular, our relay teams in running were very strong in our Zone competition, while we had one student selected to compete at State level. We will look to further develop our sporting stars with the possible development of a Sports Academy. As always we continue to maintain our position as one of the strongest sporting schools in the Fields Zone.

We continue to grow in strength as the Sarah Redfern Family and I am very proud of the results and achievements outlined in the report.

I certify that the information in this report is the result of a rigorous school self–assessment and review process undertaken with the staff, parents and students, and provides a balanced and genuine account of the school's achievements and areas for further development.

Mrs Donna Barton

Principal

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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, 18 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 441 children. We are enriched with a diverse community, including 7.8% Aboriginal and 79% EAL/D. We provide opportunities for all students through Gifted and Talented programs, PSSA, Creative and Practical Arts including dance groups, 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

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that the self-assessment by the school in all elements within the domains of Teaching and Leading were consistent with the findings of the panel. One element within the Learning domain was found to be at a higher level than the school had assessed it as, with the rest of the elements being consistent.

The findings were:

Learning –Culture: Sustaining and Growing

Learning–Wellbeing: Sustaining and Growing

Learning–Curriculum and Learning: Sustaining and Growing

Learning–Assessment and Reporting: Sustaining and Growing

Learning–Student Performance Measures: Delivering

Teaching–Effective Classroom Practice: Sustaining and Growing

Teaching–Data Skills and Use: Sustaining and Growing

Teaching–Collaborative Practice: Sustaining and Growing

Teaching–Learning and Development: Sustaining and Growing

Teaching–Professional Standards: Sustaining and Growing

Leading–Leadership: Excelling

Leading–School Planning, Implementation and Reporting: Sustaining and Growing

Leading–School Resources: Sustaining and Growing

Leading–Management Practices and Processes: Sustaining and Growing

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide>

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

Teachers effectively differentiated curriculum delivery to meet the needs of individual students. Early identification of student needs is rigorously pursued by parents, carers and teachers working together. A Specialist teacher worked within each stage cohort to ensure all curriculum provisions.

The school consistently implemented a whole-school approach to well-being that clearly defines behavioural expectations and creates a positive teaching and learning environment. The community and students understand 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.

The school attendance processes have been refined and consistently applied. This shared understanding has resulted in a rising attendance rate over the last three years.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$290,430.00	Continued implementation of supporting student achievement through the employment of: <ul style="list-style-type: none">– specialist intervention teacher– Speech Pathologist– SLSO appointed to support the Speech Intervention Program– Assistant Principal Instructional Leader with the Early Action for Success Program– teacher in the role of LaST– SLSO Stage 3 support
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.	\$26,800.00	Release of an executive teacher for a half day per week to fill the role of school-based Attendance Officer. School attendance rate sits at 92.2%, just below the State average of 93.9% Engagement of Behaviour Specialist to run Personal Development and Induction for the school's Early Career Teachers.
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.	\$34,238.00	All staff have Personalised Professional Development Plans, that are monitored and supported, P – 6. Professional Learning Funds ensure identified Professional Learning for all staff which included school wide Literacy and Numeracy training in the programs of L3, TEN and TOWN.

Next Steps

- * Continue to support students who are highly engaged in their learning and have excellent attendance, rates.
- * Further implementation and deeper concentration of embedding the Program Achieve into the school's culture.
- * Continue to improve as a school in supporting the whole child with further investigation and implementation of the Wellbeing Framework.
- * Use data to track students and regularly monitor progress. Ensure staff understand how students can draw on identified support.
- * Continued implementation of Specialist Teacher, Speech Pathologist and employment of a Deputy Principal Instructional Leader for Years K–3 with the Early Action for Success strategy.
- * Improved student outcomes by 80% of students meeting benchmarks for Literacy and Numeracy tracked on PLAN 2 data.



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

All staff have Performance and 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.

We have continued to extend and formalise our mentoring program for new scheme teachers and have further embedded targeted support through an induction process and coaching. We have paired mentors and mentees based on their expertise to further develop our teachers in both teaching and leadership. This has ensured all Professional Development Plans are heavily supported through an individualised professional learning approach. All executive staff were trained in GROWTH coaching in 2017 to help drive reflective practice and improve attainment of goals.

Teachers at Sarah Redfern Public School work beyond their classrooms to contribute to broader school programs, including Fire in the Fields, NAIDOC activities, reciprocal teaching and an executive support network called SWELL (South Western Executive Leadership Links). This has enabled members of school executive teams across the broader community of schools, to link together and provide shared knowledge, support and collegiality.

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.

Our student leaders had the opportunity to attend the GRIP Leadership Conference, where they met and liaised 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.

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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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	\$716.00	Students and supervising teacher attended the GRIP Leadership conference to increase the number of student leaders who are exposed to quality leadership practices. Our Student Leader Induction Ceremony was attended by a great portion of the community and saw students individually recognised.
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.	\$40,580.00	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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.		<p>The Stage Coordinator role has continued, with staff being identified through an Expression of Interest process.</p> <p>Executive staff have been involved in Growth Coaching to further their leadership skills. The coaching program ran alongside our mentoring program but captured those interested teachers who were pre-2004.</p>
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.	\$12,230.00	<p>The Parent Group was coordinated by a Community Liaison Officer and together this successful group was responsible for many decisions and contributed to the organisation of whole school and inter-school events such as The Easter Hat Parade, Multicultural Day, Naidoc Day, Grandparents Day and the Year 6 Farewell.</p> <p>14 parents participated in the Parents as Teacher Classroom Helpers (PaTCH) program and 12 parents completed the training. 3 participants have now enrolled in further community and support courses.</p>

Next Steps

100% of staff are supported and mentored under formal processes linked to their Personalised Learning Plans (PDPs), where best practice across the school is inspired by quality leadership so that PDPs are an authentic reflection of their classroom practice.

Continue mentoring and establishment of GROWTH coaching sessions for all staff.

Students become 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 community attendance at the Student Leadership Induction Service.

Continued leadership of school initiatives by our Parent Group.



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

Our community needs and expectations are being met. We have strong links with our community via PaTCH, Coffee & Chat and school and community events.

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 Pathways BBQ. We had 80% of parents and carers attend the BYOD information session and 3–Way Conferences.

We have integrated technology from Preschool to Year 6, and we are also enhancing our communities' knowledge of technology through our weekly 'Brekkie with a Techie' forums. This community concept of Brekkie with a Techie has been built with parent feedback and has resulted in a steady attendance during its initial sessions in Term 4.

Our transitions are working well from P–6 and we have forged strong working relationships with Waranwarin Aboriginal Early Learning Centre.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Engaged community working within our school with 30% of parents involved in a range of initiatives to contribute to the teaching and learning.	\$100.00	<p>The Wests Tigers Group provided 10 targeted students with mentoring in an inaugural program which involved Stage 3 candidates being guided in making upwards progression through the school's Welfare and Behaviour Policy, which was based on goal setting and building strategies to be successful.</p> <p>The Varying Abilities Program commenced in Term 4 which was run by the Wests Tigers Group and involved students with disabilities in planned physical movement based around the premise of inclusivity.</p> <p>Parents have been authentic partners in decision making in school events which included Personalised Learning Plan BBQ, 3–Way Interviews and fundraising and acknowledgement initiatives throughout the year.</p> <p>Several parents were active members of varying panels running throughout the year and contributed to the rigorous processes of interviewing and employment of executive members, classroom teachers and SLSOs.</p>
Increased school presence and heightened profile within the community, leading to enrolments rising to 450 students by 2017.		<p>In 2017 we continued to maintain our school enrolment with a total of 441 students. The school profile and presence is highly featured to the benefit of our wider community in events such as The Fields Zone PSSA, Naidoc Week celebrations, Fire in the Fields, SWELL and the 2017 Parent Conference.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.		Our parent and community group met weekly throughout the year and was an effective in supporting parents in building their relationship with the school. This learning hub provided initiatives such as the Art of Belonging Project, Coffee 'n Chat, as well as the Parent Art Cafe and Support Group.

Next Steps

- * Further enhance community engagement, with a further 30% of parents involved in a range of initiatives. Particular focus will be given to engaging with the school community in reflecting on student performance data. This will be done at PaTCH sessions, Parent meetings and the weekly Coffee and Chat sessions with our Community Liaison Officer.
- * Continue to promote and offer the 'Brekkie with a Techie' service to the community with the goal of raising parent attendance by 50%.
- * 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.
- * Meetings held at the beginning of the year between parents/teachers/students to get to know all stakeholders.
- * Continue to develop and enhance relationships with other schools and organisations to support successful transitions between settings.
- * Enhance collaboration with Sarah Redfern High School to ensure smooth transitions from Year 6–7.
- * To further enhance our position in the community as a learning hub where all members are valued and respected, and have a strengthened sense of belonging. Through contributing to a campus initiative where Sarah Redfern Public School, Sarah Redfern High School and Passfield Park School work in partnership, we can cater for the needs of all students in our community and foster authentic partnerships.
- * Continued fostering of our authentic partnership with Wests Tigers Group and specifically focus on the school's involvement in the successful initiatives of Mentoring and the Varied Inclusivity program.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$23,906.00	<ul style="list-style-type: none"> • All Aboriginal students have Personalised Learning Plans. We sought the involvement of parents in the process of developing and monitoring these plans. • There is a greater knowledge and understanding of the Aboriginal culture established through whole school activities, while improving the educational outcomes and wellbeing of our Aboriginal and Torres Strait Islander students. • All cultures embraced through school events and gatherings. Resulting in the school community building strong relationships across our school community.
English language proficiency	\$ 30,000.00	<ul style="list-style-type: none"> • Specialist intervention teacher employed to work with students gaining proficiency in the English language and providing extension opportunities for students who require extra support
Low level adjustment for disability	\$33,050.00	<ul style="list-style-type: none"> • School Learning and Support Officers (SLSOs) employed to support our students with disabilities to engage with and access the curriculum. SLSOs timetabled to support the educational programs of identified students. • Individual education plans developed and implemented with the assistance of SLSOs and the Learning and Assistance Support teacher. Identified students were tracked and monitored by the Learning and Support Team as well as through data analysis days. • Weekly Learning Support Team meetings provided targeted support programs. Maintained school processes for the early identification and ongoing monitoring of students to support successful learning and engagement.
Quality Teaching, Successful Students (QTSS)	\$21,610.00	<ul style="list-style-type: none"> • 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 judgment and curriculum knowledge and application. • The leadership team were allocated additional RFF to observe, analyse and provide feedback to their teachers to improve teaching practices. Working regularly in classrooms, planning quality training opportunities and defining consistent school wide practices is providing a foundation for continued success.
Socio-economic background	\$40,000	<ul style="list-style-type: none"> • Supported student learning through ICT resources and delivered quality TPL to positively drive evidence-based practice, which had a measurable impact on student outcomes and learning. • Specialist intervention teacher employed to work with students gaining proficiency in minimum standards in the area of Literacy and Numeracy, and providing extension

Socio-economic background	\$40,000	opportunities for students who require support.
Support for beginning teachers	\$26,260.00	<ul style="list-style-type: none"> • 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 judgment and curriculum knowledge and application. • Structured timetables to allow supervisors and mentors shared planning time to ensure that collaborative practice for beginning teachers can occur.
Early Action for success	\$155,388.00	<ul style="list-style-type: none"> • 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 teacher capacity. 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 to individual students whose speech is impacting their ability to read and spell words.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	168	194	232	235
Girls	143	165	179	206

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.8	92.4	92	90.6
1	93.4	90	90.1	92.1
2	94.6	89	90	92.5
3	92.6	92.2	92.2	92
4	93.3	92.5	92	92.6
5	95.6	92.6	93	93.6
6	96.1	92.9	92.7	92.3
All Years	94	91.6	91.7	92.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Attendance rates are regularly monitored at Sarah Redfern Public School and action is taken with the assistance of a Home School Liaison Officer to address the particular needs of individual students and their families. Student attendance data is gathered and tracked on Sentral. Teachers work closely with parents and executive to ensure high attendance rates are expected and maintained.

The Attendance Coordinator and Home School Liaison Officer work closely with parents to ensure student educational needs are addressed. Teachers are guided to follow the school's established attendance flowchart

which outlines the process that classroom teachers follow when student absence occurs. This procedure allows the school to regularly monitor and promptly address attendance issues. This teamwork has led to ongoing improvements. Sarah Redfern Public School has seen an increase in attendance as a result of regularly tracking data and maintaining strong relationships with the community.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	5
Head Teacher(s)	0
Classroom Teacher(s)	19.63
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	2
School Counsellor	1
School Administration & Support Staff	8.32
Other Positions	0

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Sarah Redfern Public School has three Aboriginal staff members who are a vital link between our school and our Indigenous community.

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

With the funding received from the Great Teaching Inspired Learning Program we were able to provide on-going teacher support for 14 Early Career Teachers (ECTs) which allowed for such programs that provide these teachers with time and access to professional learning to develop strategies that improve student engagement and effective behaviour management. The ECTs worked closely with an experienced educator throughout the school year to collaboratively plan for explicit teaching, observe classroom practices, receive feedback on pedagogy, and to reflect on developing teacher practices.

In 2017, there were 13 New Scheme Teachers working at Sarah Redfern Public School. 9 of these teachers have been accredited with Proficient status. The remaining New Scheme Teachers will be seeking accreditation in 2018 as well as staff members who graduated pre-2004 who have not been accredited thus far.

Mentoring has been offered to many teachers including ECTs and New Scheme Teachers which was supported by the Executive Team's completion of the Growth Coaching certificate. Many members of the Executive Team also benefit from mentoring in leadership opportunities.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	589,309
Revenue	5,135,005
Appropriation	4,910,801
Sale of Goods and Services	45,442
Grants and Contributions	174,281
Gain and Loss	0
Other Revenue	0
Investment Income	4,480
Expenses	-4,979,456
Recurrent Expenses	-4,979,456
Employee Related	-4,560,970
Operating Expenses	-418,486
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	155,549
Balance Carried Forward	744,859

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,970,538
Base Per Capita	70,074
Base Location	0
Other Base	2,900,465
Equity Total	577,139
Equity Aboriginal	27,501
Equity Socio economic	140,898
Equity Language	232,497
Equity Disability	176,242
Targeted Total	559,211
Other Total	685,426
Grand Total	4,792,315

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.

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

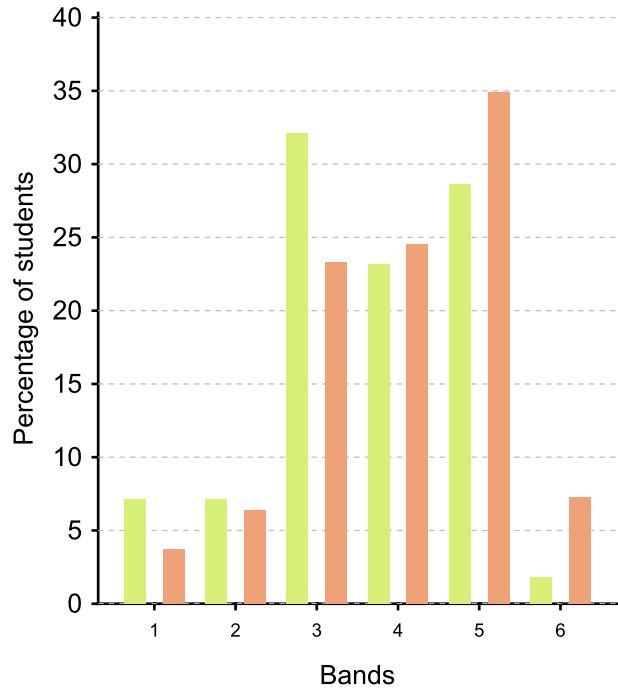
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2017, 86.5% of students in Year 3 performed in Band 3 or above. Further support has been added to move our students into the higher bands in Writing. Specialist teacher support, School Learning and Support Officers and targeted teacher professional learning will continue in 2018 to support the number of students achieving above national minimum standards.

Year 5 student performance in NAPLAN this year has seen an increase in students in Bands 6 – 8 compared to previous years. This is a direct result of the support structures put in place to target writing across the school and indicates that we are achieving value added results. Our Learning and Support focus on reading has enabled the students in the middle bands to be supported in moving up the bands. We will continue our school-based support programs to increase the number of students achieving above national standards.

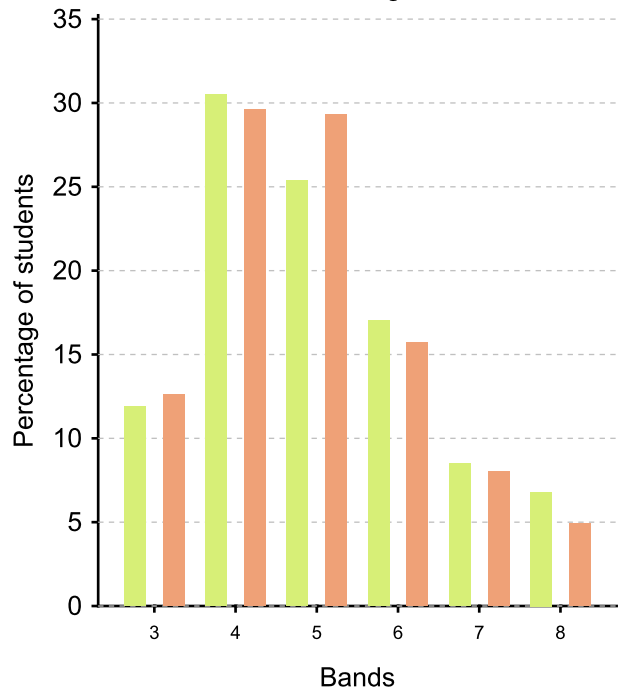
Percentage in bands:

Year 3 Writing



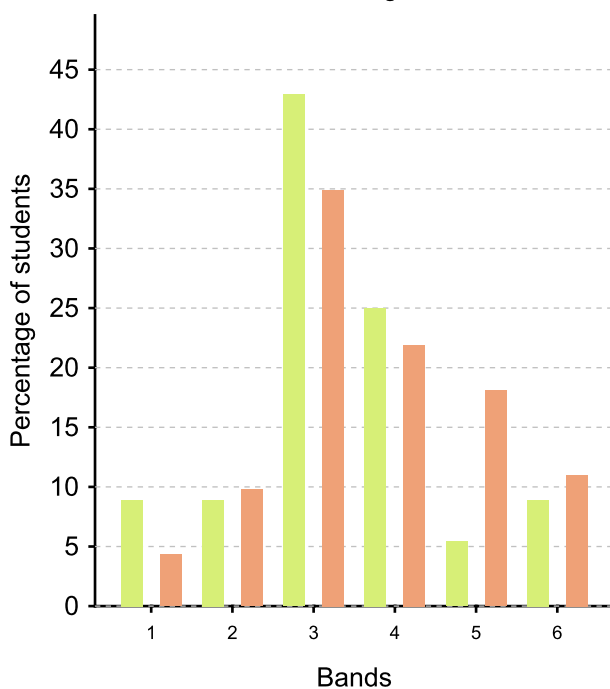
Percentage in bands:

Year 5 Reading

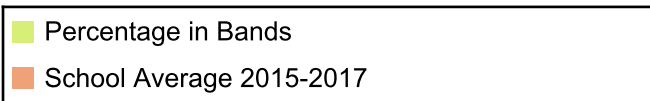
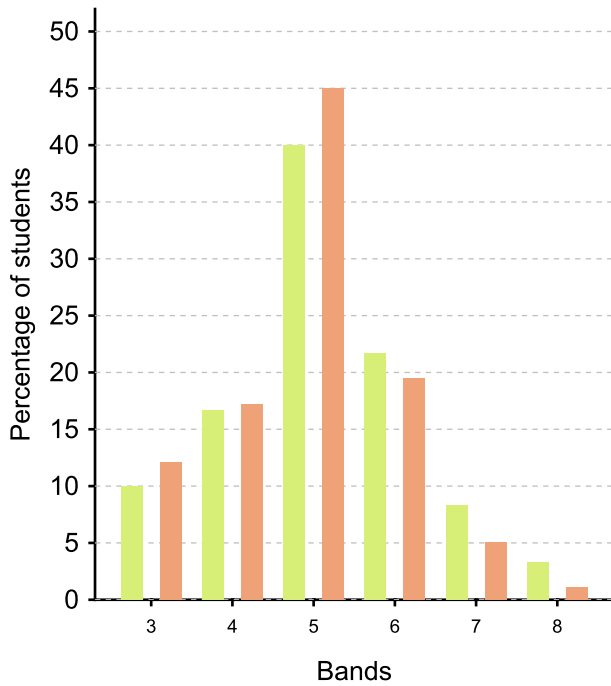


Percentage in bands:

Year 3 Reading

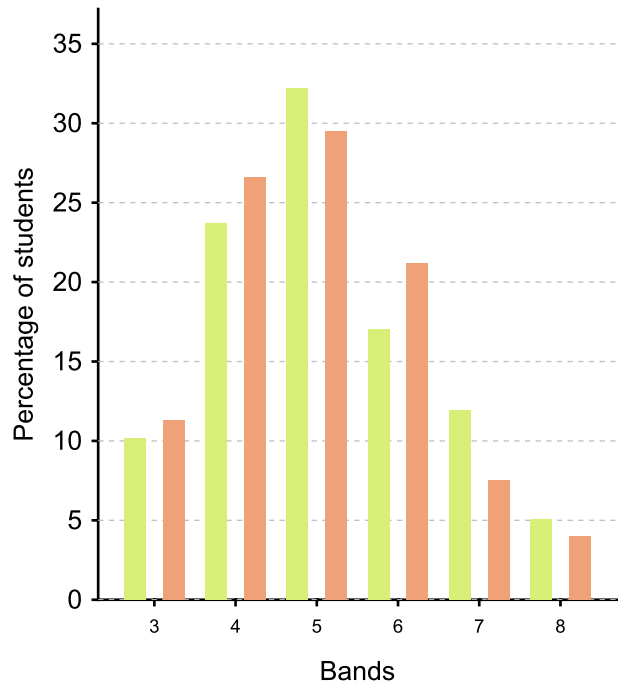


Percentage in bands:
Year 5 Writing



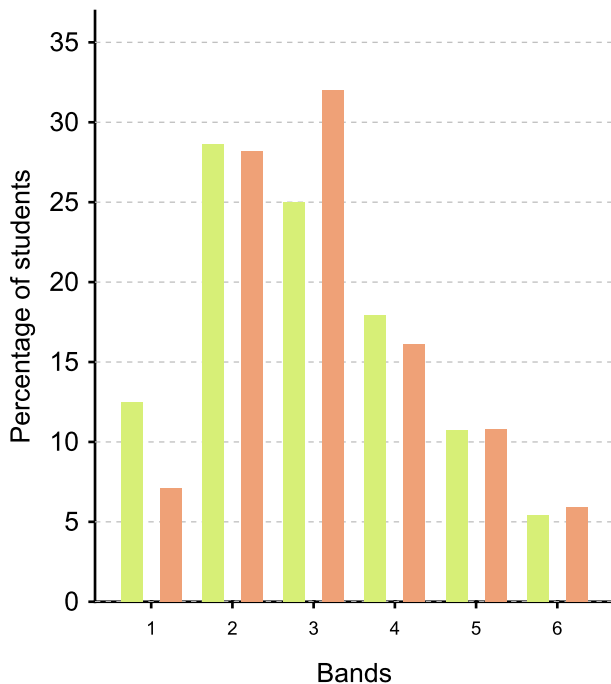
In 2017, 34% of our Year 3 students achieved in the top three bands in Numeracy. 33.9% of our Year 5 students achieved in the top three bands in Numeracy. 61.2% of students had greater than or equal to expected growth in Numeracy.

Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents/caregivers, students and teachers about the school. In 2017, 31 parents and or caregivers from Sarah Redfern Public School participated in the Tell Them From Me (TTFM) Survey. The results from the survey indicated that our parents/caregivers are positive about the direction the school is taking.

In the area of *Parents Feel Welcome*, 80% of parents reported that they can easily speak with their child's teachers and that written information from the school is in clear, plain language. In the area of the *School Supports Positive Behaviour*, 85% of parents/caregivers reported that they feel that their child is clear about the rules for school behaviour.

The executive team has adjusted the 2018 milestones to reflect that the parents/caregivers have expressed that they want to be better informed about their child's overall development. While 71% of parents/caregivers feel that they would be informed immediately if there were concerns related to their child's behaviour, the school wants to increase the 64% of parent/caregivers who feel that they are informed about their child's social and emotional development.

135 students completed the TTFM survey about the

school where they were asked to express their feelings about their time at school. 97% of students reported they believe that schooling is useful in their everyday life and will have a strong bearing on their future. 91% of students feel that staff hold high expectations for them to achieve. 90% of students report that they try hard to succeed in their learning and 88% of students feel that their learning time is used effectively. 89% of students report positive teacher–student relationships and 84% of students reported that they feel accepted and valued by their peers and others at school.

14% of the students surveyed were of Aboriginal and Torres Strait Islander background. Of these students, 100% reported that they felt good about their culture when they were at school, while 75% reported that teachers have a good understanding of their culture. This continues to be an area of focus in 2018.

Taken from the teacher's survey, the highest statement was around being an *Inclusive School*. 92% of teachers agreed that they made an effort to include students with special learning needs. 91% of teachers agreed that they strive to understand the learning needs of students with special needs and that they create opportunities for success for students who are learning at a slower pace. In the area of *Teaching Strategies*, 90% of teachers agreed that they link new concepts to previously mastered skills and knowledge. 88% of teachers agreed that students have a clear understanding about what they are learning and receive feedback that brings them closer to achieving their goals. In the area of *Learning Culture*, 94% of teachers agreed that they set high expectations for student learning and 89% of teachers agreed that they discuss learning goals with students for each lesson.

Some areas that staff will focus on in 2017 which was indicated from the survey in the area of *Technology*, is to allow students to further use interactive technology to track their progress towards their goals and to use technology to give students immediate feedback on their learning.

Policy requirements

Aboriginal education

Sarah Redfern Public School continues to promote positive outcomes for Aboriginal students through inclusive programs and practices. Our current student population consists of 7.8% of students who identify as Aboriginal. The school continues to support Aboriginal Education through staff leadership opportunities and the delivery of an inclusive curriculum with equitable academic opportunities that allow students to develop their knowledge about their own culture and the culture of others.

This year we have continued to work closely with our community to provide a range of extra–curricular offerings for student development. Alongside this, our teachers differentiate their curriculum delivery to meet the needs of individual students. One alliance that has benefited our students has been with an Aboriginal Community Liaison Officer, Uncle Tony. He has visited

our school weekly to provide cultural immersion to our Aboriginal students.

Sarah Redfern Public School engaged in the active process of developing Personalised Learning Pathways for our Aboriginal students. In 2017 there was 70 % participation rate of parents and caregivers at the PLP Barbecue where students, parents/carers and teachers worked together to identify, organise and apply personal approaches to learning and engagement. Aspirational goals were developed in partnership with our Aboriginal community to ensure we continue to strengthen and deliver on our schools learning priority to develop life–long learners. The PLPs were created to enhance the student's spiritual, emotional, social and physical health and wellbeing.

Staff have attended professional development courses such as Stronger Smarter and Aboriginal Pedagogy: 8 Ways of Learning, where they have learnt and shared strategies for promoting student wellbeing. Teachers make genuine connections with their students on a daily basis in order to allow students to succeed and thrive in their learning environment. One such method implemented at School Development Day amongst staff, is the morning check in, which is also known as the 'sharing circle'. Subsequently, this is being practised in many classrooms as well as in Staff Professional Learning sessions across the school. Ultimately the conditions for student learning are positively impacted and students feel safe, secure and supported by their teachers.

This year Sarah Redfern Public School Aboriginal Education Leadership team undertook the responsibility of organising and hosting the 2017 Community of Schools NAIDOC day. Indigenous students and teachers from 14 partner schools together with Aboriginal Elders, community members, invited guests, Department of Education representatives, Police, Military, National Rugby League representatives, Australian Football League representatives, Government representatives, parents, our whole school staff, students and community participated in this special event to celebrate Indigenous culture and traditions. The parents and community were able to engage and participate in this successful event. The wider school community was engaged in a meaningful and successful event that empowered our students to see the value and acknowledge the traditional land of which we all are part of.

Sarah Redfern Public School participated in the Preschool Transition Program with Waranwarin (Tharawal Aboriginal Child and Family Centre). The students at both preschools visited each setting fortnightly. This enabled immersion of Aboriginal culture for Sarah Redfern students and allowed Waranwarin students an opportunity to visit another centre, where relationships were forged with other educators and students. This learning alliance benefitted the student's learning, wellbeing and supported their transition to school.

Multicultural and anti-racism education

Sarah Redfern Public School provides a culturally inclusive and engaging environment that promotes respect for and understanding of others. We are enriched with a diverse community which includes 73% students with English as a Second Language or Dialect. Cultural diversity and multiculturalism are promoted through an inclusive curriculum and a variety of extra-curricular activities.

The Community Liaison Officer who works one day per fortnight has proven invaluable in providing many of the schools' diverse community with a voice. This group has met every second Monday, where policy and procedure is discussed and explained, and where the community can contribute to the effective planning of the school.

We have developed, and continue to nurture, strong partnerships with many organisations in our community. We nominate our students for significant awards in the greater community and have celebrated achievements at the Annual NSW Pacific Awards for academic and artistic achievements.

The whole school community worked together in partnership and took on leadership roles to celebrate the event of Multicultural Day. A committee was formed which included members of the whole school community. Regular meetings were implemented by the committee to oversee and coordinate this large event.

The Multicultural committee built strong relationships with parents by leading and inspiring a culture of authentic collaboration and substantive communication. Families were empowered to be active participants in their child's education through leadership opportunities and met with the coordinators in regular meetings to organise and plan the various logistics for Multicultural day. Parents took on roles and were committed to being a part of the organisation for the day, including teaching various dances, liaising with the high school community members, and organising stalls and food tasting to occur. This event was a rich experience for all.