

Sarah Redfern Public School

Annual Report



2018



4509

Introduction

The Annual Report for **2018** 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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School background

School vision statement

Together we grow and nurture stronger, smarter lifelong learners through trust, equity and high expectations.

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, 17 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 498 children. We are enriched with a diverse community, including 7% Aboriginal and 71% EAL/D. We provide opportunities for all students through Gifted and Talented programs, PSSA, Creative and Practical Arts including dance groups and choir. Students have access to a fully equipped gymnasium, hall and 21st century library.

We work together to grow and nurture stronger, smarter lifelong learners through trust, equity and high expectations.

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. 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.

Based on the School Excellence Framework and staff consultation, we have revisited the SEFSaS elements to determine our progress in comparison to the previous Self Assessment Survey. The findings were:

Learning Domain

Culture: Excelling

Wellbeing: Sustaining and Growing

Curriculum: Sustaining and Growing

Assessment: Sustaining and Growing

Reporting: Sustaining and Growing

Student Performance Measures: Delivering

Teaching Domain

Effective Classroom Practice: Sustaining and Growing

Data Skills and Use: Delivering

Professional Standards: Sustaining and Growing

Learning and Development: Sustaining and Growing

Leading Domain

Educational Leadership: Sustaining and Growing

School Planning, Implementation and Reporting: Sustaining and Growing

School Resources: Sustaining and Growing

Management Practices and Processes: Sustaining and Growing

Our self-assessment 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

Purpose

To establish and maintain exemplary, innovative teaching programs which create engaged, proactive lifelong learners.

Overall summary of progress

Teachers effectively differentiate curriculum delivery to meet the needs of individual students. Early identification of student needs is rigorously pursued by parents, carers and teachers working together. Due to staff roles across the school, P-6, a Specialist teacher worked within Stage 1 while other stages had access to Assistant Principal Instructional Leaders to ensure all curriculum provisions were addressed.

The school consistently implements a whole school approach to wellbeing which clearly defines behavioural expectations and creates a positive teaching and learning environment. This includes providing individualised adjustments for students displaying complex and challenging behaviours. The community and students understand the processes used by the school to ensure increased levels of student engagement, in 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
~ 80% of teachers demonstrate improvement in practice via John Hattie's "checklist for visible learning inside".	PL time allocated to work within stages DPIL to facilitate Spirals 1 day per week Casual employed 1 day per fortnight 3 casual days per week Executive time (1 day per week per executive)	Learning Progressions are embedded in Teaching and Learning programs and PLAN 2 data is entered.
~ Improvement in student outcomes in literacy as reflected in NAPLAN results – 80% of students achieving in the top two bands across reading and writing measures.	Classroom teachers Principal Executive	Student outcomes demonstrate value added growth as indicated via data collected using ALAN software
Evidence of differentiated teaching and learning in 100% of teaching and learning programs and literacy sessions as indicated via observation.	Fortnightly Spirals of Inquiry Sessions for stage teams. Fortnightly PL sessions per stage team. 2 casuals weekly: \$774	Staff are engaged in reflective evidence-based practice. Staff feedback indicates increased professional learning reflected in practice as a result of participating in Spirals sessions.
Evidence of documentation that is reflective of success criteria and observable learning outcomes across 100% of teaching and learning programs.	Classroom teachers Principal Executive	Learning Progressions are embedded in Teaching and Learning programs and PLAN 2 data is entered. Student outcomes demonstrate value added growth as indicated via data collected using ALAN software

Next Steps

Continue to support students who are highly engaged in their learning and have excellent attendance rates.

Embedding a growth mindset focus across all areas within the school to promote a positive attitude towards risk taking for learning by both students and staff.

Continue to improve as a school in supporting the whole child with further implementation of the Wellbeing Framework, making adjustments as required.

A school-wide focus on formative assessment to inform teaching and track student progress. Teachers use data to access additional support to address specific learning needs of students.

Continue Specialist Teacher role (Stage 1), Speech Pathologist intervention, Assistant Principal Instructional Leaders and employment of a Deputy Principal Instructional Leader for Years K–3 with the Early Action for Success strategy.

Provide continued mentoring opportunities to support early career teachers to ensure quality teaching practices are implemented.

Improve student outcomes by 80% of students meeting benchmarks for Literacy and Numeracy tracked on PLAN 2 data.

Strategic Direction 2

Stronger, Smarter Learners

Purpose

To inspire and encourage future focused students who are resilient and active participants during their learning journey.

Overall summary of progress

Provision of opportunities to address and support students 'at risk' based on behaviour and learning. This involved setting short, medium and long term goals to address student ability to access the curriculum. Identified students participated in the Wests Community Program and the HOPE program.

Identified teachers were provided with the opportunity to access expertise from a behaviour specialist and speech pathologist to support increased capacity of students and teachers.

Student need was addressed through rigorous learning and support processes resulting in increased support for students working at, beyond and below student learning outcomes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
50% reduction in Reflection Room referrals as a result of student success in achieving personal goals.	Behaviour Specialist LST minutes, referral profile, PLaSP, Speech Pathologist, Behavioural Consultant LST Coordinator, Executive, parents, School Counsellor and Psychologist, Outside agencies.	Reduction of students on behaviour cards. Behaviour plans are up to date and communicated to all parties. HOPE and Wests Mentoring have beneficial effect on participating students
Improved NAPLAN results with 100% of identified gifted and talented students achieving in the top two bands in literacy and numeracy.	AP IL supervising class	Parents are informed of student progress through a modified school report created for the AL class AL students received recognition of their achievements at the end of year award ceremony 2019 AL class established and teacher appointed
100% identified students have PLaSPs with measurable goals underpinned by regular review and high levels of achievement.	LST minutes, referral profile, PLaSP, Speech Pathologist, Behavioural Consultant LST Coordinator, Executive, parents, School Counsellor and Psychologist, Outside agencies.	Classroom teachers with parents are confident with the learning support process and understand the importance of ensuring academic/social/emotional/behavioural support needs are being met. Staff to continue following school and department policy regarding the learning support needs of all students.

Next Steps

Continue to access Wests Community Program and Mentoring Mates (Clayton Utz).

Continuation and review of the Accelerated Learning class.

Access ongoing support from the speech pathologist and behaviour specialist.

Ongoing evaluation and refining of current processes linked to Learning and Support.

Strategic Direction 3

Dynamic Leadership

Purpose

To build capacity of students, staff and community to sustain a learning community that fosters authentic partnerships, dynamic leadership and high expectations for all.

Overall summary of progress

All staff have Performance and Development Plans (PDPs), which are monitored and supported, P-6. We have established a connection with a local school to access an effective model for providing enrichment opportunities for gifted and talented students. We have used professional learning funds to ensure relevant 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. We have paired mentors and mentees, based on 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 continued coaching and mentoring 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 SWELL (South Western Executive Leadership Links). This has enabled members of the school to link together and provide shared knowledge, support and collegiality.

Aspiring leaders have been provided with ongoing opportunities to participate in professional learning for leadership. Staff 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 and temporary teachers. Staff are encouraged and supported to seek continued leadership roles, which has resulted in a number of staff performing duties across 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. This resulted in authentic dialogue between students around the issues of being a student leader and the possibilities of being able to implement plans on a larger scale.

Through mentoring with The Fields AECG president, a Sarah Redfern Public School Junior AECG was established. This initiative has enabled the junior members of our Aboriginal school community to develop their leadership skills and provide a platform for student voice.

Our parents and community are an integral part of the Induction Ceremony where student leadership is celebrated, 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 become better equipped to actively lead their peers with a 50% increase in the percentage of students involved in leadership roles.	Stage 3 AP, teachers and executive staff supporting school leaders	Students display their leadership skills to the school community. Students receive acknowledgement for their progress throughout the year. Student leadership is celebrated for its essential role in preparing our students for high school and their role in the community.
Increased emphasis on the value of parents as educators as demonstrated by 50% improvement in parent led/initiated workshops and interest groups operating within the school.	CLO: \$13,990 Principal and school leadership team	Recognition of positive impact on student outcomes. Celebration of community high expectations and commitment to student learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased leadership capacity amongst staff with an increase of 50% in the number of staff aspiring to and achieving leadership positions across the school and beyond.	Classroom teachers Principal Executive Fortnightly Spirals of Inquiry Sessions for stage teams. Fortnightly PL sessions per stage team. 2 casuals weekly: \$774	Staff completed survey to reflect on 2018. Use data to structure supports for 2019. Achievement of individual PDP goals.

Next Steps

100% of staff are supported and mentored under formal processes linked to their Performance and Development Plan (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 for all Early Career Teachers and aspiring leaders.

Initiate further student leadership opportunities through establishing new roles.

Establish connections with Sarah Redfern High School (SRHS) to initiate a student leadership link between the two sites. SRHS students to mentor the primary executive student leaders. For example, the Junior AECG to work collaboratively within the Community of Schools.

Establish and implement a Student Leadership Policy which explains clear guidelines and expectations around leadership roles.

Parent Group to coordinate school initiatives based on the School Plan and current needs of our community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>SLSO:</p> <p>\$ 25,730.39</p> <p>Resources:</p> <p>\$9,000</p>	<p>Student outcomes / growth measured via internal and external measures of assessment. Increased levels of engagement by family and community members at school events. Student attendance rates demonstrate improved growth.</p>
English language proficiency	<p>EALD/APIIL:</p> <p>\$206,947</p>	<p>Collection of EALD student data is used to understand and inform development of effective teaching and learning programs across all key learning areas.</p>
Low level adjustment for disability	<p>SLSO, Professional Learning and Teacher Release:</p> <p>\$197,446</p> <p>Behaviour consultant:</p> <p>\$9570</p> <p>Community Liaison Officer:</p> <p>\$13,990</p> <p>Speech Pathologist:</p> <p>\$27,918</p>	<p>Accurate reporting of student progress to parents. Report data monitored as a part of LST processes to determine student growth and achievement.</p> <p>Behaviour Specialist guided staff in the creation of Incident Management Plans to support student need. Staff were supported in managing challenging behaviour and writing referral plans.</p> <p>Increased community engagement through weekly meetings and increased parent led activities and successful meetings held with the Vietnamese community to improve home – school communication.</p> <p>Speech Pathologist screens and targets students who have been identified by the Learning and Support Team, up-skills LaST team coordinator and engages with all teachers to strengthen teaching and learning strategies to support our students' needs.</p>
Socio-economic background	<p>Support Specialist Funding:</p> <p>\$132,911</p>	<p>Increased capacity of staff to manage behavioural complexities.</p> <p>Improved student outcomes in literacy with links to participation in speech therapy.</p> <p>Increased levels of community engagement.</p>
Support for beginning teachers	<p>Mentoring of Beginning Teachers, Spirals Program and PDP meetings:</p> <p>\$90,578</p>	<p>Beginning teachers demonstrate practice indicative of working towards achievement of the Australian Professional Standards for Teachers at the level of proficient.</p> <p>Regular lesson observation notes and feedback sessions.</p> <p>Identification of professional goals as part of the PDP process.</p> <p>Personalised Performance and Development plans completed.</p> <p>Evidence derived from Spirals of Inquiry sessions.</p> <p>Individual reports prepared for all students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	194	232	235	240
Girls	165	179	206	207

Student enrolments, although continuing to grow, have become more sustained due to the final stages of the redevelopment of the local area being finished.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.4	92	90.6	90.4
1	90	90.1	92.1	89.3
2	89	90	92.5	90.4
3	92.2	92.2	92	93.1
4	92.5	92	92.6	91.1
5	92.6	93	93.6	91.7
6	92.9	92.7	92.3	91.2
All Years	91.6	91.7	92.2	91
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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 and Aboriginal Community 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, Home School Liaison Officer and Aboriginal Community 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(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	19
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	8.42

*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 Beginning Teachers funding we were able to provide on-going mentoring for 10 Early Career Teachers (ECTs). This allowed for support which provided ECTs with time and access to professional learning. This resulted in implementation of strategies that were used to improve student engagement and effective classroom management. The ECTs worked closely with experienced educators throughout the year to collaboratively plan for explicit teaching, observe classroom practices, receive feedback on pedagogy, and to reflect on developing teacher practices.

In 2018, all permanent teachers within the Department of Education were awarded the level of Proficiency in the absence of any other accreditation level. Due to this, we provided many opportunities for all staff to increase their capacity in the area of accreditation maintenance and attainment.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	744,859
Revenue	5,295,244
Appropriation	5,142,842
Sale of Goods and Services	8,874
Grants and Contributions	137,221
Gain and Loss	0
Other Revenue	0
Investment Income	6,308
Expenses	-5,205,184
Recurrent Expenses	-5,205,184
Employee Related	-4,726,527
Operating Expenses	-478,657
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	90,060
Balance Carried Forward	834,919

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 physical setting within the school, including outdoor play equipment, garden beautification and the proposed development of a Yarning Circle. This will continue into 2019.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,920,631
Base Per Capita	93,724
Base Location	0
Other Base	2,826,907
Equity Total	562,062
Equity Aboriginal	24,758
Equity Socio economic	132,911
Equity Language	206,947
Equity Disability	197,446
Targeted Total	606,434
Other Total	758,949
Grand Total	4,848,076

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 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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

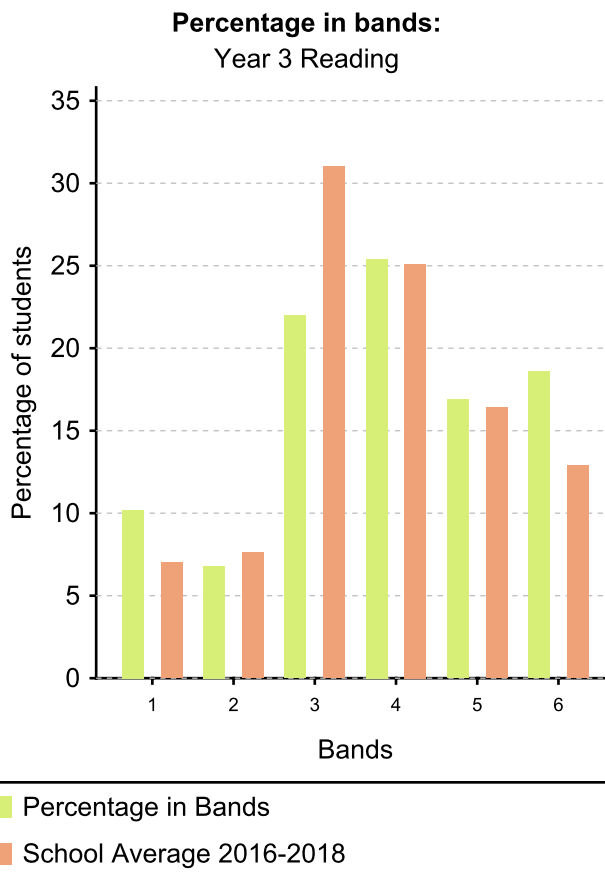
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018, 81% of Year 3 students performed in Band 3 or above for Writing. 83% of Year 3 students performed in Band 3 or above for Reading.

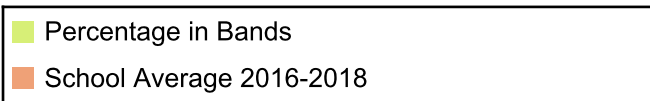
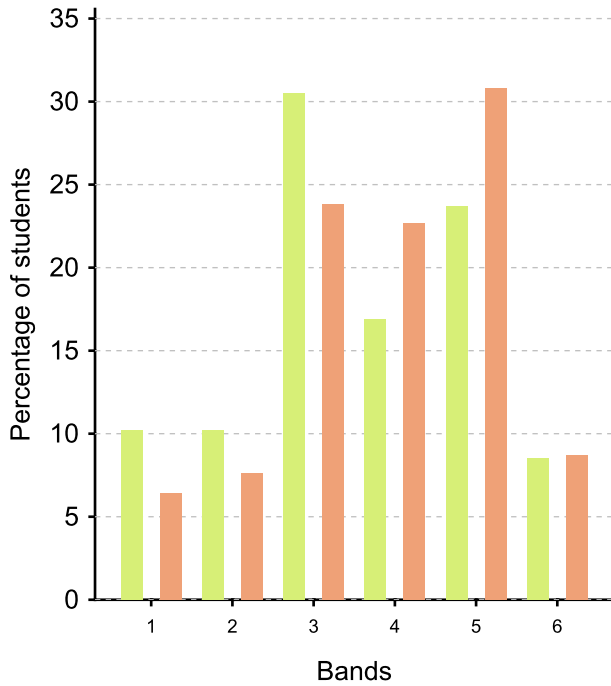
43% of Year 5 students performed in the top three bands in Writing. 39% of year 5 students achieved at or above expected growth in Writing. 39% of Year 5 students performed in the top three bands in Reading. 49% of year 5 students achieved at or above expected

growth in Reading.

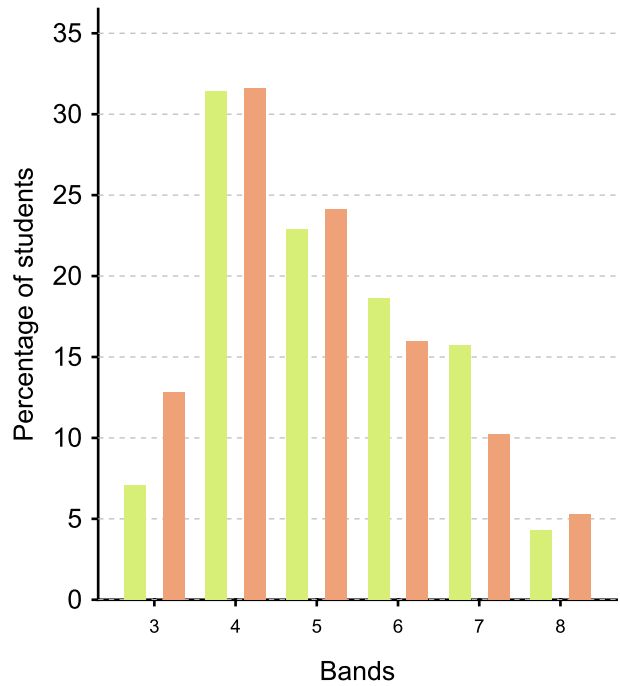
Further support has been given to students and teachers to assist in achievement of higher bands in 2019. Specialist teacher support, School Learning and Support Officers and targeted teacher professional learning will continue in 2019 to support student growth in literacy. We will continue to support our students to achieve above the national standards in literacy.



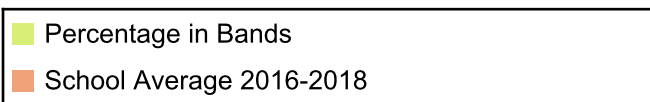
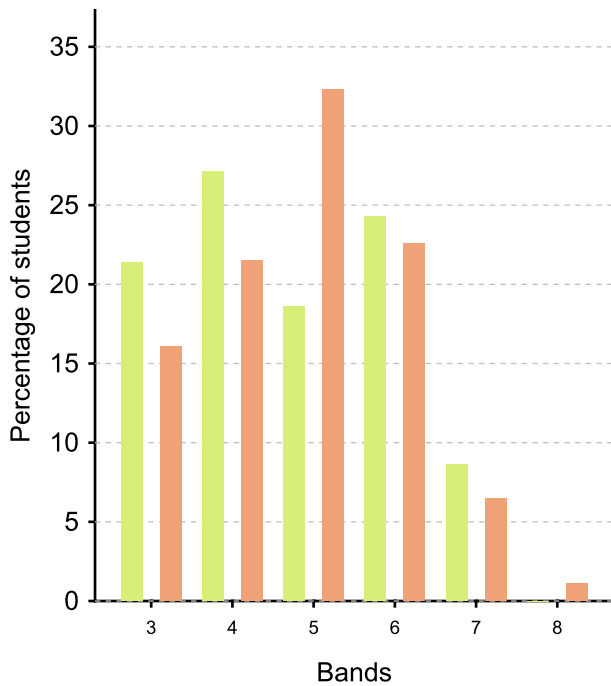
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



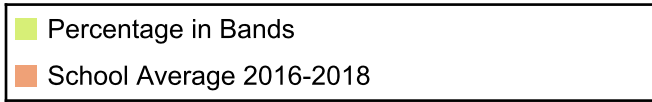
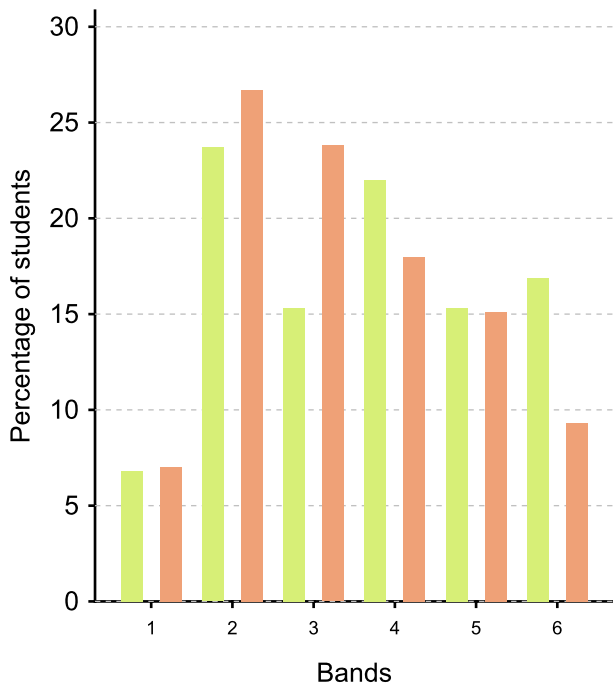
In 2018, 54% of Year 3 students achieved in the top three bands Numeracy.

Year 3 students had greater than expected state growth in Numeracy.

43% of Year 5 students achieved in the top three bands in Numeracy. 56% of Year 5 students achieved at or above expected growth in numeracy.

Further teacher professional learning, School Learning and Support Officers and Specialist teacher support will continue into 2019 to assist students in achieving higher bands in numeracy. We will continue to support our students to achieve above the national standards in numeracy.

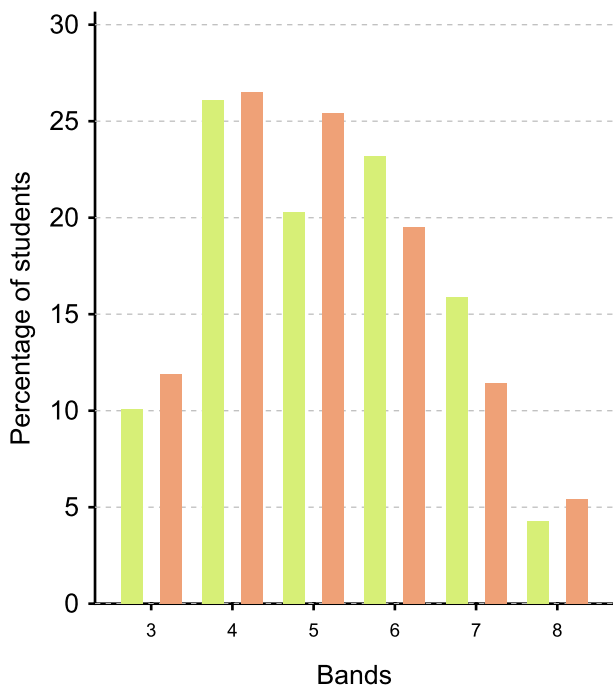
Percentage in bands:
Year 3 Numeracy



services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands we have achieved;

- 33% of Aboriginal Year 3 students achieved in the top two bands in Reading.
- 33% of Aboriginal Year 3 students achieved Band 4 in Writing.
- 40% of Aboriginal Year 5 students achieved in the top two bands in Writing.
- 80% of Aboriginal Year 5 students achieved in the top two bands in Reading.
- 60% of Aboriginal Year 5 students achieved in the top two bands 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.

In working towards achieving the *Premier's Priorities: Improving education results* and *State Priorities: Better*

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents/caregivers, students and teachers about the school. In 2018, students, staff and the community were surveyed and the following findings were present.

Staff at the school have expressed that they work in a safe, respectful environment. They feel confident that the school supports their professional learning and offers individualised support where required, including mentoring and growth coaching.

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. They have adopted a community room space within the school setting and feel a sense of belonging. Many parents have undertaken panel training and feel that they can make viable contributions to the school.

Students reported that there were a minimum of two adults in the school setting who believed in their abilities and thought they would be successful. They reported that they felt confident that the school and their teachers were able to meet their learning needs.



Policy requirements

Aboriginal education

In 2018, the school employed an SLSO from our local Aboriginal community to work with all members of the school. The SLSO has successfully liaised with the parent group to improve levels of community engagement across the school. This initiative has also led to improved attendance for some members of our community and a stronger level of engagement with families. As well as community liaison, the SLSO has successfully worked with a number of students who have shown increased levels of wellbeing and increased access to the curriculum.

The Connected Culture Group, initiated in 2017, continued to provide Aboriginal students with opportunities to learn about their culture and share their knowledge with their peers.

The school participated in a Community of Schools

NAIDOC celebration, including a whole school cleansing ceremony and opportunities for students to share in culture.

The school successfully initiated the Junior AECG and this group was instrumental, with the support of The Fields AECG President to co-construct an Acknowledgement to Country that was individualised to the Sarah Redfern community.



Multicultural and anti-racism education

Sarah Redfern Public School celebrates diversity and multiculturalism. A strong belief is held that inclusivity and acceptance 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 (CLO), one day per week, has proven invaluable in providing many of the schools' diverse community with a voice. The CLO facilitates a weekly parent group, every Monday, where policy and procedure is discussed and explained, and where the community can contribute to the effective planning of the school. In 2018, the group was able to facilitate a greater sharing of culture among staff, students and parents. This has led to increased cultural awareness and harmony for the whole school community.

In 2018, Sarah Redfern Public School students participated in the Multicultural Perspectives Public Speaking Competition. Students from Year 3 to Year 6 explored various topics that led to a deeper understanding of the complexities around multiculturalism.