

Sarah Redfern Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

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Message from the principal

2019 was a most amazing year for the students, staff and community of Sarah Redfern Public School. It was a year where student voice, community collaboration and wellbeing for all staff, students and the community were highlighted.

We celebrated the wonderful achievements of our students and the successes of staff, while our community continued to provide support in the ongoing education of the whole child. Sarah Redfern Public School is a learning space where students, staff and parents work together to ensure the best possible learning occurs for all students.

Our school has a strong and caring parent community who support us in all that we do. Our community has provided excellent resources for students, as well as being involved in decision making, policy guidelines and volunteering of time and expertise to benefit our students. For this ongoing support, we are very grateful.

To my staff, I wish to thank them for their ongoing commitment to ensuring our students receive the very best in education. Their compassion, professionalism and sense of responsibility for all students in our community is second to none. It has been a privilege to work alongside, and lead, such an extraordinary team.

To my students, I want them to know how very proud I am of the achievements and learning that they commit themselves to each day. They come to school, make mistakes and exercise their brain, so that they can be better than they were yesterday. Our students work so hard to be the very best they can be.

Finally, I would like to add that it has been both an honour and a privilege to serve the community of Sarah Redfern Public School as their principal. I have learned much about leading and learning in my last 6 years and these lessons I will hold with me forever.

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

Donna Barton

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 classes and 5 support classes; IM, IO, two multi-categorical and an IO/autism class.

Sarah Redfern Public School is situated in a unique setting, alongside Passfield Park School and Sarah Redfern High School. Through 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

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Teaching

Purpose

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

Improvement Measures

80% of teachers demonstrate improvement in practice via John Hattie's "checklist for visible learning inside".

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.

Evidence of differentiated teaching and learning in 100% of teaching and learning programs and literacy sessions as indicated via observation.

Evidence of documentation that is reflective of success criteria and observable learning outcomes across 100% of teaching and learning programs.

Progress towards achieving improvement measures

Process 1: ACARA Learning Progressions~ Teachers will embed evidence-based practices in literacy and numeracy in line with syllabus documentation and the implementation of the ACARA Learning Progressions.

Evaluation	Funds Expended (Resources)
Staff used PLAN 2 to track students and used the document as a reference to create individualised learning goals for students. This formed the basis of a review in the way reporting to parents looked and how student learning and achievement was communicated to parents.	Casual teacher costs – \$2000

Process 2: Spirals of Inquiry~ Teachers will use systematic and reliable assessment information to evaluate student learning and implement changes in teaching that lead to measurable improvement.

Evaluation	Funds Expended (Resources)
The Spiral process was not as streamlined as planned, resulting in a review of the spirals implementation in 2020. This will include the retraining of senior executive in the Spirals process and a clearer understanding of the purpose by staff.	Two staff members attended the NOII Symposium + casual costs = \$1820 3 x casuals (each week) for Spirals of Inquiry cover = \$63 000

Process 3: Flexible/Purposeful Assessment~ Teachers clearly understand, develop and apply a full range of assessment strategies– assessment for learning, assessment as learning, assessment of learning– in determining teacher directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Evaluation	Funds Expended (Resources)
The training undertaken by executive has led to consolidation and embedding of formative assessment practices in classrooms. This has also led to aspiring leaders working shoulder to shoulder in the implementation of these research-based strategies. As a result of the attendance of executive at Williams' presentation, this ensured consistency in application and understanding across the school. This also led to the implementation of Student Led Conferences.	Primary Principal Council Association Credential x 3 = \$11 120 Dylan Wiliam Conference = \$3 600

Progress towards achieving improvement measures

Process 4: Coaching and Mentoring~ Formal mentoring/coaching support to ensure the ongoing development and improvement of all teachers.

Evaluation	Funds Expended (Resources)
This process has resulted in identifying aspiring leaders. It also provided individualised professional learning requirements, aligned to the PDP process, for early career teachers.	QTSS funding = \$55 000

Strategic Direction 2

Stronger, Smarter Learners

Purpose

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

Improvement Measures

50% reduction in Reflection Room referrals as a result of student success in achieving personal goals.

Improved NAPLAN results, with 100% of identified gifted and talented students achieving in the top two bands in literacy and numeracy.

100% identified students have PLaSPS with measurable goals, underpinned by regular review and high levels of achievement.

Progress towards achieving improvement measures

Process 1: Mentoring~ Continuation of Wests Tigers Mentoring Program, aiming to increase engagement and providing positive role models for identified students.

Continuation of HOPE Program for students at risk –aiming to increase engagement and improve outcomes.

Evaluation	Funds Expended (Resources)
The HOPE program did not run as planned due to the organising group not being able to fulfil the role. There was a lack of continuity and availability of mentors, which meant that the program was not as effective as in previous years. We are looking to adjust the program for 2020 to meet the ongoing needs of our students.	Nil cost. Mentors supplied through Wests program.

Process 2: Gifted and Talented Learners~ Creation of an Accelerated Learning class in response to student data, to ensure that all students identified as gifted and talented are challenged and that adjustments lead to maximised learning.

Evaluation	Funds Expended (Resources)
NAPLAN results indicated the Accelerated Learning class is having a positive impact in addressing the learning needs of our identified students. 2020 will see the employment of an expert teacher to continue to deliver the learning program in this class.	1 x class teacher \$106 000

Process 3: Curriculum Provision~ Curriculum is enhanced by learning alliances with a speech pathologist, behaviour specialist and employment of Instructional Leaders, K–6, to support high expectations for all students.

Evaluation	Funds Expended (Resources)
This has resulted in the upskilling of the Student Learning Support Officers (SLSO), teachers and parents, to ensure continuation and consistency in the delivery of programs across the week. DPIL continued to provide shoulder to shoulder support for staff to increase capacity to assist students in achieving their personal learning goals.	Speech pathologist – \$28 750 Behaviour specialist – \$16 270 Deputy Principal Instructional Leader (DPIL) – \$163 254

Process 4: Learning and Support~ Planning for learning is informed by sound, holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
This has been a positive and supportive process for both staff and students. In 2020 we will be moving to ensure parents are invited to participate in learning support meetings to ensure transparency and effective communication between home and school.	NIL

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.

Improvement Measures

Students become better equipped to actively lead their peers with a 50% increase in the percentage of students involved in leadership roles.

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.

Increased leadership capacity among staff, with an increase of 50% in the number of staff aspiring to and achieving leadership positions across the school and beyond.

Progress towards achieving improvement measures

Process 1: Community Leadership~ Our community are an integral and valued part of our school. Parent and carer involvement impacts positively upon student engagement and learning outcomes. A Community Liaison Officer works in partnership with the staff and community.

Evaluation	Funds Expended (Resources)
These initiatives have been very successful in ensuring the community are empowered to support the learning of their children and also to support the school in future planning.	2 x CLO, 1 day per week per year = \$26 364 Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$26364.00)

Process 2: Extended Leadership Initiatives

A self-sustaining and self-improving leadership team that continues to support the highest levels of learning with a focus on building capacity through distributed leadership and an unrelenting commitment to improved student outcomes.

Evaluation	Funds Expended (Resources)
This initiative has resulted in systemic leadership opportunities for staff, including the DPIL mentoring assistant principals and other aspiring leaders.	NIL

Process 3: Instructional Leadership

Assistant principals work as instructional leaders across stages with a focus on improving teaching and learning drawing on a research evidence base for best practice.

Evaluation	Funds Expended (Resources)
This has resulted in shoulder to shoulder, extensive and intensive teaching support.	2 x temporary teachers for 40 weeks = \$106 000 Dylan Wiliam conference – \$3 600

Process 4: Student Leadership

Student leadership initiatives support students to make successful transitions to future learning and employment with the skills to make informed contributions as citizens and leaders.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
This has led to an increase in student voice in decision making within the school setting. It has provided leadership opportunities and further development for our school student leaders. Ensured authentic student voice when discussing achievement of learning outcomes between school and home.	GRIP – \$400

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>1 x SLSO – \$28850</p> <p>Yarning circle – \$4000</p> <p>PLP BBQ – \$200</p> <p>Didge group – \$800</p> <p>Minto Community of Schools Educational and Cultural Achievement Awards – \$3080</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$33 850.00) 	<p>The school successfully worked within the community to create a yarning circle, signifying the joint responsibility for acknowledgement and understanding of Aboriginal culture, within our community</p>
English language proficiency	<p>1 x SBAR 1.4 teaching allocation</p> <p>Resources = \$41 402 used for SLSO time</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$191 375.00) 	<p>Students receive additional, individualised support in attaining personal learning goals and proficiency in the English language.</p>
Low level adjustment for disability	<p>Temporary teacher to replace APIL on class load – \$106 000</p> <p>Teacher allocation – 1.3</p> <p>2 x SLSO = \$90 096</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$200 831.00) 	<p>This resulted in stronger 1:1 teacher support, which led to improvement in student achievement. SLSO support ensured continuity of learning programs such as speech and social and emotional skills.</p>
Socio–economic background	<p>2 x SLSO support – \$90 096</p> <p>Teacher allocation – 0.3</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio–economic background (\$116 079.00) 	<p>Students are provided with extra support to ensure they are not disadvantaged in attaining their learning goals. Monies were used to ensure equity of resources where required.</p>
Support for beginning teachers	<p>Behaviour specialist</p> <p>Beginning Teacher funds</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$0.00) 	<p>Beginning teachers were able to access expert support at the beginning of their career, particularly in the areas of classroom and behaviour management and also in teaching and learning program development.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	232	235	240	229
Girls	179	206	207	212

Student attendance profile

School				
Year	2016	2017	2018	2019
K	92	90.6	90.4	89.9
1	90.1	92.1	89.3	89.5
2	90	92.5	90.4	89.8
3	92.2	92	93.1	90
4	92	92.6	91.1	90.4
5	93	93.6	91.7	89.3
6	92.7	92.3	91.2	89.7
All Years	91.7	92.2	91	89.8
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	20.06
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	9.42

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	834,919
Revenue	5,442,855
Appropriation	5,311,543
Sale of Goods and Services	8,700
Grants and contributions	116,168
Investment income	6,343
Other revenue	100
Expenses	-5,378,056
Employee related	-4,911,439
Operating expenses	-466,617
Surplus / deficit for the year	64,799

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	902,571
Equity Total	547,670
Equity - Aboriginal	29,526
Equity - Socio-economic	116,079
Equity - Language	191,375
Equity - Disability	210,690
Base Total	2,885,234
Base - Per Capita	115,597
Base - Location	0
Base - Other	2,769,637
Other Total	945,331
Grand Total	5,280,806

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.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

In 2019 we undertook a variety of data collection measures to accurately record the satisfaction of students, staff and the community. 86% of staff stated that Sarah Redfern Public School was a supportive and innovative place to work. Approximately 90% of the community are happy with the programs and support the school provides for students. They see that their children are happy to come to school and feel safe and challenged in their learning. A target group of students participated in the Middle Years Development Index – a set of questions aimed at measuring the wellbeing of students who are ten years old. 50% of students reported that they held optimism and had positive expectations for the future. 79% of students reported that they had a strong sense of self-worth. 85% of students reported that they had strong beliefs about their academic ability, including that they were confident that they would learn the skills they were taught in a year.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Teachers undertook online professional learning, Stronger Smarter. This ensured a greater understanding among staff, of the recognition of cultural bias and also high expectations for all students.

The school has worked hard with the community to create a shared Yarning Circle where students, community and staff can come together to yarn, celebrate and connect with culture. This space now holds special significance for the students, staff and the wider community.

This year we worked with our Community of Schools to hold the inaugural Minto Community of Schools Educational and Cultural Achievement Awards night. This was a successful celebration and recognition of achievements in education. The school worked closely with the AECG and broader Aboriginal community to ensure authenticity and respect. It was a very empowering evening.

We again, held our annual PLP BBQ with the community. This year we joined with Sarah Redfern High School to organise a combined event. This initiative proved very successful, as families were able to connect and contribute to the learning of their children across two settings. It also provided additional transition opportunities for our students.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

To further support the idea of acceptance and celebrating difference, this year we held our biennial Multicultural Day celebration. This is an event where all of the community come together to celebrate and identify the uniqueness of cultural and varied backgrounds. It was an awesome event attended by our entire school community, special guests and members of our extended community. We will continue to hold this event every second year as it brings together the Sarah Redfern community.

Parent Group is a cross section representation of the various cultures within our community. They provide extensive knowledge, understanding and values for our students through their contributions. As a result, our students have the capacity to celebrate diversity and individual difference.