

2021 Annual Report

Sarah Redfern Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

School contact details

Sarah Redfern Public School

5 Monaghan Street

Minto, 2566

<https://sarahredfe-p.schools.nsw.gov.au>

sarahredfe-p.school@det.nsw.edu.au

9820 1499

Message from the principal

2021 was a challenging year due to the COVID 19 pandemic and the restrictions placed on schools. It was a year that saw our school continue to achieve and successfully adapt to the many changes that came our way. Our improvements have been built upon through the hard work and dedication of all staff in identifying our strengths and needs. Staff accepted the challenge to implement new strategies and processes to ensure that students continued to learn, with improved outcomes. I am extremely proud of the many successes we have achieved, which are listed throughout this annual report.

The beginning of 2021 saw our school regain some consistency and routine in the delivery of teaching and learning across the school. All staff were focused on reconnecting with our students and families to continue to maintain positive wellbeing across our school community. It was a year that also saw our students engage in learning under very different circumstances, via the use of technology. This provided the opportunity, once again, for teachers and parents to work together to ensure that students continued to engage in learning from home, for four months. Our school community were amazing, and extremely supportive as we went about our core business of providing quality teaching and learning during unprecedented times.

The school celebrated successes through NAPLAN. Targets established for reading at Sarah Redfern Public School by the Department of Education have already been exceeded. Two thirds of students are already achieving above expected growth. In numeracy the school has had significant gains, almost meeting targets. Student results indicated improvements in spelling which was a result of the strong school-wide focus on the explicit teaching of phonics. I would like to congratulate my teachers for their outstanding efforts in the classroom, and during remote learning, during such a difficult period.

In 2022 we are looking at continuing to deliver quality education, based on high expectations, to improve learning outcomes for students. Our focus, moving forward, will be based on the implementation of our three strategic directions. We are looking at further reconnecting with our community and celebrating learning together.

Marilyn Friedrich

School vision

Connect Grow Succeed

'It takes a village to raise a child.' (African proverb)

At Sarah Redfern Public School, our community is important to us and we value the connections that we have with our families. We strive to encourage students to **connect** with each other, their teachers, other staff and the community, through positive and respectful relationships.

Our goal is to know and understand each individual student and what they need to **grow** and **succeed** academically, emotionally, physically, socially and spiritually. Students are encouraged to actively **connect** to their learning through meaningful, engaging and personalised learning experiences.

At Sarah Redfern Public School, our vision is to create a dynamic, inclusive learning community where all are provided with many opportunities to **connect, grow and succeed**.

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, 16 mainstream classes and 5 support classes; IM, IO, IO/AU and two multi-categorical classes. 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 480 students. We are enriched with a diverse school community, including 7% Aboriginal and 71% EAL/D. We provide opportunities for all students through enrichment 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 ensure our students feel connected and are provided with the best possible opportunities to grow academically, emotionally, physically, socially and spiritually, to maximise engagement and success in learning.



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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
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: Student growth and attainment

Purpose

Our purpose is to drive growth in our student's learning through explicit, consistent and evidence-based teaching and learning practices. Our teachers critically reflect on their effectiveness and further refine practice through quality targeted professional learning and collaborative planning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly Effective Literacy Practices
- Evidence Based Numeracy Practices

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$58,861.95

English language proficiency: \$225,549.23

Integration funding support: \$149,117.00

New Arrivals Program: \$19,987.00

Early Action for Success (EAfS): \$188,440.00

Low level adjustment for disability: \$219,734.45

Literacy and numeracy: \$9,833.00

Summary of progress

In 2021, our school had a focus on the development of Phonological Awareness. Whole school professional learning was implemented to improve teachers knowledge and understanding of the explicit teaching of phonics linked to the areas of Reading and Writing. A systematic process followed with school leaders in researching current trends, attending Zoom meetings and in person visits to three schools who were leaders in this area. Using a whole school learning approach we instigated rigorous data analysis with staff to plan next steps in teaching and learning. A team of lead learners which included classroom teachers, support staff and executive members were involved in community of schools visits, to analyse the impact these schools were having in the teaching of phonics. Teachers engaged in phonemic awareness professional learning, assessment, research, and demonstration lessons to implement explicit teaching of phonics. The employment of Instructional Leaders to build the capacity of K-2 and 3-6 staff enabled the delivery of targeted, evidence-based literacy programs to improve student outcomes. The whole school focus included: improving pedagogy and teaching practice, high-impact literacy strategies, data collection and analysis, curriculum delivery and differentiation. Teachers participated in fortnightly collaborative planning sessions and discussions about data. This was supported by utilising Instructional Leaders to further strengthen expertise and improve phonological awareness skills. Demonstration lessons and team-teaching opportunities followed, using the gradual release of responsibility model (I do, we do, you do). This led to greater informed decision making about how students learn. The continuous updating of PLAN2 data in the area of phonological awareness supported classroom teachers to analyse and plan quality teaching and learning programs and co-design differentiated teaching and learning cycles.

In 2021, we maintained our focus on numeracy development. We directed staff to refresher courses and in-school support was provided during Semester One. This was based on teacher identified needs at Sarah Redfern Public School in relation to numeracy programs. Needs based and differentiated professional learning was offered in Number Talks. As a school we continued to action the whole school focus on Quantifying Numbers, providing staff professional learning enabling their expertise to successfully implement these programs within their classrooms. After attending professional learning teachers revealed that they gained a deeper understanding and felt more confident to use data in the planning and delivery of evidence-based numeracy programs. Teachers were able to confidently plan and deliver evidence-based numeracy programs using explicit and differentiated lessons.

In 2021, we implemented the COVID Intensive Learning and Support Program (COVID ILSP) program. We offered courses for teachers implementing the program through Microsoft Teams. Analysis of Professional Learning shows that the teachers and educational paraprofessionals found the COVID ILSP modules highly effective to deliver effective small group tuition. As a direct result in of the consistent, targeted intervention, students and teachers have shown increasing engagement in small group tuition. Regular data analysis and discussions during collaborative planning and information sharing between Instructional leaders, COVID ILSP Coordinator and class teachers enabled the COVID ILSP educators to plan additional intervention for identified students. Ongoing professional learning was undertaken to enable consistent delivery of effective practice through small group tuition. In the future, the school will continue implementation of literacy and numeracy tuition. Going forward further professional learning will continue with a focus on embedding the use of student data to differentiate the learning in literacy and numeracy through small group tuition.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Data use in teaching and planning</p> <ul style="list-style-type: none"> • Creation, review and adjustments to Personalised Learning and Support Plans in partnership with families. • Regular tracking of student achievement using PLAN2 and Personalised Learning and Support Plans. 	<p>Employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices.</p> <p>Support provided to staff to review and adjust Personalised Learning and Support Plans with families.</p> <p>Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan.</p> <p>Employment of an Instructional Leader to address the literacy and numeracy learning needs and implement differentiated and personalised intervention for students.</p> <p>Support provided in collaborative planning for tracking and analysing PLAN2 data.</p> <p>The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2020 to 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group literacy and numeracy intervention programs.</p>
<p>Data use in teaching and planning</p> <ul style="list-style-type: none"> • Implement whole school phonics program. • Improve teacher professional learning and increase student achievement in English outcomes. 	<p>Staff professional learning and support in literacy.</p> <p>Instructional Leader in-class demonstration lessons in phonics using the Gradual Release of Responsibility module and updating reading resources to meet the needs of students.</p> <p>Teacher release to engage staff in collaborative planning and professional learning for Phonological Awareness.</p> <p>More than 80% of students met the Phonological Awareness sub element targets before the end of Year 2 in 2021.</p> <p>48.1% of students achieved in the top two bands in spelling Year 5 NAPLAN in 2021.</p>
<p>Data use in teaching and planning</p> <ul style="list-style-type: none"> • Transition program completed in Term 4 with staff and students to ensure student needs are met in the following year. 	<p>Additional teacher release time facilitated to collaboratively plan transition and hand over information to support students in 2022.</p> <p>Identified students were supported to meet their new 2022 teachers at both the primary school and local high school.</p>

Strategic Direction 2: Wellbeing

Purpose

Our purpose is to prioritise the wellbeing of our school community and establish a collective responsibility to establish and perpetuate positive, respectful relationships among our learner community so that our students can connect, succeed and thrive.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Engagement
- Behaviour and Classroom Management
- Positive and Authentic Relationships

Resources allocated to this strategic direction

QTSS release: \$95,300.00

RAM: \$26,638.00

Socio-economic background: \$106,472.75

School support allocation (principal support): \$24,695.00

Summary of progress

In 2021 Strategic Direction 2, Wellbeing, a whole school approach to promote student wellbeing became the focus for our school. This led to the establishment of a wellbeing team to review student wellbeing needs, student behaviour and classroom management. Teachers discussed current practices and policies, and prioritised the need to update our school behaviour matrix and Wellbeing-Room space. This focused on promoting positive relationships, and collecting and analysing Wellbeing-Room data to identify areas of concern. Executive staff analysed the 'What Works Best 2020' update and presented at whole school professional learning. In addition, Social and Emotional Learning programs were trialed across the whole school, which included the implementation of 'Smiling Minds' mindfulness practice. Stage members followed established processes to refer students to the wellbeing space. Baseline data from Wellbeing Room referrals were collected in Term 1 and 2, but was disrupted due to the COVID Learning From Home period. From this data, we implemented some behaviour and management professional learning as an opt-in experience for teachers. Staff were supported by executives to continue the check-in process, and build relationships with the whole school community across the Learning From Home period. Throughout the Learning From Home period the school provided ongoing support and resources to our school community on a range of wellbeing issues via information from the school chaplains, executives and teaching staff. Whole school welfare and wellbeing policy reviews were put on hold due to COVID, and will resume when the DoE releases the updated Wellbeing policy. Team meeting discussions highlighted the need for staff to access professional learning in the area of managing students with complex and challenging behaviour and learning needs. This will become a priority for future planning and to increase teacher confidence. Updating current school policies and prioritising positive and respectful relationships has created the opportunity for a focused approach to achieving our school milestones.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">• Increase the percentage of students attending school 90% of the time, or more, to be at or above the lower bound system negotiated target of 76.6%• <i>Tell Them From Me</i> wellbeing data (expectations and success, advocacy, sense of belonging) increases to be at or above the lower bound negotiated target of 91.6%• Wellbeing, behaviour management	<p>According to Scout Data, 76.6% of students attended school more 90% of the time. The aim is to shift this closer towards the target of students attending 90% of the time.</p> <p>2021 Tell them from me data showed - advocacy at school - 94%, expectations for success - 95%, sense of belonging - 76%. For Aboriginal students the 2021 Tell them from me data showed advocacy at school - 93%, expectations for success - 100%, sense of belonging - 62%. This shows increases to be on track to meet the 91.6% target in most areas.</p> <p>Learning and Support and Stage Team processes included reviews of</p>

<p>and attendance improvement plans are embedded and achieved for targeted students.</p> <ul style="list-style-type: none"> • Increased number of positive relationships are reviewed and evaluated to reflect whole school values and high expectations. • Increased number of positive relationships are evident through whole school programs that reflect school values and high expectations. 	<p>wellbeing, behaviour management and attendance improvement plans. These were utilised to inform the end of year transitions.</p> <p>There was an increase in positive relationships with the whole school community due to the employment of a Community Liaison Officer on 3 day a week basis, and implementation of school chaplaincy program, and whole school social emotional learning program.</p>
<ul style="list-style-type: none"> • 100% of students can identify a staff member to who they can turn to for advice and assistance at school. 	<p>Due to COVID disruptions, the school determined question around the identification of a staff member was not assessed in end of 2021 Tell Them From Me survey. This will become a priority in 2022 Tell Them From Me survey.</p>



Strategic Direction 3: Collaboration and Connection

Purpose

Our purpose is to prioritise professional collaboration so that teachers to share skills, knowledge and experience to improve practice and student outcomes; and to promote opportunities for authentic community collaboration which gives students and families a sense of belonging, opportunities to share their knowledge and provides all stakeholders with a voice in their children's education.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Planning in stage teams
- Community Liaison Officer
- Aboriginal Education

Resources allocated to this strategic direction

Beginning teacher support: \$29,431.00

Professional learning: \$11,221.00

RAM: \$42,333.00

Aboriginal background: \$14,018.00

Summary of progress

Most of the intended milestones of the team were unable to be achieved this year because of constraints out of our control; the pandemic and remote learning/working, government restrictions affecting whole school timetabling, staff availability and mixing of cohorts and physical limitations (classroom space).

Collaborative planning sessions occurred throughout Semester One to facilitate professional dialogue and collaboration in the area of phonological awareness to support student improvement measures.

The employment of a **Community Liaison Officer** supported student and staff well being by implementing community links and programs, for example, the breakfast club. During Learning From Home in Term 3, all staff monitored the engagement and attendance of students both at home and at school. They liaised with executive, when an absence concern was noted, in order to contact families and reengage students.

In Aboriginal Education, all staff received professional learning to embed Aboriginal perspectives and culture. Aboriginal Elders from the local community provided authentic learning opportunities and shared Aboriginal culture with students and staff, during Semester One. The Junior AECG met regularly throughout Semester One and were given leadership opportunities and a say in events held throughout the year.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Greater attendance at family and student led conferences.	Due to COVID-19 restrictions we adjusted our contact with parents/carers by providing phone conference options to share and support student learning and continue building teacher/parent connections.
PLAN2 reports indicate that 80% of students meet the Phonological Awareness sub elements by the end of Year 2.	PLAN2 Phonological Awareness data indicates that we are trending towards 80% of our K-2 students meeting expectations in the sub elements of Phonological Awareness.
<ul style="list-style-type: none">• Breakfast club established, run by parents.• Improved communication with community via online platforms.	In Semester One, breakfast club was established and delivered one morning a week to students between 8:00 and 8:50am. With the Community Liaison Officer's support, parents and teachers prepared and provided a healthy breakfast option to students. This initiative gave students, parents

- Sister speak program begins to support Aboriginal girls.
- Boys group program begins to support Aboriginal boys.

and staff an opportunity to come together and strengthen connections while providing a valuable health initiative.

Due to disruptions with COVID-19 the Sister speak and Boys group programs were not consistent. This will become a priority in 2022.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$19,987.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Sarah Redfern Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Literacy Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - the employment of a full time teacher, one day per week, to support those students who are new to the country and require additional language support. - increased engagement in learning English concepts. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continue to identify individual student needs and provide support and adjustments in line with individual learning plans and goals.
<p>Integration funding support</p> <p>\$149,117.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sarah Redfern Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Literacy Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of individual student learning plans • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - increased support in class for literacy and numeracy for identified students. - increased engagement in learning for students with additional learning and behaviour needs. - support for students medical and health care needs. - reduction in playground incidents due to support and structured activities during breaks. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continue to identify individual student needs and supports required to support learning and behaviour plans and individual goals.
<p>Socio-economic background</p>	<p>Socio-economic background equity loading is used to meet the additional</p>

<p>\$106,472.75</p>	<p>learning needs of students at Sarah Redfern Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement English and mathematics lessons to support identified students with additional needs • equitable access to specialist resources • professional development of staff through collaborative planning to support student learning • additional staffing to deploy Assistant Principals off class. Three Assistant Principals off class to support student growth in Literacy and Numeracy by providing small group intervention and in class support. • Assistant Principals off class to support professional development of teachers through team teaching, providing feedback and supporting curriculum development. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - students from K-6 received additional support in literacy through small group instruction. Students in K-2 exceeded Phonological Awareness targets for 2021. In year 5 NAPLAN in 2021 48.1% of students in the top two bands in spelling. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - stage Assistant Principals will continue to analyse student achievement data to identify students and areas for support. Assistant Principals will support these students with targeted small group intervention.
<p>Aboriginal background</p> <p>\$14,018.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sarah Redfern Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Aboriginal Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - staff identifying and supporting Aboriginal students who require additional support to meet stage outcomes. Students are provided with small group targeted support to meet learning goals. - Aboriginal students had the opportunity to engage in lessons focused on developing a sense of pride, knowledge, understanding and belonging within their culture. <p>After evaluation, the next steps to support our students with this</p>

<p>Aboriginal background</p> <p>\$14,018.00</p>	<p>funding will be:</p> <ul style="list-style-type: none"> - continue to ensure all Aboriginal students are supported to achieve stage outcomes and personalised learning goals.
<p>English language proficiency</p> <p>\$225,549.23</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sarah Redfern Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Literacy Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional teacher time to provide targeted support for EAL/D students and for development of programs • provide EAL/D Progression levelling professional learning to staff <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - students were provided with literacy and numeracy support from Preschool to Year 6. - staff were provided with collaborative planning time to plan explicit teaching programs, targeting language. - student learning data has shown growth in Phonological Awareness in PLAN2, and Year 3 and Year 5 NAPLAN has shown growth in Spelling (48.1% of students in the top two bands in spelling Year 5 in 2021). <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - students will be tracked in PLAN2, NAPLAN and ongoing teacher assessments to track progress.
<p>Low level adjustment for disability</p> <p>\$219,734.45</p>	<p>Low level adjustment for disability equity loading provides support for students at Sarah Redfern Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Literacy Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - support for students from Preschool to Year 6 in classrooms and in small groups in literacy and numeracy. - skilled teachers and School Learning and Support Officers providing support to meet the individual learning goals of students. - improved Phonological awareness results from K-6. - improved NAPLAN spelling results in Year 3 and 5.

<p>Low level adjustment for disability</p> <p>\$219,734.45</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Continued student support and ongoing staff training to build capacity in teaching literacy and numeracy.
<p>Literacy and numeracy</p> <p>\$9,833.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Sarah Redfern Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Literacy Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • teacher release to engage staff in Collaborative Planning. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - subscriptions purchased to the Reading Eggs and Mathletics online programs to engage students in English and Mathematics at school and at home. - subscription purchased to the Soundwaves online program for teacher and student support in phonics. - additional collaborative planning time given to all teachers to plan high quality lessons for students. - additional decodable readers purchased to support student reading. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - subscriptions to be continued to support school literacy and numeracy programs.
<p>Early Action for Success (EAfS)</p> <p>\$188,440.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Sarah Redfern Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Literacy Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs • analysis of student performance data with whole school and stage teams • employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy • employment of Instructional Leaders to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students • employment of Instructional Leaders to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in:</p>

<p>Early Action for Success (EAfS)</p> <p>\$188,440.00</p>	<ul style="list-style-type: none"> - targeted support for students and teachers in literacy and numeracy. - professional learning and collaboration time on data collection and analysis; curriculum delivery; and differentiation for students. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - continued support from instructional leaders to ensure student success.
<p>QTSS release</p> <p>\$95,300.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sarah Redfern Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - 100% of class teachers engaged in data conversations with instructional leaders and supervisors to discuss the progress of individual students. - all teachers participated in collaborative planning, targeting the needs of the whole child, incorporating Social and Emotional Learning. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022, Assistant Principals and Instructional Leaders will continue to provide professional development through team teaching, explicit professional learning, collaborative planning and in class support.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,861.95</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Sarah Redfern Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Literacy Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - small group targeted intervention from Preschool to Year 6 in areas of identified need. - in Term 3, due to remote learning, intervention was provided over Zoom in literacy and speech. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In 2022, Assistant Principals will continue to analyse student achievement data to identify students' literacy and numeracy needs and provide targeted support.</p>

COVID ILSP

\$167,955.00

The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employ teachers and educators to implement intensive small group tuition, meeting students 'point of need' in literacy and numeracy as identified through rigorous student assessments and teacher observations.
- releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups.
- providing targeted, explicit instruction for student groups in literacy/numeracy - Phonological awareness and Quantifying numbers.
- release time for staff fortnightly to systematically analyse current Literacy student assessment data (Best Start, PLAN2-Literacy and Numeracy Progressions, check-in assessment, SENA testing and teacher observations).
- Identification of students requiring additional support through COVID ILSP.
- using data to monitor and assess student progress and achievement and design future explicit targeted learning experiences on group and/or individual levels.

The allocation of this funding has resulted in:

- students in the program engaging and progressing towards their personal learning goals in literacy and numeracy.

- Semester 1 data shows:

Kindergarten Literacy:

The analysis of early literacy Kindergarten data indicated 25% of the students have reached their personal learning goals based on the literacy phonological awareness progressions; other 50% of students have made some progress but will require additional support to meet personal learning goals.

Year 1 and 2 Literacy:

The analysis of early literacy year 1 and 2 data indicated 50% of the targeted students have reached their personal learning goals based on phonological awareness. 25% of students have made some progress but will require additional support in phonological awareness strategies. 60% of the targeted students have achieved personal goals in (literacy) creating texts progressions; 40% of students have made some progress but will require additional support in writing, creating texts.

Year 3 and 4 Literacy:

The analysis of literacy year 3 and 4 data indicated 30% of the targeted students have reached their personal learning goals based on creating texts. Majority of the targeted students have made some progress but will require additional support in Literacy based activities to support their writing skills.

Year 5 and 6 Literacy:

The analysis of literacy year 5 and 6 data indicated 40% of the targeted students have reached their personal learning goals based on creating texts. majority of students have made some progress but will require additional support in Literacy based activities to support their writing skills.

Year 3 and 4 Numeracy:

The analysis of Numeracy year 3 and 4 data indicated 35% of the targeted students have reached their personal learning goals based on quantifying numbers producing number names, number recognition, identification and place value and understanding place value. Most of students have made some progress but will require additional support in Numeracy based activities to support quantifying number indicators.

Year 5 and 6 Numeracy:

The analysis of Numeracy year 5 and 6 data indicated 70% of the targeted targeted students have reached their personal learning goals based on

COVID ILSP

\$167,955.00

quantifying numbers producing number names, identification and place value. Most of students have made some progress but will require additional support in Numeracy based activities to support quantifying number indicators referencing producing number names.

Sem 2 data shows:

K- Literacy:

The analysis of early literacy data Kindergarten indicted 66% of the targeted students in the COVID ILSP program have reached their personal learning goals based on the literacy progressions phonological awareness and crafting ideas for writing; 35% of targeted students have made some progress but will require additional support to achieve indicators such as phonological awareness and crafting ideas for writing.

Year 1 and 2 Literacy:

The analysis of early literacy data for years 1 and 2 indicted 70% of targeted students in the COVID ILSP program have reached their personal learning goals based on the literacy progressions writing, spelling and speaking; 30% of the targeted students have made some progress but will require additional support to achieve indicators such as phonological awareness, crafting ideas for writing and spelling strategies.

Year 3 and 4 Literacy:

The analysis of Literacy data years 3 and 4 indicted 40% of the targeted students in the COVID ILSP program have shown some growth in reference to their personal learning goals based on the sub-element, understanding texts and grammar. 60% of targeted students have not made progress but will require additional support to achieve indicators connected to their learning goal in understanding texts and grammar.

Year 5 and 6 Literacy:

The analysis of Literacy data years 5 and 6 indicted 50% of the targeted students in the COVID ILSP program have shown some growth in reference to their personal learning goals based on the sub-elements listening, interacting, understanding texts and grammar. Most of the targeted students are still consolidating comprehension concepts and have made progress but will require additional support to achieve indicators connected to their learning goals mainly in understanding texts.

K Numeracy:

The analysis of early Numeracy data Kindergarten indicted 33% of the targeted students in the COVID ILSP program have reached their personal learning goals based on the Numeracy progressions, Quantifying Numbers. 66% of targeted students have made some progress but will require additional support to achieve indicators such as producing number names, aspects of numeral ID in sub-element Quantifying Numbers.

Year 1 and 2 Numeracy:

The analysis of early Numeracy data years 1 and 2 indicted 55% of the targeted students in the COVID ILSP program have reached their personal learning goals based on the Numeracy progressions, Quantifying Numbers. 33% of targeted students have made some progress but will require additional support to achieve indicators such as producing number names in sub-element Quantifying Numbers.

Year 3 and 4 Numeracy:

An analysis of early numeracy data for years 3 and 4 indicates 25% of the students have reached their personal learning goals based on the numeracy progressions Quantifying Numbers, producing number names and Number recognition, place value, and measuring time; 66% of students have made some progress but will require additional support, to achieve indicators such as producing number names of any size sub-element Quantifying Numbers.

Year 5 and 6 Numeracy:

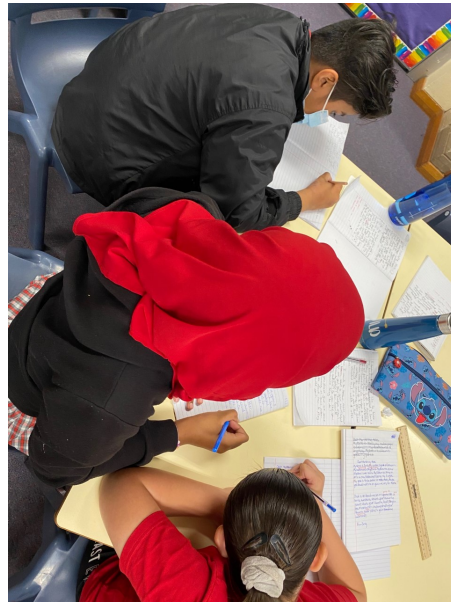
An analysis of early numeracy data for years 5 and 6 indicates 50% of the targeted students have reached their personal learning goals based on the numeracy progressions Quantifying Numbers, place value. 50% of students have made some progress but will require additional support, to achieve indicators in place value and 66 % of identified students will require additional support to achieve benchmarks in developing flexible strategies for multiplication as their personal goal and identified by the classroom teacher.

After evaluation, the next steps to support our students with this funding will be:

COVID ILSP

\$167,955.00

- to continue small group tuition for students who require further support as identified through the school learning and support data collection processes. Provide teachers and educators with ongoing and evidence-informed professional learning opportunities that target specific content areas and support ongoing student achievement.



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	240	229	229	212
Girls	207	212	193	188

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.4	89.9	89.5	89.4
1	89.3	89.5	88.4	90.8
2	90.4	89.8	88	89.6
3	93.1	90	88.6	89.3
4	91.1	90.4	88.1	87.2
5	91.7	89.3	89.1	87.8
6	91.2	89.7	85.7	89.5
All Years	91	89.8	88.2	89.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	20.11
Literacy and Numeracy Intervention	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	10.42

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	776,342
Revenue	6,080,593
Appropriation	5,989,878
Sale of Goods and Services	5,844
Grants and contributions	73,054
Investment income	817
Other revenue	11,000
Expenses	-6,316,687
Employee related	-5,730,343
Operating expenses	-586,343
Surplus / deficit for the year	-236,094
Closing Balance	540,248

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.

	2021 SBAR Adjustments (\$)
Targeted Total	197,142
Equity Total	587,864
Equity - Aboriginal	36,108
Equity - Socio-economic	106,473
Equity - Language	225,549
Equity - Disability	219,734
Base Total	3,867,101
Base - Per Capita	117,741
Base - Location	0
Base - Other	3,749,359
Other Total	1,023,072
Grand Total	5,675,179

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.

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.

Parent/caregiver, student, teacher satisfaction

Throughout the year, Sarah Redfern Public School surveys parents, staff, and students. In 2021 the school conducted a range of surveys in line with each Strategic Direction.

Students -

In the 2021 Tell Them From Me student survey, 94% of students indicated feeling advocacy at school. 100% of Aboriginal students felt expectations for success. 76% of students felt a sense of belonging. This information will be used to plan for 2022.

Staff -

Staff surveys are conducted regularly to support the three Strategic Directions. All staff responses are analysed and evaluated for ongoing improvement. 91.89% of teachers stated on the 2021 People Matter Employee Survey they were satisfied with their job. 19 out of 29 teachers indicated a very good level of skill/knowledge at present in phonological awareness and phonics following targeted professional learning in 2021. 86% of staff feel supported by the school leaders. This information will guide professional learning plans in 2022.

Parents -

Parents were surveyed regarding communication and satisfaction in Term 2, 2021, regarding the way the school communicates with families and the community. The purpose was to ensure we were working towards impactful and authentic connections with our community, focusing on meeting Strategic Direction 3 initiatives, following community and staff feedback. We collected data through a questionnaire and had 125 families respond. We reviewed the data, and then reviewed our practice, making decisions towards improving based on feedback. An overwhelming response from our community was the need for a streamlined and focused platform for all communication to be distributed. In response, we moved towards using Seesaw for all staff to communicate with families. This streamlined how our teachers communicate daily with families, how we inform families about upcoming events, reminders of upcoming events, excursions, mufti days, canteen changes/ and general school updates. As a result in 2022 so far we have had 41,036 Visits by Family Members to our school Seesaw platform. This information will be used to plan and improve in 2022.



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.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.