

# 2022 Annual Report

## Sarah Redfern Public School



4509

# Introduction

The Annual Report for 2022 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](mailto:sarahredfe-p.school@det.nsw.edu.au)

9820 1499

## 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 430 students. We are enriched with a diverse school community, including 7% Aboriginal and 75% 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>

## 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

---

**RAM:** \$539,118.00

**English language proficiency:** \$292,645.94

**Low level adjustment for disability:** \$214,490.67

**Literacy and numeracy:** \$51,430.75

**QTSS release:** \$97,223.17

**Aboriginal background:** \$21,410.00

**Per capita:** \$4,500.00

**New Arrivals Program:** \$13,062.00

**Refugee Student Support:** \$687.68

**Beginning teacher support:** \$13,505.00

**Socio-economic background:** \$34,476.30

**Professional learning:** \$40,168.70

### Summary of progress

---

In 2022, our school continued our focus on the development of **Phonological Awareness**. Whole school professional learning continued to improve teachers' knowledge and understanding of the explicit teaching of phonics linked to the areas of reading and writing. We maintained a whole school learning approach where we instigated rigorous data analysis with staff to plan next steps in teaching and learning. Teachers engaged in phonemic awareness professional learning, assessment, research, and demonstration lessons to implement explicit teaching of phonics in preparation for the implementation of the new K-2 English Syllabus. Teams engaged in collaborative professional learning and planning sessions to develop teaching and learning programs that included the gradual release of responsibility model. PLAN2 Phonological Awareness data was tracked and used to identify areas for development and drive interventions and supports for students.

In 2022, we maintained our focus on **numeracy development**. The school engaged a numeracy consultant to deliver needs based and differentiated professional learning around Number Talks to staff. Whole school professional learning was implemented to improve teacher's knowledge and understanding of the new Mathematics Syllabus K-2 and its supporting documents.

In 2022, two **Assistant Principal Curriculum and Instruction (APCI)** were employed to support the implementation of evidence-informed literacy and numeracy teaching and assessment practices for improved student learning outcomes across the curriculum. The APCIs worked collaboratively with school leaders to develop structures and routines to collect, analyse and use data on the learning needs of teachers and students. The APCIs developed the capability of teachers by providing differentiated and needs based professional learning to teachers through demonstration lesson, collaborative planning, in class coaching and the delivery of whole school professional learning.

In 2022, we continued to implement the **COVID Intensive Learning and Support Program (COVID ILSP)**. As a direct result of the consistent, targeted intervention an improvement in student learning outcomes is evident. Regular data analysis and discussions during collaborative planning and information sharing between Stage supervisors, 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.

### 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><b>Data use in teaching and planning</b></p> <ul style="list-style-type: none"> <li>Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.</li> <li>High expectations will be measured through the use of PLAN2 data and setting next steps in teaching and learning during collaborative planning sessions.</li> <li>School staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.</li> <li>Delivering - working towards excelling</li> </ul>	<ul style="list-style-type: none"> <li>Whole school assessment schedules and evidence-based assessment practices are beginning to be implemented, with the support of the Assistant Principal Curriculum and Instruction and middle leaders. The school is embarking on a whole school programming focus to ensure dynamic, effective teaching and learning frameworks are evident in all programs.</li> <li>100% of teachers effectively use PLAN2 to drive teaching and track student growth and attainment.</li> <li>All class teachers engaged in collaborative planning, which included using PLAN2 as a tool to track and monitor student learning. This data allowed teachers to analyse their student need and differentiate focus areas to guide teaching and learning.</li> </ul>
<p><b>NAPLAN Top 2 or 3 Bands</b></p> <ul style="list-style-type: none"> <li>Improvement in the percentage of students achieving in the top two bands to be above the school's lower bound system-negotiated target in reading 31.3% and numeracy 29.3%.</li> </ul> <p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>Working towards delivering.</li> </ul>	<ul style="list-style-type: none"> <li>2022 NAPLAN data indicates 20% of students are achieving in the top two skill bands for numeracy in Year 3. A shift of 9.3% is required to meet our lower bound target.</li> <li>2022 NAPLAN data indicates 27% of students are in the top two skill bands for numeracy in Year 5. A shift of 2.3% is required to meet our lower bound target</li> </ul>
<p><b>NAPLAN Top 2 or 3 Bands</b></p> <ul style="list-style-type: none"> <li>Improvement in the percentage of students achieving in the top two bands to be above the school's lower bound system-negotiated target in reading 31.3% and numeracy 29.3%.</li> </ul> <p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>Working towards delivering.</li> </ul>	<ul style="list-style-type: none"> <li>2022 NAPLAN data indicates 29% of Year 3 students are achieving in the top two skill bands for reading. A shift of 2.3% is required to meet our lower bound target.</li> <li>2022 NAPLAN data indicates 42% of Year 5 students are achieving in the top two skill bands for reading. This meets the upper bound target of 36.3% with 5.7% of students exceeding this target.</li> </ul>
<ul style="list-style-type: none"> <li>Increase the percentage of Aboriginal students achieving top three NAPLAN bands in reading and numeracy to be above the school's lower bound system-negotiated targets.</li> </ul> <p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>Working towards delivering.</li> </ul>	<ul style="list-style-type: none"> <li>2022 NAPLAN data indicates 14% of Aboriginal students in Year 3 are achieving in the top three skill bands for numeracy.</li> <li>2022 NAPLAN data indicates 0% of Aboriginal students in Year 5 are achieving in the top three skill bands for numeracy.</li> </ul>
<ul style="list-style-type: none"> <li>Increase the percentage of Aboriginal students achieving top three NAPLAN bands in reading and numeracy to be above the school's lower bound system-negotiated targets.</li> </ul> <p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>Working towards delivering.</li> </ul>	<ul style="list-style-type: none"> <li>2022 NAPLAN data indicates 28% of Aboriginal students in Year 3 are achieving in the top three skill bands for reading.</li> <li>2022 NAPLAN data indicates 67% of Aboriginal students in Year 5 are achieving in the top three skill bands for reading.</li> </ul>

## 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

**RAM:** \$180,091.00

**Integration funding support:** \$185,180.00

**Socio-economic background:** \$64,476.16

### Summary of progress

In 2022 Strategic Direction 2, Wellbeing, a whole school approach to promote student wellbeing continued to be a focus for our school. Current practices and policies were reviewed. There was an emphasis on the collection of staff, students and community **feedback through surveys**. Improvement in attendance procedures and process were developed and implemented.

New DoE policies were released through the year and closely analysed to ensure that staff had whole school **professional learning** to plan for and implement school-based guidelines and procedures.

During 2022, two key members of the executive team regularly reviewed attendance data and ensured Sarah Redfern Public School was following DoE policies and practices. Executives engaged with professional learning and met with DoE personnel to review student attendance. **Well-being check and unexplained student absences** were prioritised. The methods for communicating absences to the school were expanded and sustained which resulted in improved staff knowledge and accountability with school attendance guidelines and procedures, and strengthened connections between families and school.

### 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
<b>Caring for Students</b> <ul style="list-style-type: none"><li>• Excelling - consolidating our practices.</li></ul> <b>A Planned Approach to Wellbeing</b> <ul style="list-style-type: none"><li>• Wellbeing data from the Tell them from me survey shows enhanced, positive relationships with the school community.</li><li>• Sustaining and growing - working towards excelling.</li></ul>	<ul style="list-style-type: none"><li>• 2022 Tell Them From Me Survey data found that 76% of students indicated that the school fosters positive relationships within the school community. This was growth of 3% from 2021.</li><li>• 2022 Tell Them From Me Survey data indicated that 33% of parents were aware of the School Community Charter.</li><li>• 2022 Tell Them From Me Survey data found that 38% of parents knew the school vision statement.</li></ul>
<ul style="list-style-type: none"><li>• Enhanced, positive relationships with the school community evidenced and increased from the baseline data of 2021.</li><li>• Respectful and positive relationships between staff and students are evident</li></ul>	<ul style="list-style-type: none"><li>• 2022 Tell Them From Me Survey data indicated that 76% of students feel the school fosters positive relationships within the school community. This was growth of 3% from 2021.</li><li>• 2022 Tell Them From Me Survey indicated that 100% of staff feel the school fosters positive relationships and it is culturally a safe place for all students.</li></ul>

<p>through whole school programs that reflect school values and high expectations</p>	<ul style="list-style-type: none"> <li>• 2022 Tell Them From Me Survey indicated that 55% of students reported a variety of staff members supporting their wellbeing.</li> <li>• In 2022, 15% of students were supported by the National School Chaplaincy Program.</li> </ul>
<p><b>Attendance</b></p> <p>Increase the percentage of students attending school 90% to be above the lower bound system target of 76.6%.</p> <ul style="list-style-type: none"> <li>• Delivering - working towards sustaining and growing</li> </ul>	<ul style="list-style-type: none"> <li>• In 2022, 76.3% of students attended school 90% of the time.</li> <li>• Mobile phone messaging system was introduced and resulted in improved communication with families regarding student absences.</li> </ul>



## Strategic Direction 3: Collaboration and Connection

### Purpose

Our purpose is to prioritise professional collaboration so that teachers 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

**AP Curriculum & Instruction:** \$180,685.20

**RAM:** \$125,086.00

**Aboriginal background:** \$30,224.37

### Summary of progress

**Collaborative planning** sessions occurred throughout 2022 to facilitate professional dialogue and collaboration in the area of phonological awareness and numeracy to support student improvement measures. All staff received professional learning in how to embed quality number talks in mathematics lessons to support student achievement. Teams met twice a term with Assistant Principal Curriculum Instruction to embed current evidence based practices in teaching and learning programs.

**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. The Junior AECG met regularly throughout 2022 and were given leadership opportunities and a voice in events held throughout the year.

In Aboriginal Education, staff have engaged with 'Aboriginal Histories and Culture' professional learning. Selected staff members attended 'Stronger Smarter' professional learning. This approach provides the tools and strategies to support improved outcomes in Aboriginal education. School staff conducted in school professional learning, guiding all staff to enact the Stronger Smarter approach. Our school focus is to actively engage the school community and staff to represent High-Expectations Relationships to promote a positive sense of Aboriginal and Torres Strait Islander identity in our school and community.

The employment of a **Community Liaison Officer** supported the building of relationships between staff and the community by regularly updating digital platforms to inform community of upcoming events.

In 2022, breakfast club was continued with the Community Liaison Officer's support, parents and teachers prepared and provided a healthy breakfast option to students. This initiative gave students, parents and staff an opportunity to come together and strengthen connections while providing a valuable health initiative.

With the overwhelming support from the community, we envision to deliver the breakfast club five days a week in Semester One 2023.

### 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
• Parent Tell Them From Me surveys indicate improved connection with the school.	• Parent Tell Them from Me Survey data indicated 88% of parents are involved in school committees. • 94% of parents have engaged in meetings or social functions at the

<ul style="list-style-type: none"> <li>• Parent Tell Them From Me surveys indicate improved connection with the school.</li> </ul>	<p>school.</p>
<ul style="list-style-type: none"> <li>• PLAN2 reports indicate that 85% of students meet the Phonological Awareness sub elements by the end of Year 2.</li> </ul>	<ul style="list-style-type: none"> <li>• PLAN2 Phonological Awareness data indicates that we are trending towards 85% of our K-2 students meeting expectations in the sub elements of Phonological Awareness.</li> </ul>
<ul style="list-style-type: none"> <li>• Breakfast club continuing and growing.</li> <li>• Enhanced communication with community via online platforms.</li> </ul>	<ul style="list-style-type: none"> <li>• In Semester One, breakfast club was established and delivered one morning a week to students between 8:00 and 8:50 am. With the Community Liaison Officer's support, parents and teachers prepared and provided a healthy breakfast option to students. This initiative gave students, parents and staff an opportunity to come together and strengthen connections while providing a valuable health initiative.</li> <li>• Our online communication was streamlined for our community by using a consistent online platform to ensure clear communication and student progress.</li> </ul>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$687.68</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Literacy Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> <li>• strengthening orientation and transition program for identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Through employing additional staff to support targeted refugee students, we have been able to create effective Personal Learning and Support Plans that drive student achievement of reading and numeracy outcomes. Our detailed orientation and transition program now includes targeted refugee students. and sets them up for a successful start of the school year.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, the next steps include continuing to provide successful orientation and transition programs for identified refugee students.</p>
<p>New Arrivals Program</p> <p>\$13,062.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Literacy Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <p><b>The allocation of this funding has resulted in the following impact:</b> The newly arrived EAL/D students at Sarah Redfern Public School have developed their English language skills, been supported in accessing the curriculum and successfully participates in learning alongside their peers in mainstream classes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, teachers will be supported in providing feedback and sharing important information to transition newly arrived EAL/D students. The school will explore resources which can be used to support the assessing, planning and teaching and learning of newly arrived EAL/D students, including ESL Scales, curriculum frameworks, teacher professional learning materials and student learning materials.</p>
<p>Integration funding support</p> <p>\$185,180.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul>

<p>Integration funding support</p> <p>\$185,180.00</p>	<ul style="list-style-type: none"> <li>• staffing release for targeted professional learning around [course]</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The funding resulted in providing students requiring moderate to high levels of adjustment, with greater opportunities to access the curriculum and meet their learning outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, this allocation will assist the staff with further professional learning to review and improve our processes around Personal and Learning Support Plans to drive student learning and assessment.</p>
<p>Socio-economic background</p> <p>\$98,952.46</p>	<p>Socio-economic background equity loading is used to meet the additional 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Literacy Practices</li> <li>• Positive and Authentic Relationships</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through [program] to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school has utilised this funding to continue to provide rich learning experiences and allow students to equitably access resources.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue reflecting on how we monitor that we are covering all needs so that we can best support our students from varying socio-economic backgrounds.</p>
<p>Aboriginal background</p> <p>\$51,634.37</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Literacy Practices</li> <li>• Collaborative Planning in stage teams</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul>

<p>Aboriginal background</p> <p>\$51,634.37</p>	<ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Progress has been made towards reaching our targeted goals towards raising the performance of Aboriginal students in NSW public schools, to match or better those of the broader student population, whilst maintaining cultural identity.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to employ a specialist additional staff member (SLSO) to support Aboriginal students as well as continue to focus on strengthening our cultural competency through vigorous and authentic community consultation and engagement.</p>
<p>English language proficiency</p> <p>\$292,645.94</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Literacy Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Individualised support for identified students has been provided to improve outcomes for EAL/D students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Planning to implement extensive professional learning involving workshops and collaborative planning, so that all educators can improve their knowledge, understanding, and application of EAL/D pedagogies.</p>
<p>Low level adjustment for disability</p> <p>\$214,490.67</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Literacy Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Classroom teachers and support staff have successfully targeted students to provide intervention to increase learning outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, we will build capacity amongst staff by engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students.</p>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the</p>

<p>\$40,168.70</p>	<p>Professional Learning for Teachers and School Staff Policy at Sarah Redfern Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence Based Numeracy Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• providing teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Effective professional learning supports teachers and school leaders to engage in a cycle of ongoing development so that progress is realised and practice is deepened.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To develop processes to ensure that educators work together to share information and expertise gathered through professional learning so that the school can continue to shape and strengthen our collective teaching practice.</p>
<p>Beginning teacher support</p> <p>\$13,505.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Sarah Redfern Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Literacy Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• beginning teachers have reduced responsibilities or teaching loads sufficient to support the development of their skills</li> <li>• effective processes have been established to support all beginning teachers commencing mandatory accreditation</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The beginning teachers at Sarah Redfern Public School have had access to targeted professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care givers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, there will be an established mentor group from Term 1 to 4, for the purpose of supporting the school's beginning teachers through the processes of induction, professional development and support of wellbeing. This group will be led by an experienced and passionate school leader who will be a source of ongoing feedback and support and will monitor that this sentiment is embedded in the collaborative practices of the school.</p>
<p>Literacy and numeracy</p> <p>\$51,430.75</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Literacy Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• continuation of online program subscriptions to support literacy and numeracy</li> </ul>

<p>Literacy and numeracy</p> <p>\$51,430.75</p>	<ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy programs and resources through collaborative planning, stage meetings and staff professional learning afternoons</li> <li>• professional learning to improve literacy and numeracy teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Feedback has indicated that the strengthening of teachers' literacy and numeracy skills have made impact on teacher work practices and on the school as a whole.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, subscriptions to be continued to support school literacy and numeracy programs.</p>
<p>QTSS release</p> <p>\$97,223.17</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Highly Effective Literacy Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• providing release to establish collaborative teaching practices,</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers have been supported to work together and learn from each other through observation and discussion. Teachers have provided feedback that assistant principal and stage leader support has assisted in forming quality teaching practices across stage teams to drive ongoing improvement in teaching practice and student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, the QTSS funding will be utilised to provide additional teacher release to support new curriculum implementation. There will be ongoing mentoring and coaching support by school leaders and identified expert teachers to ensure the ongoing development and improvement of all teachers.</p>
<p>COVID ILSP</p> <p>\$152,350.00</p>	<p>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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• providing intensive small group tuition for identified students who were...</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 48 students from Kindergarten to Year 4 were provided with intensive small</p>

<p>COVID ILSP</p> <p>\$152,350.00</p>	<p>group instruction in the area of literacy and numeracy, to support identified learning goals. Data was consulted to create student grouping. Regular data analysis and discussions during collaborative planning and information sharing between Stage supervisors, 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</p> <p><b>After evaluation, the next steps to support our students will be:</b> All students engaged in the program, showing improvement in their literacy and numeracy goals. With the continuation of this program in 2023, attendance data will be taken into consideration. .</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$180,685.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Planning in stage teams</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Familiarise and lead teacher understanding of the changes in the new syllabus.</li> <li>• Work in partnership with middle leaders to support teachers to understand the evidence underpinning the new syllabus.</li> <li>• Work closely with the middle leaders to explore Literacy and numeracy professional learning needs of teachers.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Middle leaders and teachers explored aspects of literacy and numeracy in the new syllabus, identified effective practices to improve student literacy and numeracy outcomes through curriculum and worked in partnership with middle leaders to plan changes required for effective curriculum implementation.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The Assistant Principal, Curriculum and Instruction role will continue in 2023.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	229	229	212	201
Girls	212	193	188	165

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.9	89.5	89.4	79.4
1	89.5	88.4	90.8	80.3
2	89.8	88.0	89.6	83.7
3	90.0	88.6	89.3	85.7
4	90.4	88.1	87.2	83.5
5	89.3	89.1	87.8	83.7
6	89.7	85.7	89.5	82.1
All Years	89.8	88.2	89.1	82.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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)	6.2
Classroom Teacher(s)	17.92
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
Teacher ESL	2
School Counsellor	1
School Administration and Support Staff	10.22

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	540,248
<b>Revenue</b>	5,919,478
Appropriation	5,814,701
Sale of Goods and Services	3,841
Grants and contributions	96,919
Investment income	3,717
Other revenue	300
<b>Expenses</b>	-5,835,037
Employee related	-5,380,394
Operating expenses	-454,644
<b>Surplus / deficit for the year</b>	84,441
<b>Closing Balance</b>	624,689

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	128,664
<b>Equity Total</b>	636,313
Equity - Aboriginal	30,224
Equity - Socio-economic	98,952
Equity - Language	292,646
Equity - Disability	214,491
<b>Base Total</b>	3,706,872
Base - Per Capita	115,897
Base - Location	0
Base - Other	3,590,976
<b>Other Total</b>	1,033,334
<b>Grand Total</b>	5,505,184

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](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Student

In the 2022 Tell Them From Me student survey, 73% of students indicated feeling school pride. 76% of students have indicated that the school fosters Positive Relationships. 93% of Aboriginal students indicated that school encourages students to feel pride in their culture. This information will be used to plan for 2022.

## Staff- Needs reviewing

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

In the 2022 Parent Tell Them from Me Survey 83% of parents indicated online platforms such as SeeSaw are useful in discussing student learning and helped parents to stay up-to-date with school events and general school information. Furthermore, 88% of parents indicated that they have been involved in school committees and 94% of parents have attended meetings or school functions. 80% of parents indicated that the school is a culturally safe place for all students.



# 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.