

# 2023 Annual Report

## Sarah Redfern Public School



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# Introduction

The Annual Report for 2023 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

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## School vision

### Connect Grow Succeed

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 located on the custodial lands of the Dharawal people. We value and celebrate Dharawal culture and acknowledge the Dharawal people's continuing connection to the land, the sea and the community. Our school is situated in the dynamic suburb of Minto. As a learning hub, Sarah Redfern Public School engages with a strong and effective school learning community. Our school includes a 2 class preschool, as well as mainstream and support classes, and is situated in a unique setting, alongside Sarah Redfern High School.

Through collaborative relationships, we are able to cater for the needs of all students, P-6, in an inclusive and nurturing environment. We are enriched with a diverse school community, including Aboriginal students and a high EAL/D population. We provide opportunities for all students through enrichment programs, Junior AECG, PSSA, Creative and Practical Arts, School and Opera House Choirs, Gardening Club and Mana Crew.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

## 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

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#### New Arrivals Program

#### Refugee Student Support

#### Beginning teacher support

#### Socio-economic background

### Summary of progress

In 2023, our school continued our focus on the development of **spelling**. 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. Beginning and early career teachers engaged in phonemic awareness professional learning, assessment, research, and demonstration lessons to implement explicit teaching of phonics, to further support engagement of the new English K-2 syllabus. Teams engaged in collaborative professional learning and planning sessions to develop teaching and learning programs that included the gradual release of responsibility model.

In 2023, we maintained our focus on **numeracy development**. Both Assistant Principals Curriculum and Instruction (APCIs) continued to work side by side with the assistant principals, and engaged with numeracy consultants in the delivery of differentiated professional learning around Number Talks. 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 2023, the **APCIs** continued to work 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 lessons, collaborative planning, in class coaching and the delivery of whole school professional learning.

In 2023, 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
<b>Data use in teaching and planning</b> <ul style="list-style-type: none"><li>• Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning,</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,</li></ul>

<p>assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. Semester 2 focus on a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning in Collaborative Planning sessions. These sessions will focus on measurement and geometry, based on whole school data collection and analysis to determine need. Data will be collected using NAPLAN, Check in assessment, PLAN 2 and analysed by our school executive team and a review of Semester 1 initiative and processes of delivery will be reviewed (RFF timetable).</p> <ul style="list-style-type: none"> <li>• High expectations will be measured through the use of PLAN2 data and setting next steps in teaching and learning during collaborative planning sessions. Strategic Direction 1 team to review options for whole school assessment and data collection and tracking measures that are effective and easy for teachers to implement. Team will review options and present to executive team for Semester Two.</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> </ul>	<p>effective teaching and learning frameworks are evident in all programs.</p> <ul style="list-style-type: none"> <li>• All class teachers engaged in collaborative planning, with formative assessment data. This data allowed teachers to analyse their student needs and differentiate focus areas to guide teaching and learning.</li> <li>• Implementing a summative assessment program, 'Essential Assessment', to track K-6 data within mathematics to support the teaching and learning cycle.</li> </ul>
<ul style="list-style-type: none"> <li>• An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022</li> </ul>	<p>Year 3 2022 - 2023 progression Check-in data indicates that 51% of students are now achieving in the top 2 skill bands, this is showing an increase of 0.3%</p> <p>Year 5 2022 - 2023 progression Check-in data indicates that 49.3% of students are now achieving in the top 2 skill bands, this is showing a decrease of 4.3%</p>
<ul style="list-style-type: none"> <li>• An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.</li> </ul>	<p>Year 3 2022 - 2023 progression Check-in data indicates that 45% of students are now achieving in the top 2 skill bands, this is an increase of 1.5%.</p> <p>Year 5 2022 - 2023 progression Check-in data indicates that 41% of students are now achieving in the top 2 skill bands, this is a decrease of 7%.</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

### Summary of progress

At Sarah Redfern Public School, we have implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. Our school thrives on building sustainable and authentic partnerships by implementing initiatives that supports the wellbeing of our school community. Our outstanding commitment and relentless efforts have been acknowledged in Sarah Redfern Public School being awarded a 2023 NSW Minister's and Secretary's Award for *Excellence in Wellbeing and Engagement*. This award demonstrates our commitment to building positive, respectful relationships to ensure optimum conditions for student engagement across the whole 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
<ul style="list-style-type: none"><li>• Consolidating, responding and embedding consistent, wellbeing processes into the school's Behaviour Management Policy to ensure monitoring, analysis and evaluation of student behavior, attendance, wellbeing, learning and engagement.</li><li>• Teachers and other school staff explicitly communicate expectations of behaviour across school settings.</li></ul>	<p>The school collected and analysed data from the Tell Them From Me survey and suspension rates. This led to the strategic and planned approach to improve wellbeing, connections, and student engagement. Significant improvements were made to classroom and whole school behaviour management practices. Professional learning for staff in restorative practice was implemented, focusing on fostering a sense of community, responsibility, and connection within classrooms. These evidence based, systematic improvements led to embedded practices and processes. In addition to significant playground developments, the implementation of focus and interest groups, the chaplaincy program, Aboriginal Elder program, Culture committee, Breakfast Club, and more, significantly reduced suspension rates and increased target group attendance. Connection with community and students has transformed as positive, respectful relationships that are evident and widespread among students and staff.</p>
<p><b>Individual Learning Needs</b></p> <ul style="list-style-type: none"><li>• Personalised Learning and Support Plans (PLaSPs) have been written and are used at Learning and Support team meetings to review progress for students.</li></ul> <p>Excelling - consolidating our practices</p> <p><b>Classroom management</b></p> <ul style="list-style-type: none"><li>• Early Career Teachers have participated in workshop lead by</li></ul>	<p>In the 2023 Tell Them From Me student survey, 80% of students felt a sense of belonging, 89% of students have indicated that they feel advocacy at school, 96% feel that teachers listen to what students have to say and 98% feel that teachers help students who need extra support. 93% of Aboriginal students indicated that our school encourages students to be proud of their culture.</p> <p>Whole school wellbeing initiatives have made a significant impact on our students, community, and staff. This is evident in our suspension data:</p> <p>-2020: 48 suspensions</p>

<p>Executive staff in behaviour and classroom management. Excelling - consolidating our practices.</p> <p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>• Staff participated in Professional Learning on Staff development day on implementing behaviour response plans.</li> <li>• In 2023, School Bytes operating system was introduced. Staff are undertaking professional learning on the new system and how to enter their positive awards.</li> <li>• Staff are recording negative incidents. There has been no suspensions in Term 1 and 2 in 2023 and there has been one formal caution. Overall there has been a significant decrease in the levels of serious behaviour incidents. Sustaining and growing - working towards excelling.</li> </ul>	<p>-2021: 34 suspensions</p> <p>-2022: 16 suspensions</p> <p>-2023: 4 suspensions</p> <p>Suspensions notably declined, in direct relation to the significant shift in school culture and move to improved best practice in the themes of Wellbeing, Educational Leadership and our school learning culture. We continue to strive towards our strategic direction initiatives and success criteria through a planned approach to wellbeing, collective responsibility for student learning and success, and classroom management, so that students can engage in productive and authentic learning.</p>
<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• Increase the percentage of students attending school 90% to be above the lower bound system target of 76.6%.</li> <li>• 2022 SIP Target was to drive attendance from lower bound system target of 76.6% to a higher bound target of 90%. Term 1 2023 attendance data is tracking at 85%.</li> </ul> <p>Delivering - working towards sustaining and growing</p>	<p>The school attendance team put proactive strategies and initiatives in place to improve attendance. Attendance data is analysed fortnightly, and details are sent to supervisors and classroom teachers to follow up. Attendance data is discussed with the Home School Liaison Officer (HSLO) during fortnightly school visits. The impact of regular attendance data analysis and the initiatives, has resulted in significant growth in the whole school attendance rate from 83.1% in 2022 to 87.1% in 2023.</p>



## 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

### Summary of progress

**Collaborative planning** sessions occurred throughout 2023 to facilitate professional dialogue and collaboration in the area of Literacy 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 2023 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 2023, 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.

### 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"><li>• Parent Tell Them from Me surveys indicate improved connection with the school. The school is currently collecting data from our students, staff and community. Executive team will then review results to implement school initiatives based on the feedback.</li></ul>	<p>In 2023, a Tell Them From Me Survey was conducted with Stage 3 students. The data from the survey indicates that from 2022-2023 sense of belonging has increased by 7% and advocacy at school propelled by 6%. High advocacy and high expectations quadrant states we are above state by 21%. Furthermore, the 2023 Tell Them From Me student survey further revealed that 96% students feel that teachers listen to what students have to say and 98% feel that teachers help students who need extra support. 93% of Aboriginal students indicated that our school encourages students to be proud of their culture.</p>

<ul style="list-style-type: none"> <li>• Parent Tell Them from Me surveys indicate improved connection with the school. The school is currently collecting data from our students, staff and community. Executive team will then review results to implement school initiatives based on the feedback.</li> </ul>	<p>There has been active participation of individuals within the community in various activities, initiatives, and decision-making processes aimed at improving the well-being and development of the community as a whole. This involvement encompasses a wide range of activities, including volunteering, attending community meetings, participating in school events, contributing to community projects, and engaging in advocacy efforts.</p>
<ul style="list-style-type: none"> <li>• Whole School Literacy programs have been embedded and sustained across the school. Whole school assessment strategies are being reviewed, researched and developed to effectively track student assessment data in spelling and phonological awareness.</li> </ul>	<p>Soundwaves is a whole school literacy program embedded in our morning routines to support Reading and Writing. Our NAPLAN data for Year 3 spelling indicates that 56.81% were in the top 2 proficiency levels.</p>
<ul style="list-style-type: none"> <li>• Breakfast club is established and operates 5 days a week with staff and community support. We are looking into increasing community and student involvement to ensure sustainability.</li> <li>• Enhanced communication with community via online platforms. Our school uses Seesaw which currently has 81% of students and families connected. At the beginning of 2023, our school moved to School Bytes as a school management platform used to communicate directly with our community. Currently, 77% of our families are connected. Currently, 99% of our families are connected via email and receive correspondence through this method of communication. We will continue to increase the number of connected families across Seesaw and School Bytes.</li> </ul>	<ul style="list-style-type: none"> <li>• In Semester One, Breakfast Club was established and delivered one morning per week to students between 8:20 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 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. Currently, 77% of our families are connected through School Bytes. Our current Seesaw data indicates 97% of our families are connected through Seesaw. We will continue to increase the number of connected families across Seesaw and School Bytes.</li> </ul>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$751.60</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 strengthening orientation and transition program for identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> employment of additional staff for targeted student support, strengthening orientation and transition programs for identified students</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024, the next steps include continuing to provide successful orientation and transition programs for identified refugee students.</p>
<p>New Arrivals Program</p> <p>\$11,780.00</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> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in school.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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. The allocation of this funding has resulted in the following impact: The newly arrived EAL/D students at Sarah Redfern Public School have developed their English language skills. They have been supported in accessing the curriculum and successfully participate in learning alongside their peers in mainstream classes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024, teachers will be supported by the EAL/D education leader and EAL/D teacher with professional learning around the collection of data for student learning outcomes. The school will explore resources which can be used to support the assessing, planning, teaching and learning of newly arrived EAL/D students, including, EAL/D phases, curriculum frameworks, teacher professional learning materials and student learning materials.</p>
<p>Integration funding support</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>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> <li>• staffing release to build teacher capacity around behaviour management</li> </ul>

<p>Integration funding support</p>	<p>strategies, collaborative planning and teaching and learning programs</p> <ul style="list-style-type: none"> <li>• consultation with external providers for the implementation of best practice teaching pedagogies and behaviour response plans</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 (PLaSP)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• staffing release for targeted professional learning aligned to staff PDP goals</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. These additional funds provided the opportunity for targeted professional learning, building teacher capacity around behaviour intervention, curriculum adjustments and best practice teaching pedagogy. Students with SLSO support have become more engaged in learning and have had reduced referrals to executive during class time. The funding also resulted in consistent behaviour and health care support provided in the playground and classroom for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2024, this allocation will assist the staff with further professional learning to review and improve our processes around Personalised and Learning Support Plans to drive student learning and assessment.</p>
<p>Socio-economic background</p> <p>\$80,731.89</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> </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 team teaching, providing feedback and curriculum development to support student learning</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• providing students with financial 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 ensure equitable access to rich learning experiences, and school resources, for disadvantaged students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue collecting and analysing student data to ensure that our programs are supporting the outcomes of our students from varying socio-economic backgrounds. Continue to align quality professional learning to the Strategic Improvement Plan. Use student data to plan for, and implement quality teaching and learning programs. Continue to employ additional staff to support the mental health and wellbeing of students, in addition to personalised access to the curriculum.</p>
<p>Aboriginal background</p> <p>\$30,491.97</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</p>

<p>Aboriginal background</p> <p>\$30,491.97</p>	<p>student population, while maintaining cultural identity.</p> <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> <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> Promoted Aboriginal and Torres Strait Islander cultural identity, improving the wellbeing and educational outcomes of learners and students, in culturally safe environments. Continued to increase the knowledge and understanding of all students and staff about Aboriginal and/ or Torres Strait Islander Peoples, and their histories, cultures and experiences.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will engage an Aboriginal Education Officer (AEO) to facilitate improved community engagement and strengthen our cultural competency through authentic relationships and consultations.</p>
<p>English language proficiency</p> <p>\$237,935.35</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>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional teacher time to provide targeted support for EAL/D students and for the development of programs</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</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 teacher 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>\$262,981.64</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>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <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>• targeted students are provided with an evidence-based intervention to improve learning outcomes</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. The employment of School Learning and Support Officers (SLSOs) has enhanced in-class support for targeted students. Improved learning outcomes for targeted students through evidence-based interventions and personalised learning and support plans. Specialised support provided by interventionist SLSOs, resulting in increased progress and achievement. Increased inclusivity and participation of students with disabilities in the classroom environment.</p>

<p>Low level adjustment for disability</p> <p>\$262,981.64</p>	<p><b>After evaluation, the next steps to support our students will be:</b>  In 2024, we will continue to build capacity amongst staff by engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students.  Continue to consult with staff and parents/carers to determine the best way to provide personalised learning support for students with additional learning and support needs.  The employment of a speech pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students.</p>
<p>Professional learning</p> <p>\$38,393.27</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 Professional Learning for Teachers and School Staff Policy at Sarah Redfern Public School.</p> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• presentations by suitable and qualified facilitators, for example diabetes or first aid workshops</li> <li>• other methods of learning designed to improve student outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Greater cultural competence and inclusivity achieved through professional learning in Aboriginal Education.  Increased understanding of behaviour through professional learning in restorative practices, leading to improved classroom management and increased student engagement.  Identified teachers and SLSO staff have engaged in professional learning at a local SSP to increase teacher capacity in supporting students with additional and complex learning and behaviour needs.  Implementation and ongoing professional learning for complex health conditions, including PEG feeding and diabetes.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue to align quality professional learning to the SIP and PDP's to ensure we are working towards our goals.  Begin developing links between professional learning and APCI in class support.  Continue developing processes to share information and expertise gathered through professional learning so that the school can continue to shape and strengthen our collective teaching practice and ensure sustainability.</p>
<p>QTSS release</p> <p>\$90,433.15</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>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> </ul> <p>staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff  providing release to establish collaborative teaching practices.</p> <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 developing 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>  QTSS funding will be utilised to provide additional teacher release to support new curriculum implementation.</p>

<p>QTSS release \$90,433.15</p>	<p>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 \$114,262.77</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 2023.</p> <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>• releasing staff to analyse school and student data to identify students for small group tuition groups and monitor student progress</li> <li>• providing targeted, explicit instruction for student groups in literacy and/or numeracy</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> 63 students from preschool to Year 2 were provided with intensive small group instruction in the area of literacy and numeracy, to support identified learning goals. Data was consulted to create student groupings. 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 interventions for identified students. Ongoing professional learning was undertaken to enable consistent delivery of effective practice through small group tuition. In preschool and kindergarten, 17 students in each group consolidated skills taught. In Stage One, 10 students consolidated skills taught.</p> <p><b>After evaluation, the next steps to support our students will be:</b> All students with consistent attendance engaged in the program, showing improvement in their literacy and numeracy goals. With the continuation of this program in 2024, attendance and need will be taken into consideration.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	229	212	201	193
Girls	193	188	165	162

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	89.5	89.4	79.4	90.1
1	88.4	90.8	80.3	84.1
2	88.0	89.6	83.7	87.0
3	88.6	89.3	85.7	86.9
4	88.1	87.2	83.5	88.3
5	89.1	87.8	83.7	87.9
6	85.7	89.5	82.1	88.9
All Years	88.2	89.1	82.8	87.8
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## Management of non-attendance

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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)	17.84
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.8
Teacher EAL/D	1.4
School Counsellor	1
School Administration and Support Staff	10.22

\*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 2023, 2.5% 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>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	554,650.28
<b>Revenue</b>	6,171,927.62
Appropriation	6,055,820.49
Sale of Goods and Services	1,730.29
Grants and contributions	95,186.20
Investment income	18,990.64
Other revenue	200.00
<b>Expenses</b>	-6,218,985.34
Employee related	-5,419,545.39
Operating expenses	-799,439.95
<b>Surplus / deficit for the year</b>	-47,057.72
<b>Closing Balance</b>	507,592.56

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

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

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	189,321
<b>Equity Total</b>	612,141
Equity - Aboriginal	30,492
Equity - Socio-economic	80,732
Equity - Language	237,935
Equity - Disability	262,982
<b>Base Total</b>	3,758,850
Base - Per Capita	109,853
Base - Location	0
Base - Other	3,648,997
<b>Other Total</b>	1,003,893
<b>Grand Total</b>	5,564,204

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023 Tell Them From Me student survey, 80% of students felt a sense of belonging. 89% of students have indicated that they feel advocacy at school, 96% feel that teachers listen to what students have to say and 98% feel that teachers help students who need extra support. 93% of Aboriginal students indicated that our school encourages students to be proud of their culture. This information will be used to plan for 2024. In response to explicit teaching practices, 91% of students in the school reported the use of explicit teaching practices by their teachers in comparison with the state average of 78%.

## Staff

During 2023, Sarah Redfern Public School continued a strong focus on collaborative practices and strategies. 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. In the 2023 Tell Them From Me staff survey, 90% of teaching staff indicated that they engaged in discussions with other teachers about how to increase student engagement and about student learning goals. In response to feedback on teaching practice, 66% of teachers indicated that they received helpful feedback on teaching from other teachers.

## 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

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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

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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

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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.