

Strategic Improvement Plan 2021-2025

Sarah Redfern Public School 4509



School vision and context

School vision statement

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.

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.

Improvement measures

Achieve by year: 2025

Whole School Monitoring of Student Learning

- Sustaining and growing - working towards excelling.

Internal and External Measures against Syllabus Standards

- Delivering - working towards sustaining and growing.

Differentiation

- Sustaining and growing - working towards excelling.

Numeracy growth

Achieve by year: 2023

- 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

Reading growth

Achieve by year: 2023

- 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.

Initiatives

Highly Effective Literacy Practices

- Analyse NAPLAN, Best Start, Check-in assessment and phonological awareness diagnostic test data to identify target areas.
- With the direction of Deputy Principal Instructional Leaders, COVID Intensive Learning Support personnel and the Learning and Support team, develop targeted and ongoing staff professional learning (phonological awareness) to continually build teacher capacity, to use data to inform their teaching practice and improve student achievement through high expectations.
- Staff regularly meet to collaboratively plan teaching and learning based on identified student need and targeted teacher professional learning, using PLAN 2.
- Develop authentic formative assessment strategies that support teams to achieve expectations and above.
- Targeted and intensive learning and support programs to improve the literacy and numeracy needs of students, including Aboriginal and English as an Additional Language or Dialect students.

Evidence Based Numeracy Practices

- Analyse SENA, PLAN 2, NAPLAN, Best Start and Check-in Assessment to plan and implement targeted teaching in areas of numeracy and improve student achievement.
- Develop targeted, ongoing and differentiated staff professional learning through team teaching with Instructional Leaders, master classes, dialogue with academic mentors, and critical friends to build teacher capacity as exemplary educators in numeracy.
- Collaboratively plan and network with, Learning and Support Teachers, Instructional Leaders and Community of Schools networks to strategically use data and implement evidence based explicit and differentiated teaching practices in numeracy, to address and identify improvement measures.

Success criteria for this strategic direction

Whole School Monitoring of Student Learning: The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments.

Internal and External Measures against Syllabus Standards:

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.

Differentiation: Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

Evaluation plan for this strategic direction

Questions:

1. How are teachers using evidence to evaluate and adjust their teaching practice to impact on student academic growth?

2. How do we know we have developed a culture of high expectations measured through PLAN2 data and next steps discussions with teachers.

Data: External data analysis, NAPLAN, PLAN 2, Check-in Assessment, SENA, Phonological diagnostic test, Best Start

Internal data analysis: Collaborative planning, Teaching and learning programs (Sound Waves), Attendance,

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Student work samples, Classroom observations

Analysis: Analyse the data to determine the extent to which the purpose has been achieved

Implications: Where do we go from here?

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.

Improvement measures

Achieve by year: 2022

Caring for Students

- Excelling - consolidating our practices.

A Planned Approach to Wellbeing

- Wellbeing data from the Tell them from me survey shows enhanced, positive relationships with the school community.
- Sustaining and growing - working towards excelling.

Achieve by year: 2023

Individual Learning Needs

- Personalised Learning and Support Plans (PLaSPs) have been written and are used at Learning and Support team meetings to review progress for students.

Excelling - consolidating our practices

Classroom management

- Early Career Teachers have participated in workshop lead by Executive staff in behaviour and classroom management.

Excelling - consolidating our practices.

Behaviour

- Staff participated in Professional Learning on Staff development day on implementing behaviour response plans.

Initiatives

Engagement

- Embed evidence based change to whole school practice resulting in measuring improvements in wellbeing and engagement to support learning.
- Establish is a climate of collective responsibility for all students' learning and success where learning is informed by sound holistic information about each students wellbeing and learning needs.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Behaviour and Classroom Management

- Review the Student Wellbeing Framework , Positive Behaviour for Learning and Student Behaviour Strategy to support our wellbeing processes.
- Embed well-developed and evidence-based approaches and programs, including trauma-informed practice, Restorative Practice and SEL practices, so the school serves as a protective barrier for students' wellbeing.
- Review and update the school's approach to Student Behaviour Management where high expectations of behaviour are explicitly, consistently and supportively applied across the school learning community.

Positive and Authentic Relationships

- Review current practices and updating whole-school approach to facilitate enhanced positive connections with various stakeholders and the broader school community.
- Build student teacher relationships where connectedness is emphasised and student voice flourishes, so that students feel confident, respected and valued.
- Build strong practices to prioritise staff wellbeing so that all staff build and maintain respectful collegial relationships and have ongoing support through

Success criteria for this strategic direction

Caring for Students: Collective responsibility for students wellbeing, learning and success, which is explicitly supported by staff and shared with parents and students.

A Planned Approach to Wellbeing: Whole school practices reflect that evidence based change has led to measurable improvements in wellbeing and engagement to support learning.

Attendance: Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

Individual Learning Needs: There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Classroom Management: Learning environments are well managed and planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.

Behaviour: Positive, respectful relationships are evident and widespread among students and staff and promote wellbeing to ensure optimum conditions across the school.

Evaluation plan for this strategic direction

Question: How can the school demonstrate and determine that systems for enhancing student and staff wellbeing have been successful?

Data: Attendance data; Incident report data; Trend reports from the Tell them from me student, parent and teacher surveys, in the areas of Positive Relationships, Positive Behaviour at School and Positive Teacher-Student Relations; and School developed, internal data analysis.

Strategic Direction 2: Wellbeing

Improvement measures

- In 2023, School Bytes operating system was introduced. Staff are undertaking professional learning on the new system and how to enter their positive awards.
- 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.

Wellbeing

Achieve by year: 2023

Attendance

- Increase the percentage of students attending school 90% to be above the lower bound system target of 76.6%.
- 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%.

Delivering - working towards sustaining and growing

Initiatives

various levels of career progression.

Evaluation plan for this strategic direction

Analysis: Analyse the date to determine the extent to which the purpose has been achieved.

Implications: Future Directions and next steps.

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.

Improvement measures

Achieve by year: 2025

Collaborative practice and feedback:

- Sustaining and growing - working towards excelling.

Teachers indicate on Tell Them From Me improvement in: collaboration, data informed practice, and teaching strategies. Students and parents indicate greater sense of belonging and connection with the school and quality instruction.

Achieve by year: 2025

Data use in planning:

- Delivering - working towards sustaining and growing.

PLAN2 reports indicate 95% of students meet the Phonological Awareness sub elements by the end of Year 2.

Achieve by year: 2025

Community engagement:

- Sustaining and growing - working towards excelling.

Community satisfaction:

- Sustaining and growing - working towards excelling.

Parent engagement:

- Sustaining and growing - working towards excelling.

Initiatives

Collaborative Planning in stage teams

- Embed current research, update and evaluate data to inform teaching directions, discuss best teaching practice to improve teacher capacity in Phonological Awareness and student learning outcomes.
- Facilitate RFF in stage teams to further promote collaborative planning and programming for students. Leaders work with teachers to identify, plan and target teaching and learning to support students at risk and to extend. They provide professional learning, demonstration lessons, mentoring and support in the classrooms or with targeted groups.

Community Liaison Officer

- Facilitate community links and programs such as the Community Hub Parent group, parent workshops (eg. cooking, self defense, CV writing), free TAFE courses, an information day for parents and carers of students with additional needs. Organise clothing pools, link families with services available in the community (food hampers, NDIS, Escabags), fundraise activities, apply for grants.
- Establish a breakfast club at Sarah Redfern Public School to ensure students eat a healthy breakfast.
- Embed White Ribbon knowledge in the community raising awareness on domestic violence.
- Enhance online communication via multiple platforms and workshops on how to use these platforms.

Aboriginal Education

- Embed Aboriginal perspectives and give community members the platform to share culture. Increase the opportunities for Aboriginal students to be involved in targeted initiatives.
- Provide authentic learning opportunities that respect and embed Aboriginal culture in line with the Walking Together, Working Together partnership agreement between the NSW AECG and the NSW Department of Education.

Success criteria for this strategic direction

Parent engagement: Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

Data use in planning: Staff collaborate with the school community to use student progress and achievement data to identify strategic priorities, and develop and implement plans for improvement. Strategies implemented reflect research on best practice and include ongoing monitoring of success.

Collaborative practice and feedback: The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.

Community engagement: The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

Community satisfaction: The leadership team measures school community satisfaction and shares its analysis and actions in response to the findings with its community.

Evaluation plan for this strategic direction

Question: How can we demonstrate strong collaboration and connection within the school and community?

Data:

- Tell them from me (teachers, students, parents).
- Parent participation in school events.
- Percentage of families accessing school support.
- PLAN2 data to track student achievement.

Strategic Direction 3: Collaboration and Connection

Improvement measures

Enhanced positive relationships with community, measured by families accessing supports and engaging in school events.

Evaluation plan for this strategic direction

- PLaSSPs and PLPs.

Analysis: To what extent has the purpose been achieved?

Implications: What are our next steps?