

Strategic Improvement Plan 2024-2027

Sarah Redfern Public School 4509



School vision and context

School vision statement

Engage Reflect Achieve

At Sarah Redfern Public School, every student learns, grows and belongs. We hold high expectations and deliver inclusive, equitable educational programs that are engaging and reflective, to ensure every student achieves.

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 waterways and the community. Sarah Redfern Public School is situated in the dynamic suburb of Minto and engages with a strong and vibrant learning community. As a learning hub, our school includes a preschool, as well as mainstream and support classes which cater for students from kindergarten through to Year 6. The school 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 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 to develop high potential and gifted abilities in the intellectual, creative, social/emotional and physical domains.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth and attainment in reading and numeracy through developing consistent school-wide practices for assessment. Using evidence-based practices, staff collaborate and analyse student data to inform lesson planning, explicit teaching and provide effective feedback.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

- Student cohorts in 2024 demonstrate improved reading scores compared to 2023 and 2022 cohorts.
- Increase in Check-in Assessment mean scaled score for Year 3 and Year 5 in 2024 compared to 2023.
- Increase the percentage of students achieving middle lower, middle upper and upper groups within Check-in Assessment of Year 4, Year 5 and Year 6.
- Annual monitoring of student growth with the EAL/D learning progressions in reading.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

- Student cohorts in 2024 demonstrate improved numeracy scores compared to 2023 and 2022 cohorts.
- Increase in Check-in Assessment mean scaled score for Year 3 and Year 5 in 2024 compared to 2023.
- Increase the percentage of students achieving middle lower, middle upper and upper groups within Check-in Assessment of Year 4, Year 5 and Year 6.

Initiatives

Quality Teaching

Sarah Redfern Public School will continue to build on quality teaching practices to improve student outcomes by embedding whole school processes that are collaborative and sustainable. We will:

deliver professional learning on explicit teaching practices for continuous improvement of teaching and learning

use professional learning models to amplify teaching programs and develop collective pedagogical practice for EAL/D students

build teacher capacity through lesson observations by providing constructive feedback, developing explicit instruction of the content, knowledge and skills.

Effective Data Skills and Use

Sarah Redfern Public School will implement and use a whole school data collection process to collect and triangulate internal and external data to monitor student growth and attainment in reading and numeracy. We will:

prioritise high-impact professional learning to build the capacity of teachers in analysing and using data effectively

allocate time to understanding data literacy, and use data effectively to inform teaching and learning in reading and numeracy

engage in assessment moderation activities that support consistent and comparable judgements of student learning.

Purposeful Assessment

Sarah Redfern Public School will use systematic and reliable assessment information to evaluate student learning and reflect on the teaching and learning cycle. We will:

Success criteria for this strategic direction

- All teachers engage in professional learning and are delivering evidence-based, explicit teaching practices in reading and numeracy.
- Teaching programs reflect the teaching and learning cycle and include differentiation for all learners.
- All teachers can confidently analyse assessment data to identify student and cohort learning progress and determine next steps.
- The school uses systematic and reliable assessment information to evaluate student learning over time.
- Learning goals for students are informed by the analysis of internal and external student data.

Evaluation plan for this strategic direction

QDAI (Question, Data, Analysis, Implications)

Teaching and learning programs

Collaborative planning

Internal and external data sources- Best Start Kindergarten Assessment, NAPLAN, Check-in Assessment and Essential Assessment

Student work samples

Teacher observations

Strategic Direction 1: Student growth and attainment

Improvement measures

- Teachers delivering the Essential Assessment pre, mid and post 'NSW Common Grade Assessment' to monitor numeracy growth in 2024.

Initiatives

utilise APC&Is and middle leaders, in working shoulder to shoulder with teachers, and use assessment data to evaluate and moderate the effectiveness of teaching practice to meet the learning needs of students across the full range of abilities

use a school wide summative assessment schedule, collecting meaningful assessment data to monitor student growth and attainment

analyse summative and formative assessment data to design individualised, explicit learning opportunities.

Strategic Direction 2: Being and Belonging

Purpose

To develop a connected learning community, prioritising student wellbeing and engagement by focusing on positive, inclusive partnerships, in order to establish and promote a culture of high expectations for student learning throughout the school and community.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging and engagement and to improve learning outcomes.

Achieve by year: 2027

- Achieve an increase of 1.10% in the attendance rate, from 87.77% in 2023 to 88.87% in 2027.

Community Engagement

Achieve by year: 2027

- Increased community engagement and authentic participation in whole school planning and initiatives.

Culture and Diversity

Achieve by year: 2027

Students have a strong sense of belonging and deep understanding of culture and diversity.

Initiatives

Community Engagement

- To create a culture of collective responsibility between staff and parents, where learning is valued and high expectations are evident to support student engagement and improvement.
- Expand opportunities for community consultation, through formalised processes of seeking feedback amongst equity groups in the school community.
- Strengthening high expectation relationships with the wider school community through community engagement and being responsive to feedback.
- School events are organised to provide the school community with opportunities to share and engage in school celebrations of significant events.

Culture and Diversity

Curriculum

- A culturally supportive learning framework will be embedded across the school with the aim of developing students' cultural competency.
- Embedding cultural lessons into all key learning areas across the school with authentic Aboriginal perspectives.
- Regular staff professional learning in the areas of Aboriginal Education and EALD in order to develop the capacity of staff in the context of the students and community.

Learning and Support

- Targeted support for Aboriginal students with the Aboriginal Education Officer (AEO) and Learning and Support Team (LaST) to drive literacy and numeracy targets and student's Personalised Learning Pathways.

Cultural Competency

- Continue targeted cultural programs for students, with the purpose of strengthening engagement and

Success criteria for this strategic direction

Community Engagement

- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students. Strong partnerships with parents/carers support student learning and wellbeing. Student motivation for continuous and ongoing improvement is clearly evident.

Culture and Diversity

- Culturally safe spaces and practices are evident across the school, and staff, students and the community feel a sense of belonging and connectedness through cultural programs.
- Cultural Perspectives video resource has been developed and is being implemented school-wide.
- Aboriginal languages curriculum is being implemented across the school.

Attendance

- Through proactive action, there is a high expectations culture of high attendance rates for all students. Teachers, students, parents/carers and the community work together to support consistent and systematic processes to ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

- TTFM (Tell Them From Me)
- School-based data collection of community feedback
- Aboriginal student and parent surveys and focus groups
- Student voice and feedback
- Student led conferences
- SCOUT

Initiatives

cultural identity.

Attendance

- Create and implement a whole school attendance monitoring strategy focusing on procedures, data analysis, and open pathways for communication to support teachers, students and families.
 - A school-wide attendance team will monitor and analyse student attendance data to target, support and implement interventions.
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