Educational and Financial Report 2013

Redfern Jarjum College
117 Redfern Street Redfern

A Jesuit Primary School for Aboriginal and Torres Strait Islander children
Contents

Educational and Financial Reporting 2013

Annual Report

Reporting area 1: A message from key school bodies
Reporting area 2: Contextual information about the school and characteristics of the student body
Reporting area 3: Student outcomes in standardised national literacy and numeracy testing
Reporting area 4: Professional learning and teacher standards
Reporting area 5: Workforce composition
Reporting area 6: Student attendance and management of non-attendance
Reporting area 7: Enrolment policies
Reporting area 8: School policies
Reporting area 9: School determined improvement targets
Reporting area 10: Initiatives promoting respect and responsibility
Reporting area 11: Parent, student and teacher satisfaction
Reporting area 12: Summary financial information
Chairperson of the School Board Report

Overview of the school year 2013- May 2014

In its inaugural year, the Redfern Jarjum College Council has been strongly committed to setting up the school and managing the issues that have presented themselves. There have been a number of changes in the staff, though we now have a group of committed staff members. They are focusing on the special needs of the students and the community of Redfern. The essential focus at this stage is to provide a safe and nurturing environment that caters for the specific needs to these children.

There are continual improvements made to the new building so it works to purpose. Some play equipment has been added and a sandpit. More storage has been installed. Future work on play equipment and redesigning work areas is being prepared.

There is a regular intake of students and the numbers remain steady at 18. The Council has engaged an Educational Psychologist who accesses and reviews the children’s individual needs. A speech therapist began in April.

We celebrated the arrival of our own bus last year with ribbon cutting ceremony. Our strong volunteer group consistently provide meals and support teachers in the classrooms.

Redfern Jarjum College Council

The Council’s responsibilities fall into a number of key areas:

Financial responsibility of the school
- This involves managing both our revenue (driven by enrolments and grants)
- Our costs (staff costs, investments in grounds and educational allowances)

Management of staff
- Ensuring that the staff are well supported
- That issues are dealt with
- That we are a good and responsible employer

Management of our environment - the school
- Developing that environment, making it a better place
- Maintenance of the grounds

Management of the needs of our customers
- The children and the carers in the community

Setting and driving the strategic direction of the school
Principal's Report

I replaced Warren Hopley mid-August 2013 as the new Principal here at Jarjum College. It was a very steep learning curve which comes with starting a new role, my first as a Principal and also setting up systems and procedures which are relevant and applicable for this unique setting.

The Vision for Redfern Jarjum College is constantly being reviewed by staff and will be used to provide direction and future planning. This is also reviewed and revised by the Aboriginal and Torres Strait Islander (ATSI) Advisory Committee. This committee is an essential to the essences of the school and this committee guides us through any decisions around policies and day to day decisions at the school.

Children

Staffs are working on developing extensive individual learning plans to assist in identifying current and future needs of each child. The tracking sheet will contain all relevant academic and family information on the child including social and emotional wellbeing. The teachers are continually building on and developing these individual learning plans. This determines their learning programme in relation to the NSW curriculum requirements and also determines any extra assistance the children require for examples speech therapy, occupational therapy and physiological support.

Parents

The children, staff and volunteers organised a pizza party to end term three. Parents attended and the children enjoyed serving the pizza's they had made to their family and friends. We had the majority of families represented. We had small celebrations at the end of most terms which includes preparing a meal with our volunteers and providing entertainment.

Our bus is a great asset and we are developing processes for sharing this resource in the community.

There have been regular meetings with Redfern community members. I have also made contacts within organisations in the area that will be beneficial to the students i.e. NCIE, local pre-schools, Story factory, Redfern Community Centre and Gunawirra.

Parents and carers seem to becoming more comfortable in attending the school and there are regular meetings one-on-one with parents and carers and service providers.

Board of Studies

There was a considerable amount of planning in relation to the scope and sequence work which needed to comply with the NSW Board of Studies requirements. The Staff are working on developing the required units of work, individual programs and covering the 6 KLA's. The meeting with the BOSTES was successful and we meet the criteria to ensure our continued registration.
Contextual information about the school

History

Redfern Jarjum College (RJC) opened its doors in February 2013. The Official opening followed in April 2013 and students were enrolled.

Mission Statement

Redfern Jarjum College is a Jesuit Primary School for Aboriginal and Torres Strait Islander children in the community of Redfern and surrounding areas.

Drawing on its Catholic heritage, and in partnership with families and the local community, the school offers an alternative learning centre to support children’s transition into further education.

Its mission is to share with students and their families the best of Christian ideals in the Ignatian tradition and Aboriginal values, in order to foster learning and character formation.

The curriculum and pastoral care will attend to the wellbeing of each child and the formation of the whole person. The school will embrace special assistance educational programs and after-school activities.
Reporting area: 3

Student outcomes in standardised national literacy and numeracy testing

NAPLAN – Literacy & Numeracy – Year 3 & 5

Redfern Jarjum College results are given as percentages given the number of children in the school (2 students in total undertook 2013 – Year 3 NAPLAN)

<table>
<thead>
<tr>
<th>Band</th>
<th>Reading</th>
<th>Writing</th>
<th>Language Conventions</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>-</td>
<td>50%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>50%</td>
<td>50%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>50%</td>
<td>-</td>
<td>50%</td>
<td>-</td>
</tr>
</tbody>
</table>

Redfern Jarjum College results are given as percentages given the number of children in the school (4 students in total undertook 2013 – Year 5 NAPLAN)

<table>
<thead>
<tr>
<th>Band</th>
<th>Reading</th>
<th>Writing</th>
<th>Language Conventions</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>75%</td>
<td>50%</td>
<td>50%</td>
<td>25%</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>-</td>
<td>25%</td>
<td>50%</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>25%</td>
<td>-</td>
<td>25%</td>
</tr>
<tr>
<td>No Rank</td>
<td>25%</td>
<td>25%</td>
<td>25%</td>
<td>-</td>
</tr>
</tbody>
</table>

Granting of records of school achievement

School reports are written and presented to designated carer's twice a year. The first report is followed by a parent/teacher interviews. This is a detailed discussion about the achievements and concerns for each child. The carers are guided through the different assessments so they understand how the curriculum and individual programmes relate to their child, this could also include work samples and evaluations. The end of year report is a detailed summary of the child's progress throughout the year. There is an interview for the carers of children who are transitioning on to other schools.

These interviews and reports are supplemented by daily interactions with the parents by the staff when children are collected by the bus. There are regular meetings scheduled with individual children's support teams e.g. Social Workers or Councillors.
Professional Learning and teacher standards

Professional Learning

The school provided and supported opportunities for our receptionist to upgrade her skills as she wished to become a teaching assistant.

The staff had a day in-service on Conflict Resolution training

One day in-service on program development to implement the new BOS English Syllabus K-6.

The Principal: enrolled in a Beginning Principals Course which spanned the year 2014.

The junior teacher has attended 'Live Life well at school' course and is implementing actions around the school she has had the opportunity to visit and observe other special assistance schools.

The senior teacher attended a drama workshop with ongoing support to teach drama in the classroom as well as the opportunity to visit and observe other special assistance schools.

Teaching Standards

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>(i) having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>3</td>
</tr>
<tr>
<td>(ii) having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications</td>
<td>0</td>
</tr>
<tr>
<td>(iii) not having qualifications described in (i) and (ii) but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed to ‘teach’ in NSW before 1 October 2004 (either on a permanent, casual or temporary basis) and as a ‘teacher’ during the last five (5) years in a permanent, casual or temporary capacity.</td>
<td>0</td>
</tr>
</tbody>
</table>
**Reporting area: 5**

**Workforce composition, including Indigenous**

<table>
<thead>
<tr>
<th>Staff composition</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indigenous Australian</td>
<td>3</td>
</tr>
<tr>
<td>Australian</td>
<td>3</td>
</tr>
</tbody>
</table>
Reporting area: 6

Student attendance and management of non-attendance

School Student Attendance Report 2013
As this is our inaugural year, many of the children transitioned in and out of the school across the junior and senior classes. The school began operations in April of 2013 and has flourished since opening. Due to the extreme learning delay of the children, year levels of some students were indeterminate.

<table>
<thead>
<tr>
<th>Year</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>93%</td>
<td>85%</td>
</tr>
</tbody>
</table>

Management of Student Non-Attendance
The school implements policy and procedures for the management of student non-attendance. A daily record of school attendance is taken of each student throughout the term. Parents/carers are asked to communicate directly reception if their child is not attending school for any reason. This can be done either in person, by phone and/or through email. Any unexplained absence is followed up with the parents/carers, firstly, to ascertain the safety and wellbeing of the child and, secondly, to remind them of the necessity to communicate with the school.

If the problem of poor attendance or unexplained absences of a student persists after an initial meeting with the class teacher and the child's parents, the Principal will call a second meeting with the class teacher and the family to further negotiate strategies and possible support to address the problem. If the problem continues, the AIS will be called to come and mediate with a further meeting along with the Principal, the class teacher, the student and the parents. The parents will be informed that continued days of absence could result in a mandatory report being lodged. All meetings with the parents and student will be documented and kept in the student's file.
Enrolment policies

Redfern Jarjum College is a K-6 special assistance school providing an education for Aboriginal and Torres Strait Islander children who are failing at or not attending school. Redfern Jarjum College has implemented modifications to the curriculum guidelines of the NSW Board of Studies to cater for the individual needs of its pupils. All applications for enrolment will be processed in order of receipt and consideration will be given to the applicant’s specific needs.

Entry

- Referral from local Aboriginal community groups, family members and local schools.
- The family gives permission to apply for enrolment of their child/ren at RJC
- The family commits to participating in assessments, planning and updates on their child's progress.
- Provide documentation at enrolment of Birth Certificate, Baptismal Certificate, Immunisation Certificate/History Statement, most recent School Reports (where applicable), relevant Family Court Orders (where applicable) and relevant Medical and/or Special Needs Information including Clinical and Educational Assessments (where applicable).
- Application does NOT guarantee a place within the school; it notifies the College of the family’s interest.

Assessment, Case Plan and Mentoring

The RJC Team (Principal and Staff) undertakes a comprehensive assessment of each child together with the parents/carers.

A professional case manager/specialist may be invited to support the enrolment of an individual child. A case management plan may be developed at a meeting involving parents/carers that outlines goals for the individual child.

The RJC teacher develops the Personalised Learning Plan (PLP) to address the individual needs of the child with which we encourage the child's parents/carers to be regularly engaged.

Transition to further education

Consideration will be given to transition of the child once they have the required stability and education in a learning context.

The assurance of a sound Primary education for each child and the stability of support by families are paramount in considering further educational endeavours for the child.

Cura personalis (care of the individual) is at the heart of Redfern Jarjum College.
School policies

Policies include:

- Child Protection Guidelines
- Behaviour management
- Special Needs
- Pastoral Care
- Health and Safety Hazards
- Harassment & bullying
- Privacy

(All these policies can be found on the school website)

College Aims:

- To support the learning and personal development of each child towards a sound primary education.
- To provide educational foundations of literacy and numeracy, along with building the child’s self-confidence and self-respect.
- To support the involvement of the local community and the parents/carers through opportunities to participate in school activities such as classes, preparation of meals, sharing stories, dance, art and regular outings and gatherings.

Policies for Student Welfare

The school seeks to provide a safe and supportive environment which:

- minimises risk of harm and ensures students feel secure
- supports the physical, academic, social, and emotional development of students
- provides student welfare policies and programs that develop a sense of self-respect and foster self determination

To ensure that all aspects of the school’s mission for providing for a student’s welfare are implemented, the following policies and procedures are in place and are updated continuously:

Behaviour Management

There are clear rules and boundaries established for the children. These expectations are recorded with the children and displayed in the Gathering room. Whenever an issue arises it is addressed immediately by the teacher and the Principal, if there are further concerns an incident report is recorded. The parents are notified with an expectation they attend a meeting as soon as possible. Specific services will be informed to assist the process. The teachers are well informed of the behaviours and issues that the children have displayed before they are enrolled in the school and provisions are put in place to support whatever needs are presented.
**Anti-bullying**

Bullying behaviours are repeated verbal, physical or psychological behaviours that are harmful and involve the misuse of power by an individual or group towards one or more persons. Redfern Jarjum College rejects all forms of bullying behaviour. No community member should experience bullying within the learning, working or social environments of the school. All members of the community have a responsibility to contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.

Redfern Jarjum College seeks to guide students in moving towards the positive spectrum of behaviours, while providing empathy and support for all as negative behaviours are exhibited.

Redfern Jarjum College aims to foster our children’s development of confidence, empathy, compassion and strength, to instil lifelong skills of self-awareness and responsibility, empower children with the language to express ideas and opinions and with a range of strategies to actively use in difficult or threatening situations. We aim to minimise negative behaviours, both verbal and physical, violence, disrespect, use of ‘put-downs’, behaviours which prevent others from learning and playing, and bullying behaviours.

**Complaints and Grievances**

Any complaint, grievance or concern from children, staff, carers or other community members are taken very seriously. Listening to others without judgement or criticism is essential to school culture of respect, responsibility and relationships. If any member of the school has an issue they are encouraged to initially speak to the person directly related to the issue this being another child, a staff member or teacher. If this is too difficult the Principal is always available to talk and support anyone through to a resolution. If the issue is extensive, an appointment is important so time can be taken to work through all the components of the issue and work towards a satisfactory solution.

(As the school evolves these policies will become more specific and appropriate to the needs of the students and the school community)
School-determined improvement targets

Redfern Jarjum College identifies school targets with the involvement of all members of the Redfern Jarjum College community.

**Achievement of Priorities for 2013**

<table>
<thead>
<tr>
<th>Area</th>
<th>Priorities</th>
<th>Achievements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and learning</td>
<td>Special needs of the children</td>
<td>To provide an intensive special needs programme</td>
</tr>
<tr>
<td></td>
<td>Further incorporation of technology into our daily studies</td>
<td>Introduces IPADs into all classes To support the individual learning plans</td>
</tr>
<tr>
<td>Indigenous Cultural</td>
<td>We purchased a wide range of Indigenous resources to supplement their programmes which included readers, biographies and art work.</td>
<td></td>
</tr>
<tr>
<td>A variety of experiences</td>
<td>Introduced Yoga, fencing, swimming and dance</td>
<td></td>
</tr>
<tr>
<td>Excursions to introduce the children as many activities and ideas beyond the classroom</td>
<td>Taronga Zoo Surfing Theatre experiences - Grease Blue Mountains Art workshops - 107 project Movies Wannabies</td>
<td></td>
</tr>
<tr>
<td>Cultivate interaction with the community</td>
<td>Regular Newsletter: distributed to local community groups: Aboriginal Medical Centre, Alexandria Community Centre, and Redfern Community Centre Events. Advertise community news. Community stall selling lemonade. Attended Women's International day Aboriginal Medical Centre for health services for the children. An active Aboriginal liaison officer</td>
<td></td>
</tr>
<tr>
<td>School Registration</td>
<td>Completed supporting documents of a modified curriculum</td>
<td>Registration by Board of Studies was successfully confirmed.</td>
</tr>
<tr>
<td></td>
<td>Review and revise the scope and sequences and units of work for stages 1, 2 and 3 to accommodate the national curriculum with an emphasis on English.</td>
<td></td>
</tr>
<tr>
<td><strong>Facilities and Resources</strong></td>
<td><strong>School</strong>&lt;br&gt;<strong>Policies and Guidelines</strong></td>
<td><strong>Staff</strong>&lt;br&gt;<strong>Development</strong>&lt;br&gt;<strong>Marketing</strong>&lt;br&gt;<strong>Upgrading of the storage facilities</strong>&lt;br&gt;<strong>Play equipment</strong>&lt;br&gt;<strong>To add variety for the younger children.</strong>&lt;br&gt;<strong>Acquire a wide range of sports equipment</strong>&lt;br&gt;<strong>Install a basketball hoop.</strong>&lt;br&gt;<strong>Purchased some more storage cupboards</strong>&lt;br&gt;<strong>Added stoppers to doors, added some soft fall to the paved area. Placed Perspex on the gate for security.</strong>&lt;br&gt;<strong>Added plastic blinds to protect the undercroft from the weather.</strong>&lt;br&gt;<strong>Promoting Redfern Jarjum College</strong>&lt;br&gt;<strong>Attending local functions.</strong>&lt;br&gt;<strong>Attending as a guest lecturer at universities.</strong>&lt;br&gt;<strong>Distributing our newsletter</strong>&lt;br&gt;<strong>Continue to budget funding for the staff to choose appropriate conferences and seminars that they wish to attend during the year</strong>&lt;br&gt;<strong>accompany the national curriculum with an emphasis on English, creating individual, group and whole school integrated units</strong>&lt;br&gt;<strong>Review and update school policies and guidelines</strong>&lt;br&gt;<strong>Continue to inspect and monitor the safety and upkeep of all grounds, buildings and equipment on a regular basis</strong>&lt;br&gt;<strong>Continue to budget funding for the staff to choose appropriate conferences and seminars that they wish to attend during the year</strong>&lt;br&gt;<strong>Promoting Redfern Jarjum College</strong>&lt;br&gt;<strong>Attending local functions.</strong>&lt;br&gt;<strong>Attending as a guest lecturer at universities.</strong>&lt;br&gt;<strong>Distributing our newsletter</strong>&lt;br&gt;<strong>Continue to budget funding for the staff to choose appropriate conferences and seminars that they wish to attend during the year</strong></td>
</tr>
</tbody>
</table>
# 2014 Priorities for Improvement

<table>
<thead>
<tr>
<th>Area</th>
<th>Priorities</th>
</tr>
</thead>
</table>
| Teaching and Learning       | • Self-managed, self-directed and self-initiated learning.  
• Introduce more technology to enhance the individual plans  
• Purchase more appropriate programmes the develop and enhance skills in maths and reading by using Mathletics and Reading Eggs |
| Our Wider Community         | • Engaging with past students through invitations to our school events  
• Developing contact and interaction with other schools for the staff and children  
• Engaging outside experts- scientists in school, musicians, creative artists  
• Engage with wider community support services to support students and families |
| Cultural Awareness          | • Whole-day cultural immersions  
• Invite local community members to share their stories and skills: didgeridoo playing, traditional dance, artists. |
| Facilities and Resources    | • Develop a more successful library system  
• Research new technologies which will benefit the specific needs of these children  
• Provide more play equipment, climbing frames, table tennis table, gym mats  
• Increase Gardening program |
| School Operations           | • Policy review and revision  
• Increased Marketing and Promotion of RJC  
• Website management |
| Staff                       | • To participate in in-service courses for new curriculum.  
• Provide the teachers with training that is more specific to the needs of the children in the classroom e.g. trauma, behaviour management.  
• More conflict resolution training.  
• Develop specific programmes for teaching behaviour management in the classroom.  
• Training around Aboriginal cultural practises. |
Initiatives promoting respect and responsibility

Respect and responsibility and relationships are very much key foundations to Redfern Jarjum College.

We fly the aboriginal flag. We use language that indicative of our community. Jarjum has been adopted by the Redfern Aboriginal Community even though it is a Bundjalung word from Northern NSW, meaning children. These are small indicators to show our respect for the culture of the children within the school.

The aim is to create an orderly environment where students can develop self-regulation, feel secure and make progress in all aspects of their development.

Self-regulation is a learning process, where students' behaviour will enable individuals to develop a sense of responsibility for their own actions and decisions, and a kind and caring attitude toward others.

At RJC, Restorative Justice Practices will be used to resolve issues or behaviour of concern. The goal of Restorative Justice Practices is to support and facilitate the building of healthy relationships. When individuals live in healthy and life giving relationships with significant others, there is abundant personal growth, capacity for character building and a high level of achievement in all areas of personal development.

The key word for any student is respect: for others, for property, for themselves and for their school.
Parent, student and teacher satisfaction

Redfern Jarjum College is a new school and we have a belief that ideas and opinions of student, parent and teaching body is valued and sought after. Our community spirit is only beginning as we have just completed our inaugural year.

Parents and Carers

To date feedback from parents has been through informal discussion. The school welcomes and encourages parent and carer participation across a range of activities. We encourage parent feedback and dialogue through our newsletter to create a welcoming, safe and positive environment. Parents and carers have welcomed the regular newsletter and have made positive suggestions for the school/home communication strategies. This has been demonstrated by parents becoming more actively involved in bringing their children to school, staying for a chat and attending end of term events and performances. They have their children ready for the bus in the morning. An indicator of the growing trust and respect is the willingness to answer and return phone call.

Students

The students are a pivotal part of the overall operations at Redfern Jarjum College. All students are given the opportunity to voice their opinions, concerns and suggestions, and to be listened to and discussed with in a respectful and safe environment. Students and staff gather on a daily basis to discuss pending events and happenings as well as to raise any concerns, issues or concepts. Students have welcomed this opportunity to speak, share information and/or make suggestions for teaching and learning.

Staff

The staff comes together on a weekly basis to discuss prior and pending events and happenings and long term planning goals.

Teachers have indicated the need for increased classroom support given the nature of the medical and behavioural issues individual students face, and the school is endeavouring to create safe and fully supported classroom environments.

They have opportunities to get support from external services as well as opportunities for in servicing on dealing with the challenges they face on a daily basis.

They show their dedication and commitment through their own personal learning and rigour to investigate further opportunities to enhance their teaching skills and ongoing professional development.
**Reporting area: 12**

**Summary financial information**

2013 Income and Expenditure Pie Charts for Redfern Jarjum College (shown as percentages)

Source of INCOME for the year ending 31 December 2013

![Income Chart](image)

Application of EXPENDITURE for the year ending 31 December 2013

![Expenditure Chart](image)