

Rous Public School Annual Report



2016



3006

Introduction

The Annual Report for 2016 is provided to the community of **Rous 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 school 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.

Pauline Houghton

Principal

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Message from the Principal

Message from the Principal

I am pleased to acknowledge our achievements at Rous Public School over the past twelve months. The strategies implemented at the commencement of 2016 underpin our commitment to developing strong partnerships within the local community, fostering high expectations and a shared sense of responsibility for student learning. Our focus on ensuring that all students have the opportunity to learn through individualised programs is especially rewarding for the whole school community.

The community and school relationship continues to thrive with all stakeholders demonstrating a high level of respect and trust. It is important that we continue to value the connection between school and the community through strong communication reinforcing our commitment in working together to support the students and their needs.

I would like to thank parents, caregivers, grandparents and family members for giving up time to come and help at school. This includes helping in the classrooms, with canteen, helping out with sporting teams, coming along to attend assemblies and school events as well as helping out with transport and fundraising. Our school cannot provide the opportunities for our students without your support.

I would also like to thank the P&C committee for their ongoing support in working together in determining the future directions of the school and to ensure that our focus always remains on students. This year the P&C contributed funds to purchase musical instruments, class readers, sporting equipment as well as upgrading the stage area.

Thank you to the entire staff for their work at our school. It is a privilege to work with a team of teachers and administration staff focused on supporting students. Our students have the opportunity to participate in a range of educational opportunities provided by staff members. Our staff demonstrates a genuine desire to work as a team and to support one another in sharing best practice to support improvement in student outcomes.

I certify that the information provided in this report is the result of a rigorous self-assessment and review process undertaken with staff, parent and student leaders and provides a balanced and genuine account of the school's achievements and areas of development.

Pauline Houghton

School background

School vision statement

Rous Public School aims to ensure students become successful capable learners through engagement and discovery. Students are encouraged to take ownership of their learning so as to equip them to be informed citizens of the future and to see learning as a lifelong value. The school maintains strong links with the wider community, enhancing opportunities for all students to reach their potential in a caring and supportive environment.

School context

Rous Public School seeks to provide an academic yet creative and engaging curriculum focusing on continual improvement in student learning outcomes. The school's expectations and values program underpins our student welfare and learning programs. Our priorities include developing differentiated programs to cater for the individual needs for all our students, excellence in literacy and numeracy and a dynamic creative arts program. The school enjoys strong enthusiastic support from a diverse community which values consultation, creativity and collaboration. We pride ourselves on working together with our local community to ensure that the school is valued by the wider school community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

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 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that within the School Excellence Framework domain of Learning, Rous School is sustaining and growing.

Positive Behaviour for Learning (PBL) is directly linked to the School Plan and monitored through the milestones. The implementation of evidence based practices promote a whole school approach to wellbeing that is relevant to student's stage of learning and development.

The school collaborates with a number of outside agencies in supporting teachers to design and implement effective teaching and learning strategies to support all students, including those identified with learning needs.

Teacher student conferencing sessions allow students to reflect on their knowledge and to plan future learning. Conferencing allows students to provide evidence in justifying where they are at and where to next... which provides the opportunity for students to take ownership of their learning.

Students have access to significant extra-curricular learning opportunities through our partnerships with our Community of Small Schools (SCCSS), Southern Cross University and local high schools. Activities include creative arts, sports and academics are provided for students who demonstrate a high level of interest in these areas.

The school's partnership with the local high schools and pre-schools ensure that students receive support in transitioning to school and high school.

Class teachers participate in moderating meetings to analyse internal student assessments, with external assessments being analysed using SMART reports, school excellence framework data and NCCD reports.

Our Future directions include ongoing professional learning for staff in student well being and monitoring progress using the data collected. The school will continue focusing on developing a culture of high expectations and continuity of student learning with internal and external data providing evidence.

Within the School Excellence Framework domain of Teaching, Rous School is sustaining and growing.

Teacher's participation in the North Coast Initiative (NCISI) has supported teacher understanding in collecting and interpreting relevant data to monitor student progress and to differentiate class programs in supporting all students.

The collaborative Inquiry process supports all teachers in planning their own professional development to improve their performance.

Opportunities are provided for staff members to demonstrate their expertise in leading workshops within the school and with our community of schools.

K–2 teachers work together within the community of schools to improve teaching and learning strategies across the key learning areas.

Regular professional learning meetings involving consistent teacher judgement in viewing work samples and assessment ensure continuity of learning for students across the school.

Processes are in place for class teachers to work with mentors through programs implemented in the school. These include L3 training, Reading Recovery, AP learning and support and reading enrichment.

Teachers provide and receive constructive feedback from peers, school leaders through lesson observations, collegial discussions and CTJ meetings to improve teaching practice.

Formal and informal assessments in literacy and numeracy provide the opportunity for teachers to give explicit, specific and timely feedback to students in supporting their learning.

Class teachers use data from assessments to reflect on the quality of teaching strategies and the impact on student learning.

Our future directions include formalising observations and peer feedback to drive and sustain ongoing school wide improvement in teaching practice and student outcomes. Collaboration with staff in planning ongoing professional learning, with a focus in literacy and numeracy.

Within the School Excellence Framework domain of Leading, Rous School is sustaining and growing.

The school provide opportunities for students and the community to provide constructive feedback through surveys including Tell Them from Me (TTFM) survey. Information gathered supports future planning, including the allocation of resources.

The school works closely with the Southern Cross University through the North Coast initiative for school Improvement. This project supports professional learning for class teachers. Students also have access to extra curricular activities through the Science and Engineering Day and the Uni-bound program for the senior students. The school community values these educational opportunities for staff and students.

The leadership team follows processes and understands procedures of where to next... in supporting all our students' needs through collaboration with outside agencies. Participation in the Reading Enrichment Program ensures that teachers communicate frequently with the highly trained support team.

Strategic planning in the allocation of resources for student learning and teacher training ensures that factors that impact student learning are prioritised.

The whole staff collaborate in developing, implementing monitoring and reviewing the School Plan and milestones. The parent body participates in the process around school planning and future directions for the school, through surveys and information sessions.

Our future directions include continuing to develop a culture of high expectations within our school community allowing for improvement of student learning. As well as succession planning including further opportunities to enhance staff leadership and workforce planning to ensure a culture of review, responsibility and shared accountability to improve whole school improvement.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Challenging, engaging and inclusive curriculum

Purpose

To ensure that we meet the needs of our students by providing all students with access to relevant, engaging and challenging learning experiences, establishing high expectations to achieve learning goals.

Overall summary of progress

Teachers planned for our students to become actively involved in the process of setting explicit and achievable learning goals for themselves. Student impact includes students using I can.... statements in the area of writing. They also understand the need to provide evidence during the conferencing sessions with the teacher.

Teachers planned to collect data from formal reading, spelling and number assessments throughout the year. The impact ensures that this data is used to measure student growth and future needs. Teachers demonstrate a deeper understanding of teacher judgement in plotting students on the continuum.

Teachers planned for students to have an understanding of the school's expectations. These are taught explicitly each week across the different school settings. The impact ensures that students demonstrate this knowledge in leading class lessons and role plays during class and school assemblies. All students receive support using the 3 tiers– student behaviour/ social skills structure.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Teachers develop I can.... statements and conferencing proformas in delivering effective feedback and for students to utilise proformas to monitor their own progress.	Evidence gathered (student/ staff feedback meetings) indicates that a greater number of students can articulate where to next with own learning by using proforma provided.	Low level adjustment for disability (\$7365.00) Team teaching with class and Learning and Support Teacher (LaST).
Frequent collection of data by teachers, including work samples, CTJ meetings and whole school analysis of student results to inform student progress and future planning.	Teacher consistency across stages in updating student progress on data collection tool. Team meeting to review impact on student learning and future planning including timetabling.	• Self sustaining program (0.00) Attendance at Professional learning meetings and moderating meetings.
SET tool reflects consistency in practice across the school defining school expectations.	Whole staff participated in ongoing training with team leader in developing school matrix for the school settings and designing explicit lessons in the instruction of descriptors for each setting	• Self sustaining program (\$0.00) Professional learning meetings with team leader. School coach attending training sessions.
Data indicates at least 90% of students demonstrate positive behaviour in all school settings.	Whole staff feel confident in explicitly teaching descriptors to students during weekly PBL lessons.	Self sustaining Program (\$0.00)

Next Steps

Class teachers to continue training in Visible Learning, with a focus on feedback and developing strategies to ensure all students participate in gaining a deeper understanding in monitoring their progress.

Teacher training in Positive Behaviour for Learning will continue with leader through face to face and online training.

Strategic Direction 2

Teaching and learning incorporates quality teaching practice

Purpose

Ongoing professional learning including teacher collaboration and feedback on teaching practices so that quality of teaching will provide an effective impact on student learning outcomes.

Overall summary of progress

Teachers planned to collaborate around professional learning activities in developing consistent teacher judgement in assessing and plotting students accurately on the literacy and numeracy continuums. The impact on students ensures that students are monitoring their own progress (assessment as learning). Student engagement is evident with students remaining on task and choosing to complete tasks in their own time.

Teachers planned to develop and share proformas in providing evidence of student progress. The impact on students ensures that continuity of learning across stages was evident when assessing student progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Class teachers demonstrate collaboration, observation skills and sharing of evidence based teaching strategies in PL meetings.	Teachers demonstrate collaboration in implementing new strategies and collecting data as evidence to achieve whole school goal.	Monthly professional learning meetings with Southern Cross University team. Staff attendance at NCISI Symposia. self sustaining program
Teacher accountability as measured through the Teacher Performance Development Framework and the Australian Professional Standards for Teachers.	Staff have developed scope and sequences for science, history and geography. Evidence in teaching and learning programs.	PBL leader attends meetings in supporting staff with the implementation of PBL across the school. QTSS \$1200

Next Steps

Teachers will continue to maintain and develop goals in alignment with the school plan.

Ensure that all teachers utilise assessment *for* learning, assessment *as* learning and assessment *of* learning to inform teaching practice and to monitor student progress.

Strategic Direction 3

Whole school improvement through effective engagement with the community

Purpose

Staff and the school community are committed to a strong partnership in enriching the school's standing within the local community; fostering high expectations and a shared sense of responsibility for student learning.

Overall summary of progress

Teachers planned to participate in professional learning with colleagues within the school as well as within our small school's network and our partners from the university. This involves leading workshops with a focus on evidence based teaching strategies. The impact ensures teachers are more confident in being part of the collaborative Inquiry process.

Planned parent information sessions held throughout the year, provide an opportunity to inform parents and caregivers on classroom practices and student progress. The impact ensures that parents and teachers collaborate in supporting student progress. An increase in the number of parents and community members volunteering in the classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff develop Professional learning plans with a focus on attaining goals that reflect the professional standards at teacher proficient as well as supporting the ongoing implementation of the school plan.	Class teachers demonstrate leadership skills in organising professional learning for collegiate group as well as activities for students to participate within the community of schools network.	• (\$0.00) class teachers
Forums and information evenings are held to support parents in understanding the learning that occurs within the classroom.	Feedback from surveys and formal and informal conversations indicates parents' understanding of student progress.	• self funding (\$0.00)

Next Steps

Continue opportunities for staff members to demonstrate knowledge and skills in leading professional learning within the school as well as with other collegiate groups.

Parents and caregivers are willing to participate in training in volunteering to help in the classroom. Parent demonstrate a deeper understanding of key school initiatives through the regular communication channels.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Reading support for students	Learning Support Teacher,. \$4108.00 annual
Low level adjustment for disability	Creative writing program to support all students in stage 2/ 3.	Learning Support Teacher team teaching. \$7365.00 annual
Quality Teaching, Successful Students (QTSS)	Support all students in literacy	Training for class teachers • Quality Teaching, Successful Students (QTSS) (\$0.00)
Socio–economic background	Creative writing program for stage 2/3 classes.	Learning Support Teacher team teaching. \$5816.00 annual • Socio–economic background (\$5 816.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	37	49	44	44
Girls	26	25	27	30

Student attendance profile

School				
Year	2013	2014	2015	2016
K	89.7	92.7	92	94.9
1	94.5	87.7	95.2	93
2	98.9	93.1	90	93.1
3	94.5	95.9	90.5	89.8
4	94.8	91	98.7	94.1
5	96.1	97.7	92.9	98.3
6	94.4	97.8	95	93.9
All Years	94.8	94.3	93.5	93.9
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

The importance of consistent student attendance has been addressed with our school community by promoting the message at parent information evenings and in the school newsletter.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	2.29
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration & Support Staff	1.46
Other Positions	0.03

*Full Time Equivalent

We have no aboriginal staff employed in a permanent or casual capacity at this school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	20

Professional learning and teacher accreditation

All staff members participated in professional learning on School development days and at weekly meetings. All professional is focussed on the school's strategic directions as stated in the 2015–2017 School Plan. Staff also participate in training around their particular goals stated in the Performance and Development Plans.

All teachers continued ongoing training in implementing new syllabi.

As part of the community of schools, K–2 teachers attended workshops throughout the year in developing teaching strategies to support students in the classroom.

All staff completed mandatory training requirements, including CPR, anaphylaxis, WHS and child protection.

All class teachers are maintaining accreditation at proficient.

Total school expenditure on teacher professional learning totals

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30 November, 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

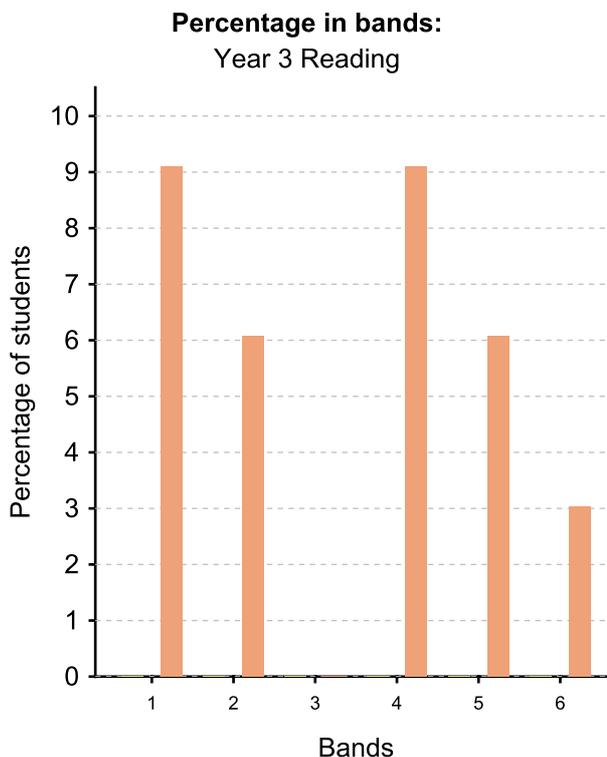
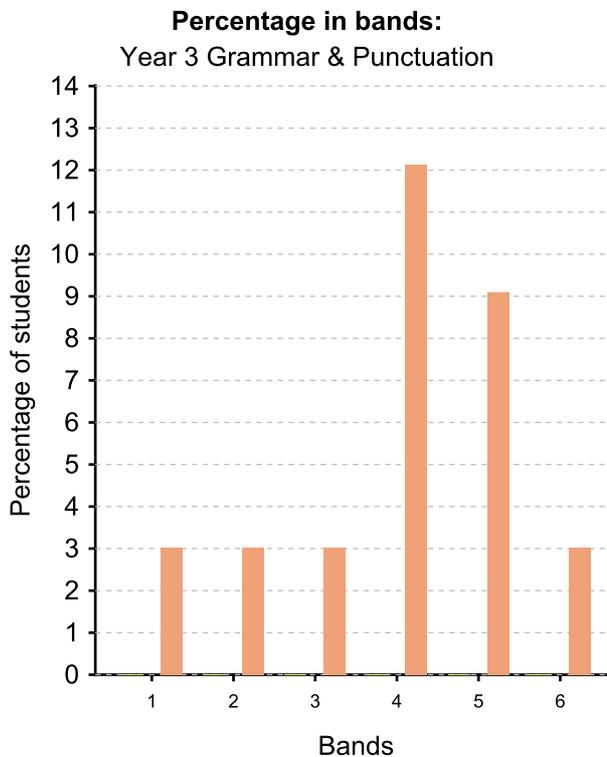
Income	\$
Balance brought forward	46 388.89
Global funds	86 671.82
Tied funds	42 628.18
School & community sources	32 296.72
Interest	1 346.02
Trust receipts	4 253.25
Canteen	0.00
Total income	213 584.88
Expenditure	
Teaching & learning	
Key learning areas	14 238.30
Excursions	30 442.91
Extracurricular dissections	11 769.61
Library	351.00
Training & development	5 934.91
Tied funds	43 783.35
Short term relief	16 967.39
Administration & office	19 984.86
School-operated canteen	0.00
Utilities	7 325.50
Maintenance	9 651.45
Trust accounts	4 581.44
Capital programs	0.00
Total expenditure	165 030.72
Balance carried forward	48 554.16

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

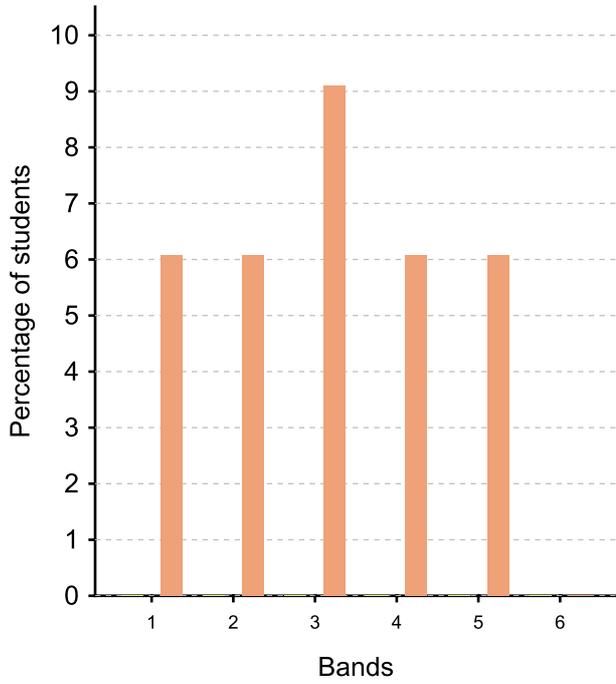
School performance

NAPLAN

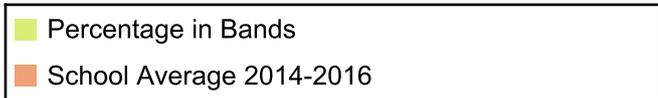
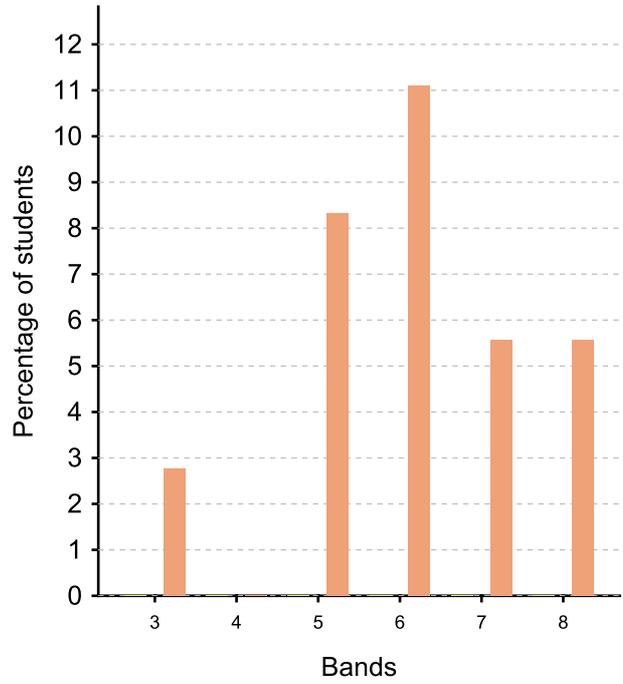
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



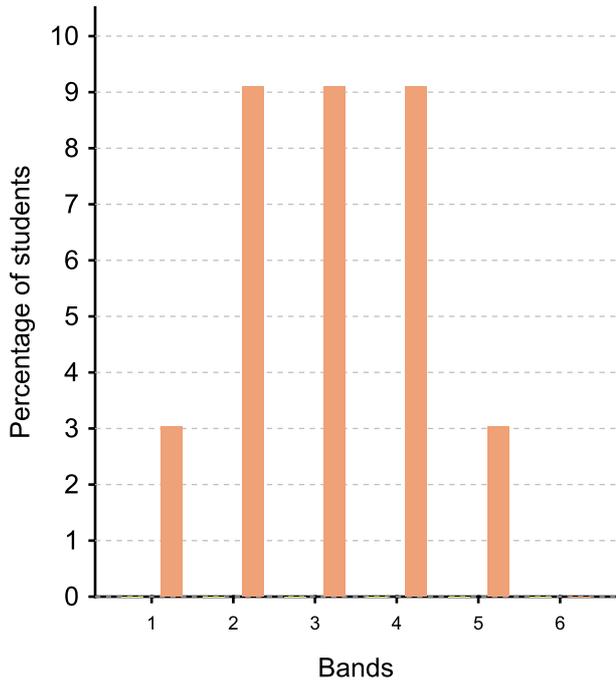
Percentage in bands:
Year 3 Spelling



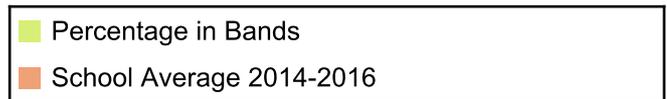
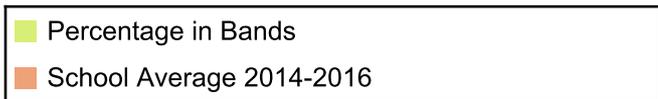
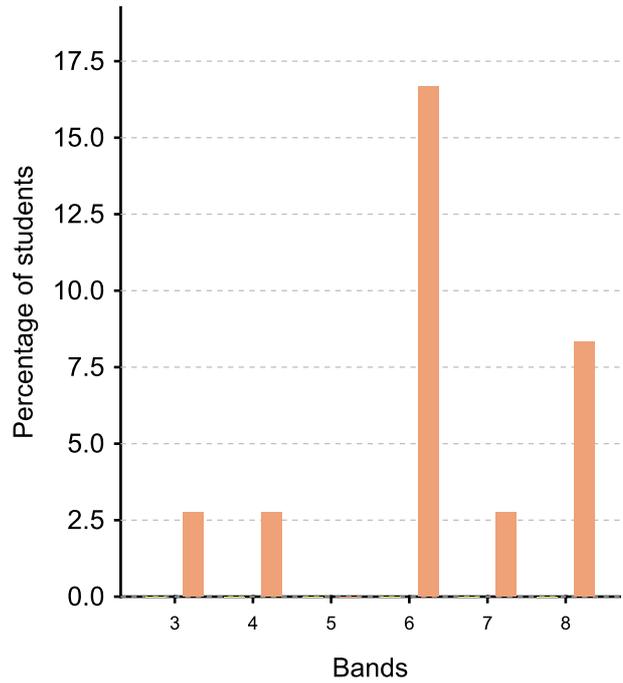
Percentage in bands:
Year 5 Grammar & Punctuation



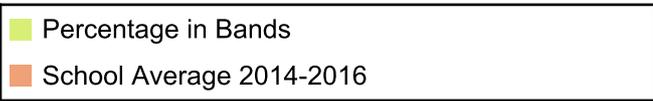
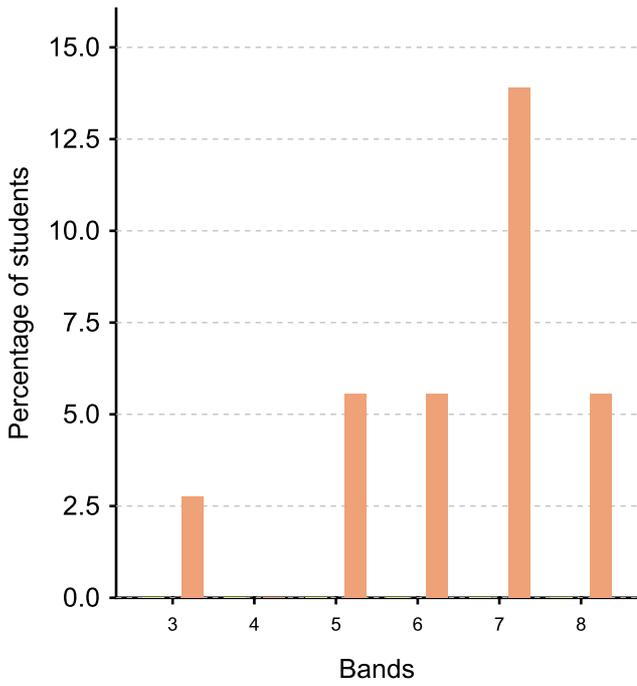
Percentage in bands:
Year 3 Writing



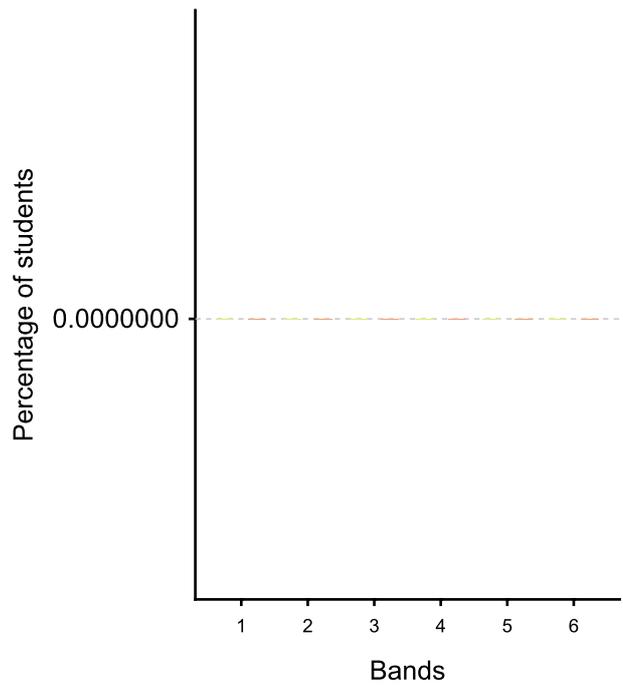
Percentage in bands:
Year 5 Reading



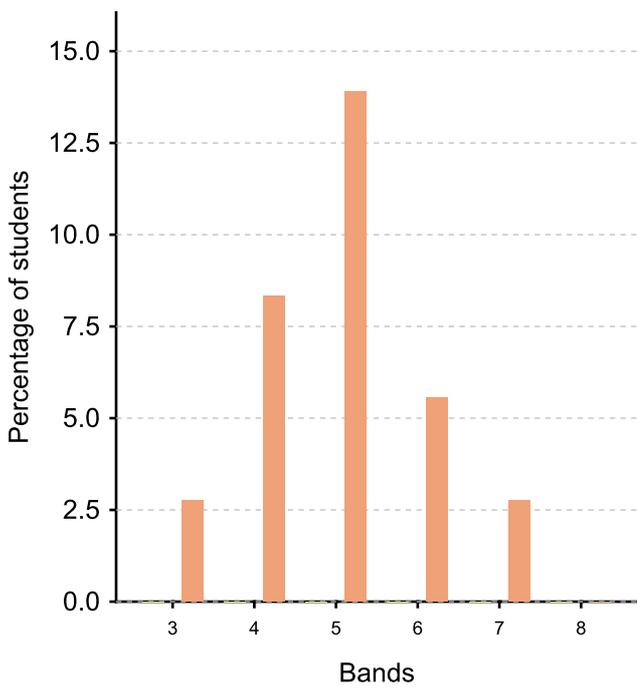
Percentage in bands:
Year 5 Spelling



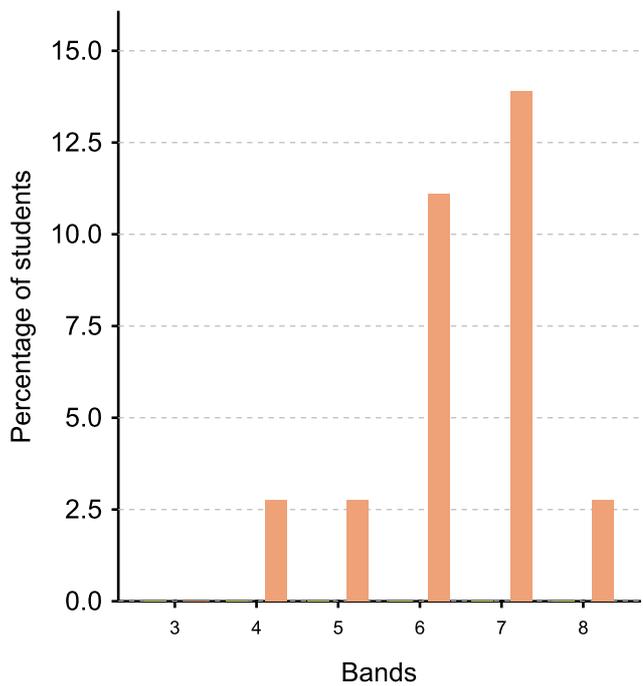
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

The proportion of students in the top two NAPLAN bands at year 3 in reading and numeracy is 30%.

The proportion of students in the top two NAPLAN bands at year 5 in reading and numeracy is 41%.

Parent/caregiver, student, teacher satisfaction

The school sought the opinions of students, parents and teachers about the school. The responses are represented below.

Students in years 4/5/6 participated in the "Tell Them From Me" survey—

83% of students had the opportunity to participate in extra-curricular school activities. The NSW government norm is 55%

81% of students had a sense of belonging at school. The NSW government norm is 79%

83% of students are interested and motivated in their learning. The NSW government norm is 78%

97% of students had positive relationships at school. The NSW government norm is 85%

86% of students tried hard to succeed. The NSW government norm is 88%

100% of students at this school valued school outcomes. The NSW government norm for these years is 96%

Advocacy at school— students feel that they that they have someone at school that consistently provides encouragement and can be turned to for advice. Students at Rous School rated advocacy at school 8.2 out of 10. The NSW norm is 7.7

In this school students rated effective classroom learning 8.5 out of 10. The NSW government norm is 8.2

Future focus— The school expectations across all settings to be clearly defined in weekly lessons across the school.

Relevant and timely feedback on student progress to be provided by teachers through the use of proformas and conferencing sessions.

The whole staff completed the school wide evaluation tool (SET). The results indicated evidence of the school's expectations being defined clearly and visible across the school. Evidence that the school has a system for teaching the the school's expectations. Evidence that the school has a system for rewarding social behaviour and that the staff use this system. Evidence that the school's for responding to problem behaviours is understood consistently by the staff.

Future Focus –

Revisit the signage around the school.

Reflect on the scope and sequence of lesson plans.

Encourage staff to take ownership of the PBL lessons and embed in everyday teaching experiences.

Collection of data to reflect the 4:1 ratio of positive to negative rewards.

Communicate and display flow chart of minor/ major behaviours for all, including casual and temporary staff.

30% of parents/caregivers completed and returned written surveys—

100% of parents/ caregivers that the school staff are committed to providing learning programs that support all students and cater for individual needs.

90% of parents believe that there is clear communication between home and school.

Future Focus –

Parents/ caregivers believe that the school's expectations must be consistently followed up and reinforced.

Parents/ caregivers would like the staff to continue to focus on continuity of programs to support learning across the stages.

Policy requirements

Aboriginal education

Our school sits on the traditional lands of the Bunjalung Nation, home of the Widjabul people.

The traditional custodians of the land are acknowledged at all assemblies and community events. Aboriginal education is embedded into all key learning areas. There is a particular focus on the significance of culture of the Widjabul people. As part of NAIDOC Week celebrations, students participate within our Community of small schools celebrations. This provides an opportunity to learn the history, and play traditional games. Class teachers participate in training.

Multicultural and anti-racism education

Class teaching and learning programs continue to emphasize the importance of cultural diversity and harmony within Australian society. This includes teaching and understanding of the school's values—

Kindness, honesty, tolerance, responsibility, perseverance, and co-operation

These are integrated into our school's expectations –

Be a Learner, Be Respectful, Be Safe

The anti-racism contact officer provides feedback to staff members on the role as well as staff responsibilities.