

Rydalmere Public School

Annual Report



2016



3020

Introduction

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

Bek Zadow

Principal

School contact details

Rydalmere Public School

397 Victoria Road

Rydalmere, 2116

www.rydalmere-p.schools.nsw.edu.au

rydalmere-p.School@det.nsw.edu.au

9638 1568

Message from the Principal

I have thoroughly enjoyed my third year as Principal of Rydalmere Public School. I am so proud to be the Principal of this beautiful school we have, and it is a privilege to be a part of this wonderful community.

2016 has been a big year – we turned 125, and celebrated our quasiquicentennial. So many wonderful stories were shared from a wide variety of generations, all talking lovingly about their education at Rydalmere Public School. We had a formal assembly commemorating 125 years where we opened a time capsule, unveiled a commemorative path and enjoyed a birthday cake with the community. Following this we had a 125 Year Fete and Open Day where the school Hall was filled with memorabilia from the past 125 years and a dedicated classroom set up as an old fashioned classroom, all for the community to peruse.

We have achieved many great things together. The wide range of quality programs we offer our students from Preschool to Year 6 reflects the dedication and commitment of our entire staff to enable our students to achieve great things.

While Public Education remains at the forefront of the most significant educational reforms, our core business of educating our students to be global citizens under the guise of our motto 'Learning is Growing', remains strong.

Our programs and initiatives in early childhood education, literacy, numeracy, technology, sport and creative arts are innovative and of the highest standard, as is the delivery of this to our students through our teachers who are leaders in their field.

I must also thank the students of Rydalmere Public School for their commitment to learning and for living by our school expectations where our students are: "Safe, respectful learners who belong". You all make Rydalmere Public School a fabulous place to be.

Our continued success would not be possible without the ongoing support of our parents and caregivers. We have a very active P&C who are hugely supportive of our school, as well as many other parents, caregivers and community members who come together to support our Preschool and School.

Bek Zadow

Principal

Message from the school community

The Rydalmere P&C Association seeks to support, encourage, and assist staff, students, parents and friends who form the framework of the Rydalmere Public School Community.

The P&C has three main functions:

- Coordinating the P&C committees that provide services to the school community; social & fundraising, canteen and uniform
- Overseeing the raising of funds for the school primarily through fundraising within the school and the wider community
- Identification and spending appropriate funds to ensure our children are provided with additional school opportunities, resources and activities that will enhance their learning skills and school experiences.

Members of the P&C have been involved in organising and co-ordinating a range of school functions. Funds raised from these events have supported many school activities and the purchase of school resources. Included in these are providing financial support to allow students in years 3, 4, 5, and 6 to attend a 3 day yearly camp; and a commitment of \$10,122 for the purchase of flexible furniture for each classroom.

Throughout 2016 members of the P&C, with help from other parents, carers, family members and school staff, have played an extremely productive role in leading and/or participating in various fundraising and community building events. This has resulted in contributing added value to the school as a whole. Some of these activities / events include:

- School disco and welcome BBQ for carers, students and family members
- Welcome Morning Tea for Kindergarten parents and new parents to the school
- 125 Birthday Celebration Fete
- Bunnings BBQ's in Term 1, 2 and 3
- Mother's and Father's Day stalls
- Easter Raffle
- Election BBQ
- School working bees
- Joint venture with Community Hub to obtain Sensory Garden donated by Bunnings Rydalmere and Parramatta
- Obtaining a grant for the COLA on the Oval
- Obtaining a grant for new bubblers on the Oval
- Active in the local community, raising awareness of the school and protecting neighbouring families best interests in 2016
- Canteen and Uniform Shop

I would like to express my thanks to the dedicated team of parents and carers who are actively involved in supporting the school through the P&C. Without their support and tireless work the P&C would not have been able to assist the school with providing the necessary funds and resources for our children to be engaged in a range of highly effective educational experiences. Many thanks also to the Principal, Assistant Principal, teachers, support staff and other key members of the school community.

The P&C Committee has been meeting once a month, during school term, in the School Library. These are consultative meetings which facilitate liaison between parents, carers and the school executive team. New parent / carer and community members are always welcome. Our meetings are the third Thursday of each month at 7pm. Please check the fortnightly link for further details and updates.

Michelle Ly

P&C President

Message from the students

This year we have enjoyed a great year at Rydalmere as school leaders. We would like to tell you about some of our experiences for 2016. In Term 1 the four school leaders attended a student leadership conference to learn more about making a difference as a leader.

Also in Term 1 we had our Harmony Day celebrations. At the start of the day we paraded our costumes to celebrate the different cultures of our school. We watched a Korean music and dance performance, and the four school leaders planted an orange tree to add to our Harmony Day orchard. We ate the delicious food which everyone brought in to share.

Our regular leadership roles this year have included setting up the hall every second Thursday for our school assemblies and presenting the merit awards to our safe, respectful learners. Another weekly task this year was to be a peer-support leader to students from Kindergarten to Year 4. In Term 2, the school leaders ran the ANZAC day service which is always a special occasion.

In Term 3, Year 3 to Year 6 went on a school camp to the Bathurst goldfields. At the Bathurst goldfields we did lots of different activities including visiting the Blue Mountains on the way to see the Three Sisters. We also went to Scenic World. We had the opportunity to pan for real gold, some of us even found little specs of gold.

We went to a cattle show to see sheep and cows and understand a little more about farming. Also in Term 3, we led our Education Week celebrations where the school leaders welcomed and introduced a variety of class items to showcase the fantastic work we do in our classrooms.

We have really enjoyed our year as school leaders and we wish all the best for the 2017 new school leaders – we know you will be great representatives for Rydalmere Public School.

Georgia Ryan and Jayden Cottam

School Captains

School background

School vision statement

At Rydalmere Public School we are dedicated to creating a dynamic and engaging school community of safe, respectful learners who belong. Our priority is developing global citizens for the future.

School context

Rydalmere Public School and Preschool is a small metropolitan school located at the centre of population for the greater Sydney area. The school is set on expansive grounds. In 2015, the school population sits at 130, comprising 110 K–6 students in our primary classrooms and 20 preschool children each day. The preschool runs two programs each week, servicing a total of 40 preschool children weekly.

50% of our students come from a Non–English Speaking Background and 2% of our students are from an ATSI background. Overall, our Family Occupation and Education Index (FOEI) is 84. Our students are safe, respectful learners who belong. We enable them to become:

- successful learners
- confident and creative individuals
- active and informed citizens

Our school staffing consists of six teaching positions, including two executive positions of Principal and Assistant Principal, and various part–time specialist support teachers and support staff. Rydalmere Public School and Preschool staff promote equity and excellence. Embedded in their practice is the promotion and development of all students’:

- intellectual
- physical
- social
- emotional
- moral
- spiritual and aesthetic and
- wellbeing needs.

The parents and carers of Rydalmere Public School, unite with the staff in positive partnerships to improve the learning experiences for their children. An active P&C body exists. Members from all facets of our school community are involved in key decision making, as valuable contributors in our consultative processes.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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. 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.

Learning – In the domain of learning we have achieved the following in each element:

Learning Culture – Sustaining and Growing

- *What this means at Rydalmere Public School* – Our teachers, parent/carers and students work together in partnership to achieve a positive learning culture. Teaching staff deliver sessions to our P&C each month to increase awareness of programs running at the school. The relationships that exist between staff and parents/carers do so, on a mutual respect, which enables interactions that support a positive learning culture.

Wellbeing – Sustaining and Growing

- *What this means at Rydalmere Public School* – Our over-arching values “Safe, respectful learners who belong” are at the core of our commitment to provide a learning environment where our students thrive. Our highly effective Learning Support Team, who cares for the wellbeing of the ‘whole child’, ensures all students who require learning adjustments receive them. The cultural diversity of our community is embraced and the intricacies of this at the forefront of decision-making in terms of wellbeing.

Curriculum and Learning – Sustaining and Growing

- *What this means at Rydalmere Public School* – At a school level, our teachers engage in a ‘teaching and learning’ planning process that targets all students at every stage of their learning. Beyond our school gate, we are involved in two Community of Schools (1) Waranara CoS and (2) Cumberland Community Connections – CCC. Both of these provide enhanced learning opportunities for our teachers and students with Waranara (4x small schools) enabling us to overcome the restraints that come with being a small school. CCC links primary and high school, with a focus on sharing curriculum knowledge between our very different settings while also improving transition to high school.

Assessment and Reporting – Sustaining and Growing

- *What this means at Rydalmere Public School* – Our reporting format, enables us to provide parents/carers and students even more information on learning progress, as well as specifically defining learning goals set for each student in the area of English and Mathematics. While teachers undertake analysis of classroom data daily to support learning, our whole staff meet fortnightly to analyse student performance via a data wall. Every student is plotted on this wall against a variety of criteria where the ‘tiered-model’ of learning support is used. External data sources such as NAPLAN are also plotted on our data wall. This enables us to view every student as their own ‘being’ and ensure all students’ learning needs are met.

Student Performance and Measures – Delivering

- *What this means at Rydalmere Public School* – Our students’ growth is measured internally via learning continuums and achievement against learning outcomes, and plotted on our data wall. External sources such as NAPLAN demonstrate that in literacy and numeracy in excess of 90% of our Year 3 and Year 5 students achieve at or above the national minimum standards.

Teaching – In the domain of teaching we have achieved the following in each element:

Effective Classroom Practice – Sustaining and Growing

- *What this means at Rydalmere Public School* – Teachers effectively use student performance data as the driver for teaching and learning. Pedagogy is linked to the research embedded within our school plan. Our Principal and Assistant Principal run mentoring programs that enable teachers to critically evaluate teaching and learning programs.

Data Skills and Use – Sustaining and Growing

- *What this means at Rydalmere Public School* – All teachers use student assessment data to target student needs, and incorporate data analysis findings into their programming. All staff are an integral part of the whole-school analysis of data, where this information is translated into goals that exist within our school plan. The results of these analysis’ are communicated to our community in a variety of mediums.

Collaborative Practice – Sustaining and Growing

- *What this means at Rydalmere Public School* – Within our Waranara CoS, teachers have collaboratively planned units of work in stage groups. At a school level, a less informal approach to collaborative planning takes place. A future focus will be the collaborative review of teaching and learning programs. These collaborations are the stimulus to improve teaching practice and student learning outcomes. Mentoring of all staff builds capacity, ensuring both teaching and leadership practice are continuously evaluated and built upon. We view all teachers as leaders, and as such, utilise individual teachers’ areas of expertise to improve the knowledge and practice of all teachers at our school, and also within our CoS.

Learning and Development – Sustaining and Growing

- *What this means at Rydalmere Public School* – All professional learning is aligned to our school plan, with the scope for teachers to achieve personal professional learning pursuits set out in their own Performance and Development Plan. An expectation of all staff who attend self-identified professional learning is that upon their return they facilitate a professional learning session for all staff. Our core literacy and numeracy initiatives (FoR and TEN) have improved teaching methods and strategies teachers use to facilitate learning.

Professional Standards – Sustaining and Growing

- *What this means at Rydalmere Public School* – All of our teachers are professional members within our school and our CoS. Teachers feel supported in achieving and maintaining accreditation at proficient or above. Extensive evidence of teachers working beyond the classroom exists, where every teacher has a number of additional extra-curricula roles.

Leading – In the domain of leading, we have achieved the following in each element:

Leadership – Sustaining and Growing

- *What this means at Rydalmere Public School* – Capacity building at all levels is one of our Strategic Directions, and within our context is vital to the everyday running of our school. All staff have the opportunity to build their capacity to their chosen level. All staff have purposeful leadership roles based on their expertise and leadership aspirations.

School Planning, Implementation and Reporting – Sustaining and Growing

- *What this means at Rydalmere Public School* – There is a shared ownership of our Strategic Directions across all stakeholders in our school community. Input and feedback from all members of our community is sought throughout the year using a variety of methods. The evaluation of this input/feedback informs future planning and ensures ongoing improvements. All of the above, coupled with innovative thinking, ensures we have a school plan that delivers improved student outcomes for our global citizens.

School resources – Excelling

- *What this means at Rydalmere Public School* – We are a very well-resourced school where all the resources within our means are used effectively and innovatively to make it count for our students, staff and the community.

Management Practices and processes – Excelling

- *What this means at Rydalmere Public School* – The school leadership team has built and sustained practices and processes that enable the clear articulation of school priorities, whereby systems are in place for feedback to be received from our community. This is encouraged and backed by evidence demonstrating our responsiveness to such feedback. This ensures strong partnerships exist between the school, home and community to maintain high engagement from our community.

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

Leadership & building capacity at all levels

Purpose

To build an expert teaching and leadership team, who take an active leadership role beyond the classroom, where there is a shared responsibility for all students' learning. High quality professional learning will focus on continuous improvement via mentoring and coaching to build the capacity of all staff.

Overall summary of progress

Leading and Managing School Performance: The school leadership team have been provided with time to effectively lead, manage and implement the DoE reforms. This time has been used to: develop and lead professional learning; design and implement educational programs; coaching, mentoring and shadowing programs; performance and development; and target student learning and welfare outcomes. Succession planning and distributed leadership are an integral part of the Rydalmere PS leadership strategy in building the capacity of all staff.

RAM FUNDING EMBEDDED THROUGHOUT

Effective Pedagogical Practices: The school leadership team have enabled the effective delivery and implementation of the curriculum, ensuring that practice is evidence based. We have continued to build and sustain the professional learning of all staff members, in line with our school plan, complemented by the professional learning needs of individual staff as defined in Professional Development Plans aligned to the professional standards. The effective pedagogical practices embedded at Rydalmere PS ensure our students are engaged (see Strategic Direction 2) in meaningful learning opportunities to develop their skills and capabilities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
To increase to 100% teachers' capacity to transform student learning with strong understanding, utilising the DoE reforms and frameworks, to change practices so they are aligned to our strategic directions, PLPs and staff career aspirations.	School based trainer (FoR) trained 2 early career teachers School based trainer (TEN) trained teachers Growth Mindset training for all staff SASS Professional Learning Transition to School Conference ELLA (Early Language Learning Australia) Mandarin training for all preschool staff. Autism Spectrum PLASST training for Learning and Support Teacher CELF (language screener) training for Learning and Support Teacher Words Their Way Leadership Planning Days Semester 1 & 2 – whole staff	\$24000
100% of teachers demonstrate proficiency with an increased number of staff aspiring to be	Membership to professional organisations/affiliations	\$350

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
accredited at highly accomplished or lead teacher level.	2 x teacher submitting at proficient 1 x teacher ready to submit at proficient in 2017. 2 x teacher maintaining proficiency 100% staff completed PDP aligned to proficient standards.	

Next Steps

Leading and Managing School Performance:

- Continue the provision of release time for school leaders to effectively lead and manage the school.
- Align DoE policies and practices with school policy, where evidenced based research is at the core.

Effective Pedagogical Practices:

- Review school policy and procedures to support the Performance and Development Plan process.
- Targeted TPL – 'Seven Steps To Writing Success', Robotics and Coding, Creating flexible learning spaces, 'Words Their Way', 'Google Apps', 'Focus on Reading – Phase 2', 'Speech, Language and Communication Needs', 'Growth Mindsets', 'Visible Learning and Formative Assessment'.
- Executive leadership program – Franklin Covey

Strategic Direction 2

Dynamic & engaging learning environment

Purpose

For teachers to be supported in the delivery of exemplary teaching practice to ensure that every student is engaged in challenging tasks, supporting learning. Teachers will base their practice on research-based methodologies to create a dynamic learning environment.

Overall summary of progress

Creating Engaged Learners: 'Tiered Levels of Support' fully operational. This means that every student is receiving differentiated learning at their level. All students receiving adjustments and/or who have an Individual Learning Plan have been included in the National Data Collection. Targeted students receive intervention in their area of need, provided by specialist teachers and classroom teachers. Visible learning is evident in all classrooms with learning intentions and success criteria clearly articulated through personal learning goals.

Creating a Dynamic Learning Environment: After a trial of flexible learning spaces and flexible furniture, classrooms were permanently redesigned. In addition, two outdoor learning spaces were also transformed.

Strong Preschool Foundations:

Literacy and numeracy have been embedded in the preschool program in line with the EYLF (Early Years Learning Framework) where the core principles are being, belonging and becoming. Literacy has been enhanced by the ELLA: Mandarin program of which we were the only DoE preschool in the program. Transition to School Forms were completed and indicated that 92% of students exited our preschool working within Cluster 1 of the literacy continuum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of eligible students receiving tailored support through IEPs, PLPs and inclusive learning accommodations	Planning Days Semester 1 & 2 – whole staff Transition to School program (from our preschool) Orientation Program (for RPS Kindergarten 2017) Fortnightly whole staff Learning Support Meetings with regular review of data wall, where every child is plotted in a 'tiered levels of support' model. All students requiring support receive it through classroom and specialist teacher instruction.	Planning days accounted for in Strategic Direction 1. \$1500
Increased numbers of students achieving expected growth or beyond in external (NAPLAN) and internal (PLAN) data	Interim results in Numeracy (NAPLAN) indicate: In 2016, 55.6% students made expected growth in Spelling. This is a significant increase from 2015 where 30.8% made expected growth.	
Increased number of Kindergarten students achieving L9 text by 2017, with an increase of Year 1 students achieving L19 text and Year 2 achieving L24 text.	Interim results indicate: In 2016, 53% Kindergarten students exited at L9 in reading comprehension. In 2016, 71.5% of Year 1 students exited at L19 reading comprehension.	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of Kindergarten students achieving L9 text by 2017, with an increase of Year 1 students achieving L19 text and Year 2 achieving L24 text.	In 2016, 62% Year 2 students exited at L24 in reading comprehension.	
RAM 'Learning and Support' and 'English Language Proficiency' flexible funding utilised to ensure all equity funded students achieve Literacy and Numeracy targets.	As per progress identified in 'Key Initiatives'.	As per funds identified in 'Key Initiatives'.

Next Steps

Creating Engaged Learners & Creating a Dynamic Learning Environment:

- Triangulation of data from learning continuums, NAPLAN and data wall.
- Continuous evaluation of processes for plotting of school data and external data onto our data wall.
- Further embed visible learning, linked with personalised learning goals.
- Growth Mindsets practices implemented with staff and students.
- Purchase of further 'flexible' furniture.
- Capital works on learning spaces.
- Participation in ROSETE9 (Ningbo province) for a K-6 Mandarin Program

Strong Preschool Foundations:

- Research and learning gained from participation in the Quality Interactions for Preschool TPL will be embedded into daily practice.
- ELLA: Mandarin – second year in program.
- Addition of sensory garden to outdoor play space – learning linked to literacy and numeracy outcomes for the preschool children.

Strategic Direction 3

Enhance school community values & culture

Purpose

To maximise student learning success and wellbeing by working in partnership with parents and carers, the Rydalmere Community Hub Leader, local schools and community organisations. Open and effective communication will exist to sustain positive relationships and to evaluate the effectiveness of these partnerships on student learning.

Overall summary of progress

Communication and Consultative Decision Making: Future forums were held seeking input from students, staff and our community on particular aspects of Rydalmere PS. We sought information around: 'something they really like/are happy with', 'something they don't like/are not happy with', 'something they would like changed' and 'give us an idea'. Further to this, we survey families on each of our three strategic directions. Our participation rates were as follows: 100% of 3–6 students in focus groups, 100% K–2 students in focus groups, 100% of staff and 30% of all families.

Wellbeing: Our valued partnerships with all parents and carers, and wellbeing of our CALD families, have increased with the addition of our new Community Hub Leader. This has led to strong attendance at parent training courses, as well as greater involvement in school activities. Positive Behaviour for Learning (PBL) focuses on the promotion of positive behaviours with discussion and agreed expectations of being safe, respectful learners who belong. All students are rewarded for behaviours under Safety, Respect and Learning. Expectations for agreed behaviours to foster learning and engagement are valued by students and parents. We purchased a third-party software package to enable us to more efficiently monitor and record both positive and negative behaviour incidents.

Community of Schools Network: Relationships and connections with the **Cumberland Community of Schools (CoS)** (local Primary & High Schools) were strengthened in a variety of joint initiatives including, Science Program, Hip Hop Dance Program, CosFest (Short film competition), Year 5/6 and Yr 7 transition programs and joint professional learning sessions on Growth Mindset and a combined Staff Development Day. The **Waranara CoS** (four small Primary schools) continues to provide high quality professional learning on : new Geography syllabus and the writing of units of work, how to teach students suffering from trauma and creative and critical thinking through the use of BreakoutEDU Boxes.

Preschool Network – the preschool staff were involved in regular network meetings to plan and share expertise in the areas of the Early Years Learning Framework (EYLF) and engage in professional dialogue about Belonging, Being, Becoming.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased parent/carers satisfaction levels in the area of 'School Culture'.	Harmony Day Community Event Education Week Open Day Community Event Grandparent's Day Community Event 125 Year Birthday Celebrations 125 Year Birthday Community Fete Social media platform Twitter in use	\$3500
Significant decrease of negative incidents recorded in Student Welfare records.	Sentral (third-party software) PBL Resources	\$4000

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
RAM Aboriginal and Low–Socio Economic funding utilised to support initiatives.		As per funds identified in 'Key Initiatives'.

Next Steps

Communication and Consultative Decision Making:

- Continue the use of Future Forums and increase parent/carer participation in these.
- Continue to use our school App, digital newsletter and 'Twitter'.
- Trial the use of SeeSaw app.
- Utilise the community room on a daily basis and seek to refurbish this area.
- Using the Rydalmere Community Hub as a vehicle for parents to access more workshops addressing their needs.

Wellbeing:

- Increase the numbers of parents, carers and community members accessing the Rydalmere Community Hub programs.
- Continue to embed the core PBL expectations into all learning environments, with the addition of Vivo as a reward platform.
- Learning Support Team will review the identification and referral systems to ensure there are supports in place for all behaviours.
- Community awareness through website, newsletter, app and Twitter.

Community of Schools Network:

- Waranara CoS – regular collegial professional sharing sessions timetabled and evident to strengthen links to enhance teacher and leader networks and involvement in projects. There will be an emphasis on 'like needs' / PDP goals, to support teaching and learning with a focus on best practice across the connected community of schools.
- Flexible strategies for teachers or school leaders to build shared expertise across schools and communities.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>All students have a Personalised Learning Plan (PLP) where learning goals were designed in conjunction with the students' parent/carer.</p> <p>Additional support targeting attendance was also provided.</p>	\$1424.22
English language proficiency	<p>All students eligible to receive EAL/D support were assessed against the ESL Scales and plotted on the EAL/D progression. Of those 53 students plotted, the following growth was achieved through this targeted support:</p> <p>Feb 2016</p> <p>Beginning = 9</p> <p>Emerging = 10</p> <p>Developing = 22</p> <p>Consolidating = 12</p> <p>Dec 2016</p> <p>Beginning = 4</p> <p>Emerging = 9</p> <p>Developing = 23</p> <p>Consolidating = 17</p>	\$29831.66
Low level adjustment for disability	<p>All students requiring adjustments received these (as evidenced in students' welfare files) through adjustments in teaching and learning programs and also PLPs where appropriate. 75 of our students require adjustments with the following breakdown:</p> <p>Extensive = 10</p> <p>Substantial = 27</p> <p>Supplementary = 38</p> <p>School Learning Support Officers were employed to work in classrooms alongside targeted students requiring additional support.</p>	\$11460.00
Quality Teaching, Successful Students (QTSS)	<p>Enabled school timetable to allow for teacher mentoring through the use of this staffing allocation.</p> <p>Early Career Teachers were provided with a mentor.</p> <p>Mentors were trained in a DoE coaching philosophy to provide authentic and effective feedback to staff.</p> <p>Mentors demonstrate best practice and staff are provided with opportunities to implement these practices.</p>	No RAM funding received – 0.099 Staffing Allocation

Quality Teaching, Successful Students (QTSS)	Time is built in for reflection and further planning.	No RAM funding received – 0.099 Staffing Allocation
Socio-economic background	<p>Additional classroom teachers were employed to support classroom and student welfare programs.</p> <p>Funds were also allocated for all P-6 teachers to receive professional learning in literacy and numeracy to support student outcomes.</p> <p>Students from families experiencing financial hardships are provided with the same curriculum related resources and opportunities including excursions and uniforms.</p>	\$11633.06
Targeted student support for refugees and new arrivals	<p>New Arrival teaching allocation provided.</p> <p>Support given to newly arrived students from our EAL/D specialist teacher in the area of English language and social skill development.</p>	No RAM funding received – 0.2 Staffing Allocation (NAP)

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	44	50	59	60
Girls	51	50	57	54

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.5	95.5	93.8	93.8
1	95.3	96.3	92.8	94.1
2	95	96.1	91.1	94.4
3	95.7	96	93.7	92.6
4	97.2	96.5	94	94.8
5	93.1	97.4	91.5	93.4
6	94.7	91.9	95.2	95.7
All Years	94.9	95.8	93	94.1
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

Class sizes

Class	Total
KG	17
1M	16
2A	23
3/4G	29
4/5/6M	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.49
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration & Support Staff	3.01
Other Positions	0.05

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Rydalmere Public School has no staff members who identify as being Aboriginal.

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	0

Professional learning and teacher accreditation

All teaching and administration staff undertook mandatory and targeted professional learning. A wide variety of differentiated professional learning was offered in response to the ongoing implementation of Professional Development Plans (PDP). These included:

- CPR
- Anaphylaxis Training
- Code of Conduct
- Child Protection
- WHS Induction
- E-Emergency
- LMBR (SAP/SALM/ebs4)
- NAPLAN Analysis
- Focus on Reading
- TEN (numeracy)
- Transition to School Conference
- Autism Spectrum
- Growth Mindset

- CELF
- PLASST
- Words Their Way
- Leadership
- Visible Learning
- Early Learning Languages Australia: Mandarin
- School Excellence Framework

Three teachers are working towards achieving their accreditation.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	205 917.67
Global funds	106 311.92
Tied funds	103 459.79
School & community sources	38 044.30
Interest	1 994.67
Trust receipts	45 407.92
Canteen	0.00
Total income	501 136.27
Expenditure	
Teaching & learning	
Key learning areas	89 712.71
Excursions	5 274.73
Extracurricular dissections	13 573.27
Library	2 508.62
Training & development	8 063.03
Tied funds	59 629.40
Short term relief	12 805.73
Administration & office	28 415.52
School-operated canteen	0.00
Utilities	17 770.33
Maintenance	14 237.85
Trust accounts	101 695.55
Capital programs	0.00
Total expenditure	353 686.74
Balance carried forward	147 449.53

The information provided in the financial summary includes reporting from 5 September 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	203 702.99
(2a) Appropriation	153 537.63
(2b) Sale of Goods and Services	35 478.15
(2c) Grants and Contributions	14 415.45
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	271.76
Expenses	-142 250.30
Recurrent Expenses	-142 250.30
(3a) Employee Related	-97 391.70
(3b) Operating Expenses	-44 858.60
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	61 452.69
Balance Carried Forward	61 452.69

	2016 Actual (\$)
Base Total	964 544.38
Base Per Capita	6 900.82
Base Location	0.00
Other Base	957 643.55
Equity Total	84 954.60
Equity Aboriginal	1 424.21
Equity Socio economic	11 633.06
Equity Language	29 831.06
Equity Disability	42 066.26
Targeted Total	19 759.99
Other Total	187 543.39
Grand Total	1 256 802.35

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.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

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. Due to small cohort size in Year 5, graphs are unable to be published, therefore a narrative has been provided.

Year 5 Literacy:

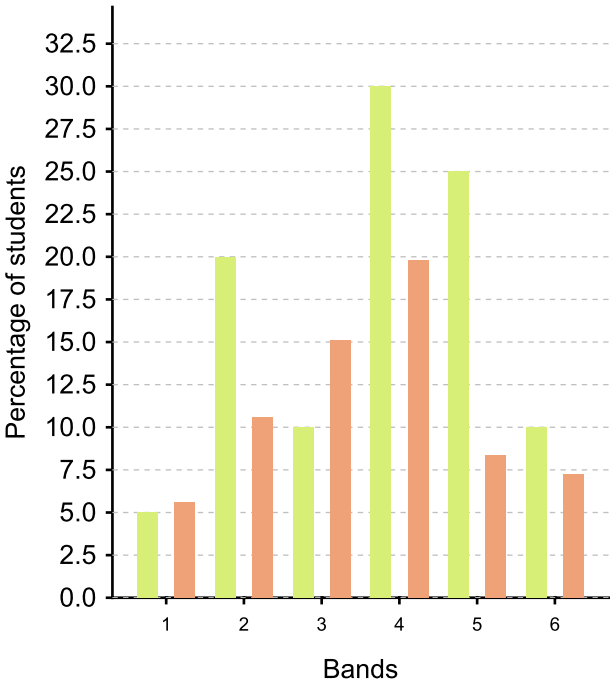
100% of Year 5 students were above the national minimum literacy standards in Reading.

100% of Year 5 students were above the national minimum literacy standards in Writing

89% of Year 5 students were above the national minimum literacy standards in Spelling with more than 60% above the national Minimum Literacy standards in Grammar and Punctuation.

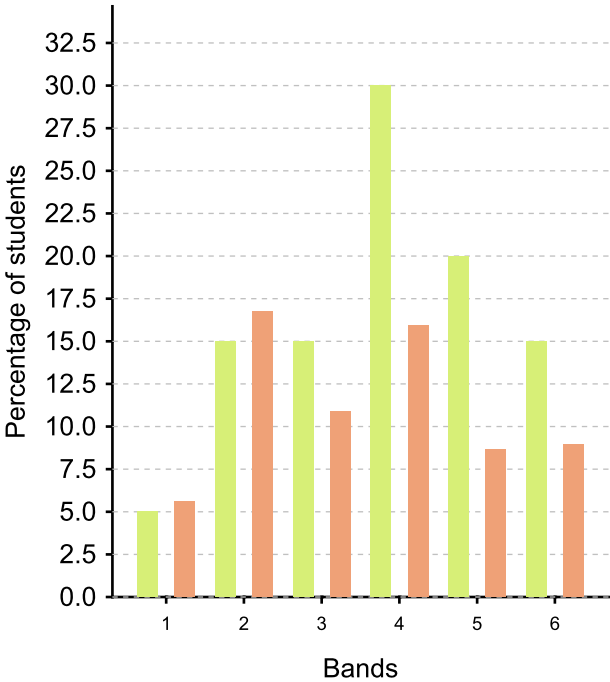
Year 3 Literacy

Percentage in bands:
Year 3 Reading



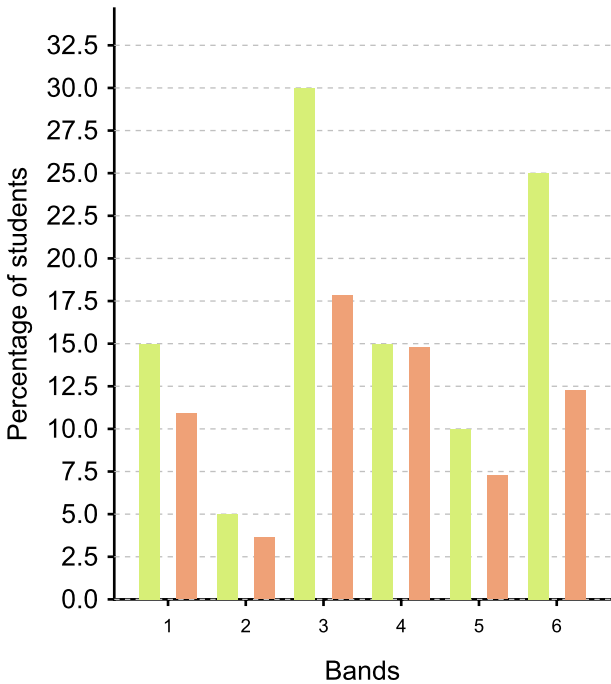
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



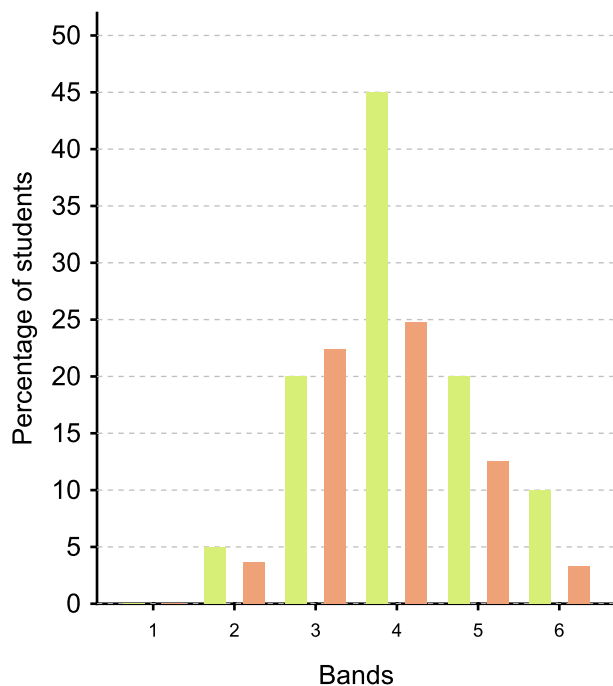
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Grammar & Punctuation



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing

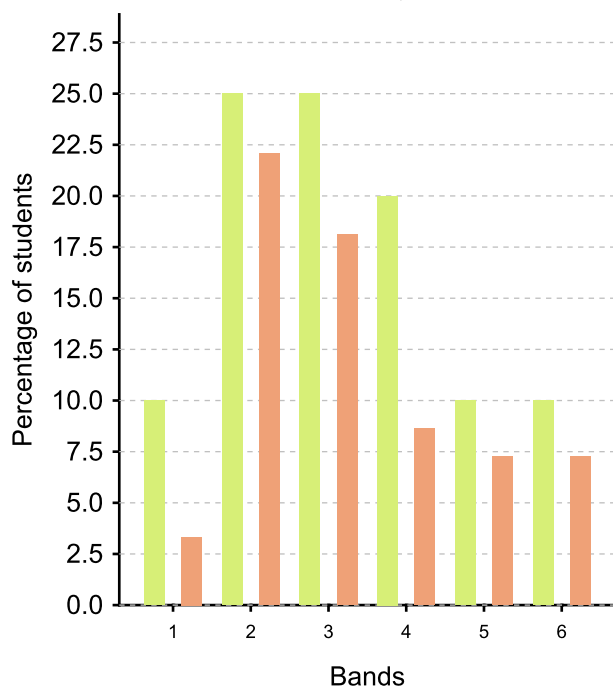


Percentage in Bands
School Average 2014-2016

Year 5 Numeracy: 80% of Year 5 students were above the national minimum Numeracy standards. In data, space, measurement and geometry 30% of our Year 5 students were in the top 2 bands which was higher than the state average of 28%.

Year 3 Numeracy

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Students

A random sample of students from K–6 were chosen for the purpose of surveys. The surveys were carried out as forums where small groups of students were asked to talk about our school. Over 40% of the student population were interviewed with the results of their responses as follows:

The three things the students loved most about Rydalmore Public School were:

- Having friends, their teachers, the playground, the big oval, the classrooms, learning, all the colours around the school, that there were not many bullies, playing sport, soccer, handball, doing Hip Hop, maths and writing.

What would you like to change that would make your school better?

- More equipment in the playground at lunchtime, more soccer balls, more handball courts, school handballs so everyone gets a fair go, toilets on the oval, the netball court to also have basketball rings so it becomes dual purpose, 2 teachers on duty so we can use the netball court, additional fixed equipment for seniors, more Year 6 fundraising events for the Year 6 farewell, 'Where's Wally' books in the library, bigger classrooms and upgrade technology throughout the school.

What do you most enjoy learning at school?

- Year 1 – Reading 63% Writing, Science & Sport 37%
- Year 2 – Sport 57% Spelling & Maths 43%
- Year 3 – Maths 75% Spelling & Sport 37%
- Year 4 – Visual Arts 80% Maths 60%
- Year 5 – Maths 83% Art & Sport 66%
- Year 6 – Art 75% Maths 66% English & Sport 50%

Parents

Data from the parents responses showed:

- 70% of parents believe that positive and respectful relationships are evident among students, staff and the community.
- 86% of parents almost always believe the school

implements whole school approaches to welfare and classroom student behaviour expectations.

- 49% of parents understand what their child is learning and how to support them.
- 100% of parents almost always or usually believe the school promotes student wellbeing and learning success.
- 66% of parents believe the school encourages all students to demonstrate independence, asking for help if needed and caring for themselves and others.
- 84% of responses indicated that the school almost always or usually provides extra curricula activities (eg choir, PSSA sports) that support student development and reflect the values and priorities of the school.

Policy requirements

Aboriginal education

Rydalmere Public School implements the Aboriginal Education and Training Policy through the targeting of resources and professional learning to promote quality teaching and the inclusion of Aboriginal perspectives and content across all areas. We ensure teaching and learning programs are designed to educate all students about and for them to develop a deeper understanding of Aboriginal histories, cultures, languages, perspectives and current Aboriginal Australia. All Aboriginal students have a Personalised Learning Plan (PLP) where learning goals were designed in collaboration with the students' parent/carer. These home/school partnerships are positive and result in our Aboriginal students achieving the highest possible outcomes. We work in partnership with our Aboriginal Student Liaison officer to support Aboriginal students and their families.

Multicultural and anti-racism education

Rydalmere Public School celebrates our multicultural composition, and as such enjoys a rich and harmonious environment for our students, staff and community to thrive in. Within our school, 53% of students come from Language Backgrounds Other Than English (LBOTE). Our predominant language backgrounds are Arabic and Korean. An additional 22 languages are represented within our context. To assist families in their communication efforts, we arrange face-to-face and phone interpreters.

Teaching and Learning programs foster intercultural understanding and address cultural differences throughout the world. As a school community we celebrate Harmony Day together where we wear traditional clothing, bring food to share from our culture for our 'Multicultural Feast', add an orange tree to our 'Harmony Orchard' annually, plant 'Harmony Hands' in our Harmony Garden and celebrate that everyone belongs.

Our school has an anti-racism policy supported by one trained anti-racism officer (ARCO). There were no incidences of racism notified to our ARCO during the year 2016.

Other school programs

Preschool

Rydalmere Public School Preschool offers a first class program for children to attend the year prior to starting school. The program is based on the 'Early Years Framework' and the 'National Quality Framework' as governed by the Australian body ACECQA.

In 2014 we underwent our National Assessment for our service rating. This was a rigorous process in which we performed exceptionally well. When rated against the Quality Standards, we received an overall rating of 'Exceeding National Standards'. We continue to offer this high standard of early childhood education for the children at our preschool.

This year, preschool children have participated in:

- Know Waste
- ELLA: Mandarin –where all children learnt the language 'mandarin'.
- Nutrition Magician
- Munch and Move
- Young Scientist Education
- Art Show
- Mothers and Fathers day morning teas
- Paint Parra Read
- Vision Steps Eye testing
- 125 celebrations
- Transition activities including Uniform day, Canteen visit, lunch in school playground and using school facilities
- A year long transition to school program where children are involved in whole school events for Harmony Day, Easter Hat Parade, Education Week Performance, Book Week Parade, Assembly, Library and Disco.
- Learning opportunities involving IWB technology, XO laptops and iPads
- Learning opportunities involving mud, sand, sticks and leaves
- Learning opportunities promoting creative play, critical thinking and enabling them to really own that sense of belonging, being and becoming.

Community Hub

We are lucky to be the home of the Rydalmere Community Hub here at Rydalmere Public School. Our Community Hub leader has worked with all families who have chosen to engage in the hub, including families from a migrant and refugee background.

Our Community Hub leader has worked in partnership with outside agencies and also closely with the school to deliver needs based programs as defined by our parents and community members. Support programs offered for families include Positive Parenting, English Language classes, TAFE partnership to facilitate childcare course onsite, Playgroup, Sewing group, Knitting group, Multicultural cooking group and Sensory Garden upgrade program in partnership with Bunnings.

The Hub has supported students by providing a Breakfast Club that operates every morning for every child, as well as a reading initiative.

Choir

Our choir of students in Years 3–6 participated in 'Celebrating the Arts' festival. The choir rehearsed during lunch times and travelled to three full day rehearsals to rehearse as a combined mass choir. The final performance was at Riverside Theatre in Parramatta where our students did a fabulous job representing our school.

Premier's Reading Challenge

All students Kindergarten to Year 6 participated in the Premier's Reading Challenge. Students were read a variety of texts from the PRC booklist during Library sessions. Students were able to add to their log by reading books from this list at home, as well as a few 'own choice' books. All students received either participation, gold or silver awards.

PSSA Competition – Soccer

Our students in years 3–6 enjoyed another competitive season of soccer. Both junior and senior teams played weekly in the Winter season against other local schools within our area. We played at Rydalmere Park, Eric Primrose and George Kendall. Strong support from the P&C continues to see our players 'donning' the fanciest of red and white jerseys around. We're all looking forward to the 2017 soccer season.

Premier's Sporting Challenge

All students Kindergarten to Year 6 participated in the Premier's Sporting Challenge. Students participated in whole school fitness and rotating tabloid activities. Weekly fun runs and class gross motor skills activities added to each students' log. Each week students logged the time they spent engaging in a variety of fitness activities both at school and outside of school. Students collectively worked towards a bronze, silver, gold or diamond award for their class. All students received silver or gold awards.

ICAS

Many students in Years 2–6 competed in the International Competitions and Assessments for Schools (ICAS), an independent skills-based assessment competing against students from all over Australasia. Students entered competitions in English, Writing, Spelling, Mathematics, Computer Skills and Science. All students performed well and gained extra experience in rigorous assessment conditions. High Distinctions and Distinctions were awarded to our highest performing students.

Technology

We are a one laptop per child school. This means our commitment is that every child will have their own dedicated laptop from Kindergarten, right through to Year 6. The devices we use are XO Laptops. The XO is touch screen, converts to a tablet, has a built in camera and thousands of apps to support student learning. So portable are these devices that they are taken on excursions for students to record learning at all times. They are an essential tool in supporting learning, even our preschool children love using these too in our Preschool. In 2017 all students 3–6 will be using the newest version of XO's called the Infinity.

MULTILIT (Making Up Lost Time In Literacy)

MULTILIT involves intensive, systematic instruction in phonics and word attack skills, sight word recognition and supported book reading in a one-to-one context. It is suitable for Year 2 students and above.

- 22 students have taken part in the program in 2016 with 3 trained tutors working with them approximately 1–2 times a week.
- 14 students have completed the program in 2016.
- All students in the MULTILIT program made progress and some showed significant improvement in their reading.