

Rylstone Public School

Annual Report



2016



3025

Introduction

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

Jodee Burcher

Principal

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Message from the Principal

Rylstone Public School offers a well rounded and holistic education for all students – through nurturing and providing for their academic, social and emotional needs. Our school culture focuses on the values of student well being, application, perseverance and respect. Numerous opportunities are available to all students, catering for the wide range of interests, abilities and talents that our students possess and are underpinned by quality student welfare practices and exemplary teaching. The profile of the school has continued to be raised due to our exemplary and unique programs, such as computer coding and STEM. Rylstone Public School offers a wide variety of educational programs focusing on Mathematics, English, technology and public speaking. 2016 saw us embark on our Positive Behaviour for Learning journey, where we plan to actively engage all students in meaningful and challenging learning experiences through personalised and differentiated learning opportunities; which develops them as both learners and leaders; which instill the values of respectful and responsible citizenship; and promotes their intellectual, physical, social, emotional, moral and aesthetic development and wellbeing. We pride ourselves on innovative student centered classrooms and teaching and learning programs. Rylstone Public is recognised in the wider community as being committed to continuous improvement and upholding standards of excellence. Our school prides itself on the friendly, family atmosphere that has developed within our wonderfully supportive school community. I would like to thank our Parents and Citizens' Association (P&C) and the wider community for their continued commitment to supporting school initiatives and the purchase of additional resources. We consider Rylstone Public School a place where every student achieves success.

School background

School vision statement

Rylstone Public School strives to empower students to become resilient, responsible successful learners. By providing a supportive and stimulating educational environment that empowers students to become active thinkers who display tolerance, inclusion and excellence.

School context

Rylstone Public School opened in 1857. It is a small, P5 rural school located in the Bathurst School Education region. The school is located 55km from Mudgee and has a strong partnership with the Cudgegong Learning Community. The school caters for the needs of all K–6 students who live in the village of Rylstone and the surrounding areas. The school currently has 94 enrolments. There are 4 classes; a straight Kindergarten, composite Stage 1 class, composite Stage 2 class and a composite Stage 3 class. There are currently 6 teachers working at the school. Technology is an embedded school feature with all classrooms and the library fitted with interactive whiteboards and access to Wi-Fi, laptops, iPads and tablets. The school has experienced teachers with a very strong focus on Professional Development. It is a very cohesive and inclusive school environment. We are a school that endeavours to provide quality teaching and learning programs, particularly in the areas of Literacy and Numeracy. All students are provided with teaching and learning experiences that cater for their individual needs. Student wellbeing is a high priority at our school with identified programs to encourage resilience and values, such as Positive Behaviour for Learning (PBL).

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 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:

Learning: In the domain of Learning the school's self-assessment is consistent with the evidence presented in four elements and is validated using the School Excellence Framework. In the element of;

– Curriculum and Learning the evidence presented indicates the school is operating at the Sustaining and Growing stage

Teaching: In the domain of Teaching the school's self-assessment is consistent with the evidence presented and is validated using the School Excellence Framework

Leading: In the domain of Leading the school's self-assessment is consistent with the evidence presented in one element and is validated using the School Excellence Framework. In the element of;

–Leadership the evidence presented indicates the school is operating at the Sustaining and Growing stage.

–School Resources the evidence presented indicates the school is operating at the Sustaining and Growing stage.

–Management Practices and Processes the evidence presented indicates the school is operating at the Sustaining and Growing stage.

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.

Our school determined next steps in the self-assessment process will be to look at a more consistent and systematic approach to data collection so that we will be able to monitor our progress aligned with our school plan. We will develop improved systems of analysis of data to provide evidence which can direct future school growth. Teachers will be given

more opportunities to collaborate on school planning and evaluation of progress

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

Improve English and Mathematics student outcomes— a systematic delivery of quality literacy and numeracy programs focused on improved learning outcomes

Purpose

To align teaching and learning with the Australian Professional Standards for Teaching

Overall summary of progress

RPS wanted to increase student English outcomes and Numeracy outcomes specifically in basic number facts and in the areas of writing and spelling. Teachers wanted to maintain and further improve student outcomes in Literacy and Numeracy with a strong focus on differentiating the curriculum to meet identified needs. We will do this through a systematic delivery of quality literacy and numeracy programs focused on improved learning outcomes. NAPLAN results indicate that we are progressing towards this goal well. The Minilit and Multilit programs were a priority in our School Plan. Both programs are offered daily to selected students. We are seeing a dramatic improvement in Benchmark reading results. Minilit is run by an SLSO to a targeted group of Year 1 and 2 students. Multilit is run 1 to 1, by the LaSt to a targeted group of Year 3–6 students. Our school strives to deliver equity and excellence in education, giving Rylstone Public School students every opportunity to become successful learners, confident and creative individuals and active contributors to community. We consistently source learning opportunities that broaden students' capabilities, such as debating, public speaking, transitions to kindergarten and high school, numerous representative sports and a variety of digital technologies. Staff have demonstrated a strategic and planned approach putting explicit systems in place to support the cognitive, emotional, social and physical wellbeing of all students. Our teaching staff demonstrate an integrated approach to quality teaching, curriculum planning and delivery and assessment that promotes learning excellence and responsiveness in meeting the learning needs of all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Develop student capacity for reading and interpreting texts in a meaningful manner. This will be an identified group of students provided 1–1 and small group instruction by LAST & SLSO staff.	Multilit program and behavioural reading programs for 'at-risk' students in Primary grades. Significant growth in literacy in grades 1 and 2.	SLSO trained in implementing Minilit to small groups. \$2675 (Aboriginal Background Funding) \$7655 Local funding \$14410 (integration funding)
MiniLit assessment – students moved from achieving well below and below benchmark up a minimum of one level and ultimately to the grade proficient level. Reading data will reflect progress.	Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities. Teachers differentiate curriculum to meet the needs of individual students.	Last \$8549
Targeted students all exhibiting 12 month growth or more above chronological age / or one cluster marker above grade level in the areas of reading and comprehension.	Specific writing group in Year 3 and 5 to enrich top to middle bands of students. Monitoring of NAPLAN data and growth and progression through continuum markers.	Data collected at the end of the year indicates significant growth in identified areas.
Identified students have access to Speech therapy services and develop identified skills.	Unfortunately a Speech Therapist was only available for a short period of time.	
TEN program fully implemented K–2 pre and Post data reflects	PLAN used twice a term to monitor student growth.	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% or better. Students' progress – obtain grade appropriate bench marking against the PLAN criteria.	PLAN used twice a term to monitor student growth.	

Next Steps

To re-address our data and evidence collection and train in using PAT testing resources. We are going to further investigate our placement in regards to the Premiers Priorities within our Community of Practice. Continue using SLSO to implement Mini-lit to small groups. LaST to continue taking middle groups in years 1, 3 and 5 in numeracy and writing. Teachers to continue with plotting on continuum. Further investigation into pushing middle NAPLAN students to above proficiency. We aim to maintain programs of enrichment and extension and to continually seek out opportunities that would benefit our students and their individual styles of learning. To excel, consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement needs to be pursued. Furthermore, all teachers will utilise assessments for learning to drive their focus for future planning and directions.



Strategic Direction 2

Professional Development of Staff– to create meaningful and relevant learning opportunities for staff that translates into quality teaching and learning practices for students.

Purpose

To provide all members of the school team opportunities to extend their knowledge of skills and transform them into best practice teaching and learning opportunities for our students

Overall summary of progress

Professional Development of Staff– to create meaningful and relevant learning opportunities for staff that translates into quality teaching and learning practices for students. To provide all members of the school team opportunities to extend their knowledge of skills and transform them into best practice teaching and learning opportunities for our students. Introduction of Positive Behaviour for Learning. Integrate technology into teaching and learning programs. Ensure curriculum provision meets needs of students in areas of identified growth. All staff are provided opportunities to continue on their PDP. Rylstone Public School teaching staff are always striving for new and innovative ways to engage all learners and differentiate Teaching and Learning programs. The school is committed to providing rigorous and challenging learning opportunities that promotes real development / extension of student's capabilities. Staff actively engage in professional development of curriculum differentiation. Staff are encouraged to frequently self-reflect on their own teaching and development. Colleagues do formal lesson observations once a semester. Staff regularly meet with the Principal to discuss teaching programs and the maintenance of their PDPs. Processes are in place to provide formal mentoring or coaching support to improve teaching or leadership practice. Our Beginning Teacher is provided with formal mentoring time each week as well as additional class planning time. The Beginning Teacher has also attended several beginning teacher Professional development days and is on track to get her accreditation.

Class programs are scrutinised collectively with class teacher and principal. Rylstone Public School has a cohesive and collegially supportive staff who are aware of their own teaching strengths and weaknesses and support each other in their lesson and program organisation by sharing ideas and resources. Where possible, due to the size of our school, there is collaborative program writing and lesson planning. Teachers collaborate within and across stages to ensure consistency of curriculum delivery, including strategies for differentiation and consistent teacher judgement. Rylstone School teachers differentiate curriculum to meet the needs of individual students.

Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. School staff are provided with professional learning both formally and informally, and the provision of opportunities to work collaboratively to plan and deliver meaningful experiences for students. The benefit of the varied expertise across colleagues and sharing ideas encourages our staff to discuss and review their own classroom practices improving and developing their teaching methods. There is a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers work beyond their classrooms to contribute towards broader school programs and continually strive for excellence in their teaching.

Progress towards achieving improvement measures

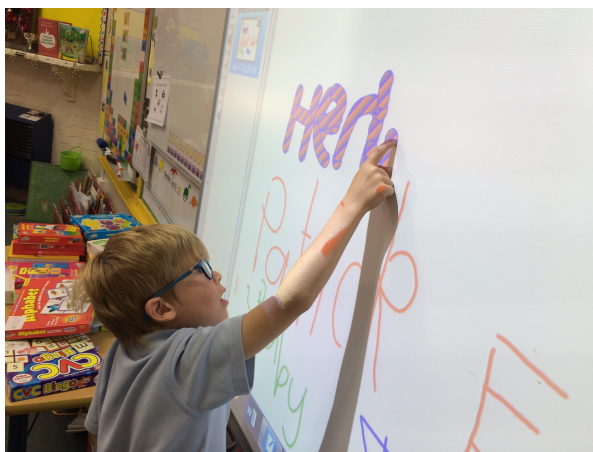
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
1. All K–2 staff implementing the TEN Program. All other staff members provided training on the program for use where appropriate	The school commits to providing rigorous and challenging learning opportunities that promotes real development / extension of student's capabilities. Staff actively engaging in professional development of curriculum differentiation, MiniLit and program implementation.	
2. TPL and ESES funds spent equitably and in line with professional development targets.	Teaching staff attending professional development in a range of areas including: mandatory training; new curriculum workshops, programs to support . Quality teaching programs that use established	Curriculum provision meets needs of students in identified areas of growth. \$6429 PL fund spent

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
2. TPL and ESES funds spent equitably and in line with professional development targets.	and maintained assessment through collaborative planning, mentoring and professional development	equitably among staff.
3. Identified Literacy and Numeracy programs fully implemented with data showing student improvements	Minlit and Multilit being implemented.	All staff are confident in delivering clear and succinct writing and spelling programs. \$3066
4. Best Start training of a second teacher	Second teacher successfully trained in implementing Best Start program.	\$500
5. Plan training for all staff k–6	All staff have been successfully up–skilled in plotting on the PLAN continuum.	\$1861 for resources Staff \$4686.
6. Literacy and Numeracy continuum training for all staff	All staff have undergone Continuum training in Literacy and Numeracy.	

Next Steps

Further training in PBL for all staff and students, with all stakeholders familiar with PBL expectations and common language. All staff to attain and maintain accreditation. Budget monitoring to ensure equitable distribution. Collation of records indicating who and what courses have been attended. Maintaining a professional journal. Processes used to monitor and report on teacher practices and development. Have more staff trained in TENs. All students to continue with computer coding and STEM programs. To excel, our school will need to imbed explicit systems and timelines for collaboration, observations and modelling of effective practice. Expand school leadership and management practices including professional learning to support systems. Develop further leadership and succession planning across the school. Evidence of aligned professional goals, the annual performance and development cycle, and selected Teaching Standards and the Principal Standards. Provision of quality professional learning aligned to school learning goals; system requirements; and professional career aspirations of staff.



Strategic Direction 3

Strengthen Learning Community Connections – – implementation of meaningful communication that engages a supportive school community.

Purpose

Strengthen staff and student programs by working collegially with local schools and staff. Share Professional Learning sessions and courses with local schools and staff. Encourage a strong transition program with the local high school. To develop and maintain a cohesive and effective school community. To value communication in understanding and supporting school directions.

Overall summary of progress

Strengthen Learning Community Connections by the implementation of meaningful communication that engages a supportive school community. Develop and maintain a cohesive and effective school community. To value communication in understanding and supporting school directions. Since 2014 Rylstone Public School has seen a consistent and steady increase in the number of parents involved with the school and attending Open Day. This year saw the largest number of parents attend in many years. Rylstone Public School actively and purposely encourages parents into every aspect of our day. We have open and honest lines of communication and make our parents and community feel a valued and included contributors to our school. Positive and respectful relationships across the school community underpinning a productive learning environment and support students' development of strong identities as learners.

Parents and the community are encouraged into the school numerous times throughout the year. The introduction of our school Facebook page has proven hugely successful. It is updated regularly and used as a conduit to celebrate student successes as well as a general information giving source. Our Facebook page has been one of the most successful introductions we have made. Parents relish the opportunity to see and share in their children's successes. Videos of student performances are uploaded for parents who are unable to attend and it was a vital communication tool for our recent Canberra / Snowy excursions. Recent provision of the Skoolbag App has been extremely well received by parents and is further evidence of our commitment to improved and clearer forms of communication.

Class teachers keep in constant contact with parents and keep families updated on classroom activities through weekly newsletter items and individual class notes. The improvement in parent participation demonstrates an approach to building educational aspiration and ongoing performance improvement across our community. A higher level of communication with the community in general with our Facebook page and Skoolbag app as well as weekly newsletters and the school's webpage, ensures effective two-way communication between families and the school and a consequent change of practice and community initiatives. From analysing the evidence, it demonstrates a growing culture of high expectations and community engagement, resulting in a sustained level of discourse with all stakeholders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Open days effectively communicated, endorsed by the school community and well attended	Increased parent participation in the P&C and school-home partnerships.	Education week open day numbers are steadily increasing.
Face book actively increasing community knowledge and resulting in improved communication and community involvement in school activities.	Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.	Open and ongoing communication to maintain a cohesive and effective school community. School APP and newsletter also widely used for communication \$1552.00 subscription to SkoolBag app Computer coordinator funding used for principal to monitor and supervise

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Face book actively increasing community knowledge and resulting in improved communication and community involvement in school activities.	Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.	Facebook page on occasion.
Parent workshops operating and refined based on topic and feedback.	Sustained high levels of student engagement, learning, and wellbeing as a result of quality and innovative strategic community learning partnerships and consultation.	Parent workshop on Positive Behaviour for Learning. \$120 afternoon tea.

Next Steps

The School will continue its operation to engage the school community with student learning and demonstrate the School's successes and practices. Parents and Carers will have the opportunity to attend and participate in workshops to develop their knowledge of teaching and learning practices and where appropriate, assist their child/ren in these skills in the home environment. Continue to endeavour to raise the profile of the school within the local community and district.

To excel, our school will need to continue to build a culture of welcome, inclusion and belonging that reflects and respects diversity within our community. Encouragement of more parents to decision making sessions and continuing transparency of the School's Plan and management systems.



Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	<p>Rylstone Public School caters for the learning needs of all students. We continually review student progress and allocate support. Funds received under the RAM for low level adjustment enabled the employment of School Learning Support Officers (SLSOs) to assist students in literacy and numeracy in classrooms and individually where needed.</p> <p>Supplemented an SLSO and LaSt for literacy support .</p> <p>Staff trained in PDP process. Staff trained in ILP adjustments.</p>	\$9305.... integration funding
Quality Teaching, Successful Students (QTSS)	<p>QTSS funding has allowed staff members to have additional time off class to reflect on their teaching practices and to observe each other teacher. All staff completed a peer observation each semester.</p>	\$6708
Socio-economic background	<p>Our efforts to meet the widely varying needs of students from low socio economic backgrounds were supported through the Resource Allocation Model (RAM) funding under the Local School, Local Decisions banner. This funding has been directed towards raising learning outcomes for all students. As a school we make sure no student is excluded from excursions or resources where financial difficulties exist. We have provided:</p> <p>NAPLAN writing extension group</p> <p>PBL program implemented Social awareness group created.</p> <p>Additional funding for school excursions</p>	<p>\$7197</p> <p>Learning suport teacher \$2250</p> <p>Learning support resources\$3600</p> <p>PBL materials \$2000</p> <p>School excursion subsidy \$5000</p>
Support for beginning teachers	<p>At the beginning of 2016 we were allocated a beginning teacher. The funding for our beginning teacher was used to supplement her RFF and allow mentoring time each week as per DOE Beginning Teacher Funding policy</p>	\$13377.89



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	48	47	45	53
Girls	46	42	37	35

Rylstone Public School is recognised within the wider community for a diverse range of outstanding programs. Our student numbers tend to be fairly static, however recent changes within the local mining industry may have ramifications for us in the next few years.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.4	96	93.6	94.8
1	97.8	92.8	93.7	91.9
2	93.1	93.1	92.4	95.7
3	96.7	91.8	94.7	92.5
4	94.6	92.9	91.9	93
5	93.1	92	93.4	92.2
6	93	94.5	91.4	89.9
All Years	94.1	93	92.7	92.7
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

Attendance rates are regularly monitored and action is taken promptly to address issues with individual students. Our attendance rates indicate that students enjoy coming to school at Rylstone Public because of the varied curriculum and caring environment that we offer.

Class sizes

Class	Total
KINDER	12
CLASS 1-2	20
CLASS 3-4	29
CLASS 5-6	28

Structure of classes

.Rylstone School has four classes run as Kinder, Stage One composite, Stage Two composite and Stage Three composite. Our Stage Two class is job shared. Our beginning teacher takes the Stage Three class.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	3.34
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Administration & Support Staff	1.46
Other Positions	0.03

*Full Time Equivalent

Rylstone School has a Teaching Principal who teaches Learning Support, Library and covers RFF. This enables the Principal to teach all students at the school but also have flexibility to be where and when needed. Four classes are run as Kinder, Stage One, Stage Two and Stage Three. Our Stage Three class is job shared. There are no Executive staff. One staff member identifies as Aboriginal.

Workforce retention

Rylstone School staff has a low staff turn over. Staff tend to stay and live in our community.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	33
Postgraduate degree	66

Professional learning and teacher accreditation

All staff meet mandatory professional learning and teacher accreditation. Professional Learning budget is used equitably and in areas targeted for growth and development. Rylstone Public School had one newly appointed teacher in 2016. As per DOE guidelines this teacher was provided additional support through a combination of extra release from face to face teaching coupled with the principal acting as their support person/ mentor. All other staff members are pre-2004.

Professional Learning has been a priority this year in the areas as outlined in our School Plan and on PBL. Staff development days are run in collaboration with and have input by all staff. Based on our Strategic directions, SDD are an opportunity of staff to 'upskill' their colleagues and a chance to implement succession planning. To provide all members of the school team opportunities to extend their knowledge of skills and transform them into best practice teaching and learning opportunities for our students. Current and Aspiring leaders will be encouraged and provided opportunities to lead teams, work on developing leadership skills, fulfill mentoring roles and attend relevant training and professional development opportunities.

Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. RPS staff are provided with professional learning both formally and informally, and the provision of opportunities to work collaboratively to plan and deliver meaningful experiences for students. The benefit of the varied expertise across colleagues and sharing ideas encourages our staff to discuss and review their own classroom practices improving and developing their teaching methods. There is a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals. Teachers work beyond their classrooms to contribute towards broader school programs.

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

Financial information

This summary financial information covers funds for operating costs to 30/11/2016 and does not involve

expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	64 084.49
Global funds	105 548.39
Tied funds	67 660.05
School & community sources	36 105.95
Interest	1 414.56
Trust receipts	12 223.95
Canteen	0.00
Total income	287 037.39
Expenditure	
Teaching & learning	
Key learning areas	18 188.24
Excursions	16 942.00
Extracurricular dissections	14 497.53
Library	2 036.02
Training & development	8 030.64
Tied funds	81 359.78
Short term relief	19 080.03
Administration & office	41 338.50
School-operated canteen	0.00
Utilities	10 913.59
Maintenance	6 970.17
Trust accounts	10 553.01
Capital programs	0.00
Total expenditure	229 909.51
Balance carried forward	57 127.88

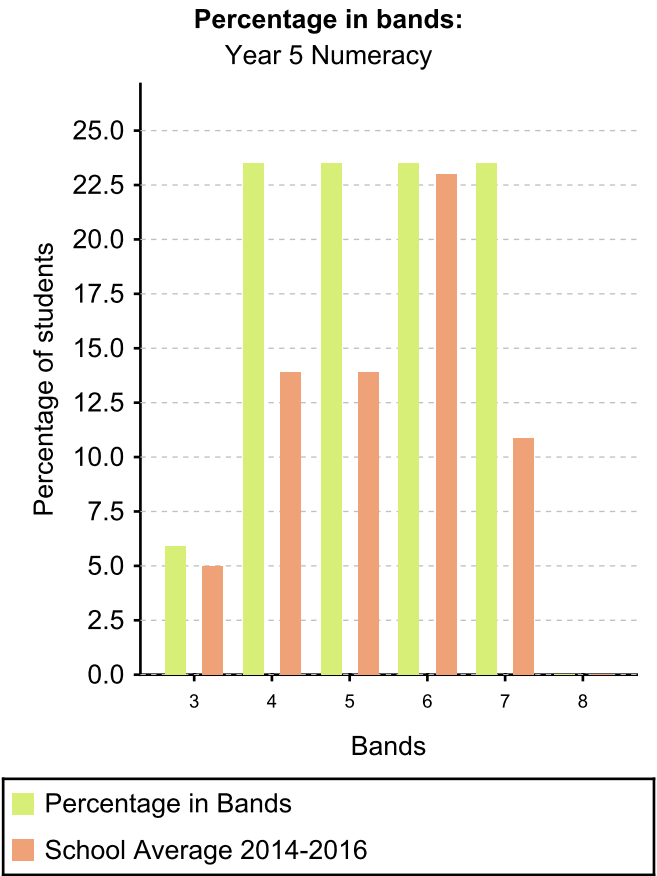
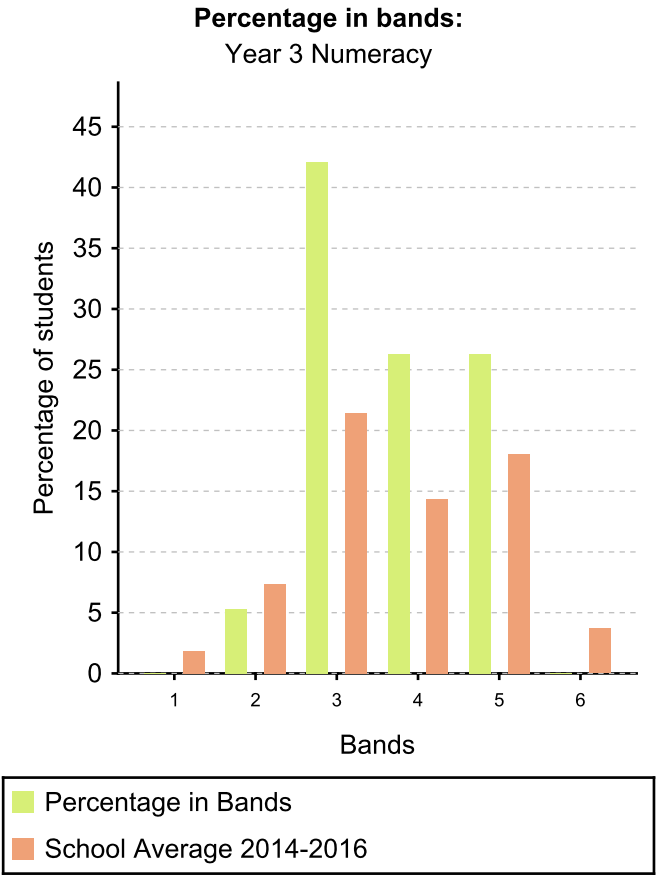
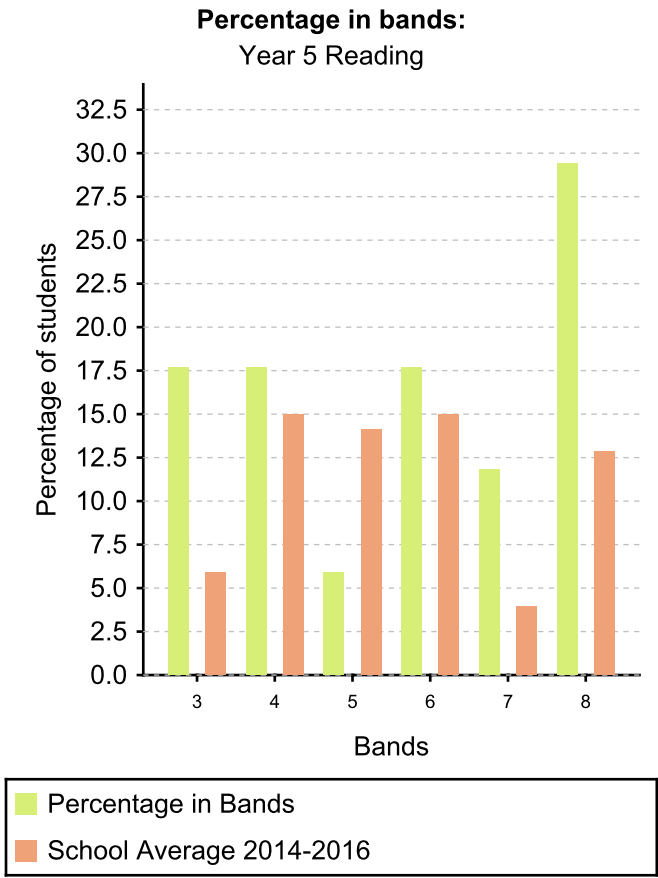
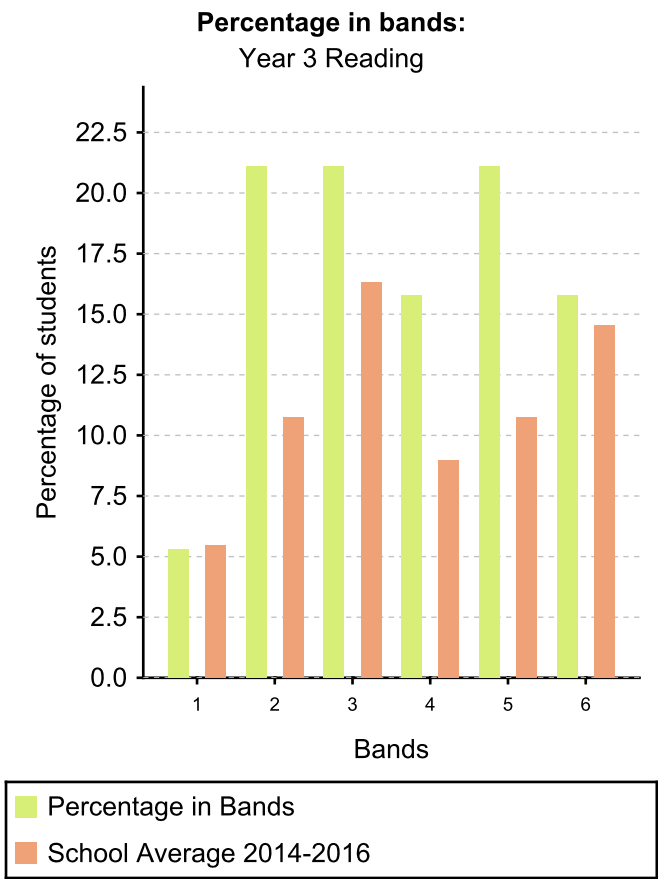
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

2016 saw significant growth in year 5 literacy. an successful results in year 3 in all areas.



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. 2016 saw Rylstone Public School parents being offered the opportunity to participate in the Tell The From Me surveys. Only a small cohort responded and therefore the results were not conclusive. 2016 saw Rylstone Public School send home a parent satisfaction survey. It was created so that it as a form of joint homework where parents and children could sit and discuss various aspects of our school, aligned with the School Excellence Framework. Of the 56 families, 25 replied. Opportunities were given to both parents and students to have their say. Questions asked were...

- 5 things you would like your child to learn by High school.
- 3 things you like about Rylstone Public School.
- 3 things you would like to see happen at Rylstone Public school, and a general comment question.

The findings were: 92% of families agreed there were positive , respectful relationships evident among students and staff, promoting student well being and ensuring good conditions for learning. A further 84% felt there is a demonstrated commitment within the school community to strengthen and deliver on on school learning and priorities and that the school consistently implements a whole school approach to well being that has clearly defined behavioural expectations and creates a positive teaching and learning environment.

Policy requirements

Aboriginal education

At Rylstone PS we have very few students who identify as being of ATSI descent. We ensure the targeting of resources and professional learning to promote quality teaching and the inclusion of Aboriginal perspectives and content across subjects and KLAs. Outcomes of programs are designed to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia. This year saw us introduce a formal Acknowledgment of Country to our weekly assemblies. Our first one was conducted by an Aboriginal ex-Rylstone student.



Multicultural and anti-racism education

Multicultural education is not a discrete learning area, or simply the provision of Languages and English as an Additional Language (EAL). Multicultural education makes sure that all students have access to inclusive teaching and learning experiences. These experiences will allow students to successfully take part in a rapidly changing world where cross-cultural understanding and intercultural communication skills are essential. At Rylstone PS we have only a small amount of students who come from multicultural backgrounds, however we encourage an inclusivity and embrace differences. Students were presented with inclusive teaching practices which recognised and valued the backgrounds and cultures of all students. Tolerant attitudes towards different cultures, religions and world views are consistently promoted.

Other school programs

We have begun our PBL journey and have developed an award structure and system that has meaning and relevance for our students. We are endeavouring to embed the meta language of APPLICATION, PERSEVERANCE and RESPECT into students' every day language. Our PBL expectations are explicitly taught in all classrooms and are consistent throughout the school. Students have enjoyed participating in our well being survey and the launch of our school mascot ARPY. This is embedded into our whole school approach to the Wellbeing Framework. We have a strong participation in student leadership courses and public speaking. Rylstone School students are offered

numerous opportunities during the year to not only represent our school, but to participate in external visiting performances. Our school leaders speak at the ANZAC day ceremony annually and various other public functions.

Our school SRC develop students' leadership and fund raise for specific programs and charities. Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities. Students participate in a variety of fund-raising and awareness raising activities for others. Students care for self, and contribute to the wellbeing of others and the wider community.

We have a strong commitment to Environmental Education and Sustainability and have several student run vegetable gardens, from which students' successfully harvest produce. Rylstone Public has a strong environmental focus with particular emphasis being given to our garden scheme and the 'Crunch & Sip' and Healthy Food / Live Life Well @ School program.

Sport is also another area where Rylstone Students have the opportunity to excel. Sport is a valued activity in which Rylstone Public School has had a long history of success. Despite being a small school our students have represented in numerous state and regional sporting teams and activities. Rylstone Public School students experience success in many sporting arenas and are provided opportunities to compete locally, at district and at state. Several of our current students have been chosen to represent touch and football at a state level. Sporting Schools funding was applied for and used to provide a tennis and rugby coach at school for 2016.

Rylstone Public School offers an inclusive 'whole school' approach to curriculum and learning. Our banner statement is 'Where everyone achieves success'. We have excellent well managed and flexible facilities, a well-stocked library and computer lab, and offer many extra-curricular activities such as; over night and day excursions, which the school supplements through RAM isolation allocation. As a small rural school we feel it is a priority to ensure our students are exposed to as much of the wider world as possible and that they are not disadvantaged by distance. We create excursions and activities to ensure that occurs. Our school and other facilities are used creatively to meet a broad range of student learning interests and needs.

As a staff and community we are proud of what our school has achieved this year.