

# Russell Vale Public School

## Annual Report



2016



3973

## Introduction

The Annual Report for 2016 is provided to the community of Russell Val PS 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.

Mark Grierson

Principal

## School contact details

Russell Vale Public School

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4284 4396

## School background

### School vision statement

The school values every student and every family.

Staff is committed to ensuring that each child reaches their potential and become successful learners, confident and creative individuals and active and informed citizens.

Russell Vale promotes an education that includes the intellectual, physical, social, emotional, moral, spiritual and aesthetic development of its students through the provision of quality, engaging, teaching and learning programs.

Partnerships between students, parents, carers and families and the broader community are fostered and bring mutual benefits.

### School context

Russell Vale Public School is a small, personal, family-oriented primary school located in the northern suburbs of Wollongong.

It proudly delivers quality Public Education for the children and families it serves.

The school was established in 1954 and has a proud tradition of high academic, cultural and sporting achievements. It educates children who are well-mannered, interested learners and happy to attend school.

The staff is very experienced and hardworking. Staff value the strong involvement of a very active and supportive parent community including an active and interested Parents and Citizen's Association.

The school is situated within picturesque parklands with gardens, grass areas, playground equipment and well maintained, functional, attractive classrooms.

Russell Vale Public School is part of the Woonona Community of Schools (COS) – a true learning community in which all students are encouraged to strive for personal growth.

# 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.

This year, our staff at Russell Vale Public School has discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Time was dedicated at our staff meetings to thoroughly examine the School Plan to determine the elements of the School Excellence Framework that the plan most strongly addressed. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the Framework. This provides an important overview to ensure our improvement efforts align with these high level expectations.

In the domain of Learning, our efforts have primarily focused on student performance measures, wellbeing, curriculum and learning.

Staff acknowledge that in year 3 our results are outstanding and have been for a number of years but that value added growth between yr 3 and 5 is poor in all areas except Reading. Staff have addressed this by analysing precise deficits in NAPLAN areas including Grammar and Punctuation, Spelling and Numeracy. Streamed maths groups in primary and spelling groups are designed to address this issue. The strong performance of the school in creating a positive and productive learning culture amongst staff and students has been a feature of our progress. The fundamental importance of wellbeing builds a culture of trust, respect and valuing of each other. The results have been evident in the way that students are relating to each other and, importantly, in the increased engagement of students in learning. Attention to individual learning needs has been another component of our progress throughout the year. Students with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them. Learning Support teachers have a caseload that has reaped excellent results for students with learning needs. We have also successfully provided for the strong participation and contribution of our Aboriginal community in learning at the school.

Our major focus in the domain of Teaching has been on collaborative practice by staff members and learning and development. An important opportunity has been provided to staff members in relation to planning, teaching and growing as a team in each of our stages. The use of technology for learning, the importance of data analysis to inform decision-making and the development of expertise in vital literacy and numeracy programs and in new syllabuses, all highlight a teaching culture that is moving student learning to a new level. Importantly, staff are developing their own evidence based practice through their reflections and evaluations of our collective work. In learning and development staff have worked very hard to upskill in technology teaching, including the implementation of BYOD and use of apps and Google apps. Habits of Mind has been studied by all staff and the inherent benefits for implementation in 2017 investigated and considered.

In the domain of Leading, our priorities have been to progress leadership and management practices and processes. The consistency and effectiveness of implementation of our key strategic directions throughout the year has been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture. Student leadership opportunities continue to be investigated including a revam of the student representative council in 2017.

The new approach to school planning, supported by the new funding model to schools, is making a major difference to our progress as a school. The achievements and identification of next steps are outlined in the following pages of this report.

Our self-assessment process will further 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

### Literacy and Numeracy

#### Purpose

Purpose of Strategic Direction 1

Whole-of-school approach to the implementation of the Australian curriculum in English, Mathematics, Science and History focusing on high quality differentiated and integrated teaching and learning programs.

Increased levels of overall literacy and numeracy achievement for every student.

#### Overall summary of progress

All targets and initiatives were completed.

Teachers strive to provide differentiated programs of work to all students.

PLAN data and continuum use continues to be developed and enhanced. SMART data continues to drive planning.

School Improvement team formed and working on Excellence Framework and school planning for 2017–20.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
55% of students in year 3 achieving at proficient level in reading and numeracy in NAPLAN, currently 48.4% and 45.2% respectively.  43% of students in year 5 achieving at proficient level in reading and 23% in numeracy in NAPLAN, currently 40% and 19% respectively.  ****Please note modifications for 2017 throughout plan in dot points	55.9% of students in year 3 achieving at proficient in reading and 51% in numeracy—clear improvements and targets met. Yr 5 numeracy 30% at proficient, a large improvement. Reading result slightly below target.  Teacher programs and assessment folders checked and differentiation of learning in evidence. Continuums utilised. Spelling and maths groups evaluated and movements made if necessary. LAST review caseload.	\$2100 Professional learning  \$5000 resources

#### Next Steps

SMART data analysis further developed.

Online Literacy and Numeracy support course Differentiated Learning completed by all staff

Review History and Geography scope.

School improvement/planning team in operation. School Excellence Framework analysed for planning 2018–2020.



## Strategic Direction 2

### 21st Century Learning

#### Purpose

Purpose of Strategic Direction 2

To foster the 4 C's: creativity, communication, collaboration and critical thinking (problem solving).

To develop information, media and technology skills as well as learning and innovation skills suitable for a future as global citizens.

#### Overall summary of progress

Habits of Mind successfully understood by all staff including the possibilities for teaching and learning activities.

BYOD successfully trialled in 3/4C whilst all other staff continued to develop their skills prior to implementation on 2017.

Cyber Bullying and Digital Citizenship become part of teaching focus.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Evidence individual Personal Learning focusses on 21st Century Learning related to the School Plan.</p> <p>Evidence of increased use of emerging technologies in classrooms.</p> <p>Parent and community usage of newsletter, website and Facebook to promote home/school learning partnerships increases from &lt; 20 to over 60%.</p> <p>**** Please note modifications for 2017 throughout plan in dot points</p>	<p>SAMR teaching and learning in evidence in all classrooms. 4C's in evidence in all classrooms. Planning for 2017 –SDD.</p> <p>Parent Meetings re BYOD held, Trial of BYOD held in 3/4 C.</p> <p>BYOD modifications and improvement planning for 2017.</p> <p>Parent engagement with Facebook updates and information between 80 and 95%—a huge advance. Website data similar with all parent notes attached now.</p>	<p>Continued Professional Learning in after school meetings.</p>

#### Next Steps

Habits of Mind in planning and in teaching and learning activities.

Focus on sharing apps and other IT skills.

Cyber bullying and Digital Citizenship protocols in place. Continued PL for staff in IT.

BYOD pedagogy (SAMR) developed and improved. Facebook updates for parents and notes on school website continued.

### Strategic Direction 3

Leadership at all levels

### Purpose

Purpose of Strategic Direction 3

Opportunities for interested staff to lead whole school and Community of Schools initiatives leading to strengthened teaching and learning through the provision of quality professional learning activities.

Opportunities for students to develop leadership skills across all years.

Maintenance of a culture of high expectations for all staff and students (notably Aboriginal students) including support for staff with aspirations for advancement.

### Overall summary of progress

All Aboriginal students have Personalised Learning Plans.

All staff develop, commit to and evaluate their own Professional Development Plans.

The SRC continues to develop and seek improvements.

Choir formed and Skipping team including development squad will be formed in 2017.

School improvement team developed for 2017.

Woonona COS transition program is enhanced further by COS staff.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff produce Professional Development Plans (PDPs) using new Performance and Development Framework.  100% of aboriginal students develop, implement and evaluate their personalised learning plans.  Aboriginal student attendance matches state average.  ***** Please note modifications for 2017 throughout plan in dot points	Teachers document reflections on performance and goal achievement  Sign off on PDP's  Transition for 2017 flagged.	\$700 for meeting with parents re aboriginal student PLP's

### Next Steps

School planning/improvement team work on Excellence Framework and plan for 2018–2020.

Choir created .

Jump Rope for Heart team developed and development squad formed.

Mentoring and collegial support for PDP success. Student Welfare review conducted and findings acted upon. Aboriginal student attendance monitored closely.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Principal, LST and LAST teacher review caseload termly and adjust for 2017	\$6070 Principal / LST /SLSO staff
<b>English language proficiency</b>	Principal, LST and LAST teacher review caseload termly and adjust for 2017	\$8349 Principal / LST / SLSO staff
<b>Low level adjustment for disability</b>	LST and LAST review caseload and adjust for 2017	\$13491 Principal / LST / SLSO staff
<b>Quality Teaching, Successful Students (QTSS)</b>	N/A 2016	N/A 2016
<b>Socio-economic background</b>	Principal, LST and LAST teacher review caseload termly and adjust for 2017.	\$16759 Principal / LST / SLSO staff



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	129	126	123	125
Girls	113	107	117	118

Upward enrolment trend expected to continue.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.3	96	96	95.9
1	95.3	94.8	94.6	94.1
2	94.8	95.2	94	95.3
3	95.6	96	95.8	94.3
4	94.7	95.7	95.1	93.8
5	93.9	93.9	94.7	93.6
6	93.2	94.8	93.8	93.3
All Years	94.8	95.2	94.9	94.4
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

Students who have ongoing absences with no note sent or verbal communication from parents to the school are monitored and phone calls made as well notes are sent home after 3 unexplained absences and these are followed up until returned.

### Class sizes

Class	Total
KC	23
K/1R	20
1/2H	25
1LN	23
2S	25
3WB	25
3/4C	27
4/5RT	21
5/6J	29
5/6B	27

### Structure of classes

The school will always form a number of composite classes each year purely because of its size and demographics.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	7.82
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration & Support Staff	2.37
Other Positions	0.09

\*Full Time Equivalent

The school has no staff that identify as 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	88
Postgraduate degree	12

## Professional learning and teacher accreditation

Staff have continued to be developed in Habits of Mind at weekly meetings throughout 2016.

They will be well placed to incorporate the Habits of Mind into all lessons in 2017. Units of work have been developed to introduce them across stages and further units will be adapted in future years.

BYOD continued in 2016 with staff upskilling their knowledge and proficiency in apps, Google Drive and other areas of technology including provision for personal interests. mentoring sessions were held with some staff and proved highly successful.

Continued work around consistent teacher judgement for assessment was undertaken.

Mandatory PL in Child Protection, anaphylaxis and CPR was completed by staff.

All staff devised, implemented and evaluated their Personal Development Plans and related these to the School Plan.

PDP's include two observations of staff teaching practice.

## 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	\$
<b>Balance brought forward</b>	<b>108 842.64</b>
Global funds	188 071.90
Tied funds	125 716.06
School & community sources	54 045.31
Interest	2 178.93
Trust receipts	9 159.20
Canteen	0.00
Total income	488 014.04
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	13 980.00
Excursions	8 242.93
Extracurricular dissections	23 167.94
Library	3 573.51
Training & development	25 352.48
Tied funds	113 270.02
Short term relief	35 701.82
Administration & office	28 804.97
School-operated canteen	0.00
Utilities	17 238.46
Maintenance	32 029.52
Trust accounts	11 187.10
Capital programs	0.00
Total expenditure	312 548.75
<b>Balance carried forward</b>	<b>175 465.29</b>

The information provided in the financial summary includes reporting from 26 October 2016 to 31 December 2016.

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	221 708.85
(2a) Appropriation	206 190.44
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	15 394.63
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	123.78
<b>Expenses</b>	-117 662.95
Recurrent Expenses	-117 662.95
(3a) Employee Related	-80 881.39
(3b) Operating Expenses	-36 781.56
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	104 045.90
<b>Balance Carried Forward</b>	104 045.90

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.

The school follows all school finance procedures, practices and rulings.

Regular finance meetings are held between Principal and School Administration Manager.

Audit results have always been rated satisfactory.

### Financial summary equity funding

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

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	1 701 514.95
Base Per Capita	12 990.67
Base Location	0.00
Other Base	1 688 524.29
<b>Equity Total</b>	98 069.81
Equity Aboriginal	8 460.06
Equity Socio economic	16 759.49
Equity Language	8 348.82
Equity Disability	64 501.44
<b>Targeted Total</b>	39 080.00
<b>Other Total</b>	11 896.88
<b>Grand Total</b>	1 850 561.65

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.

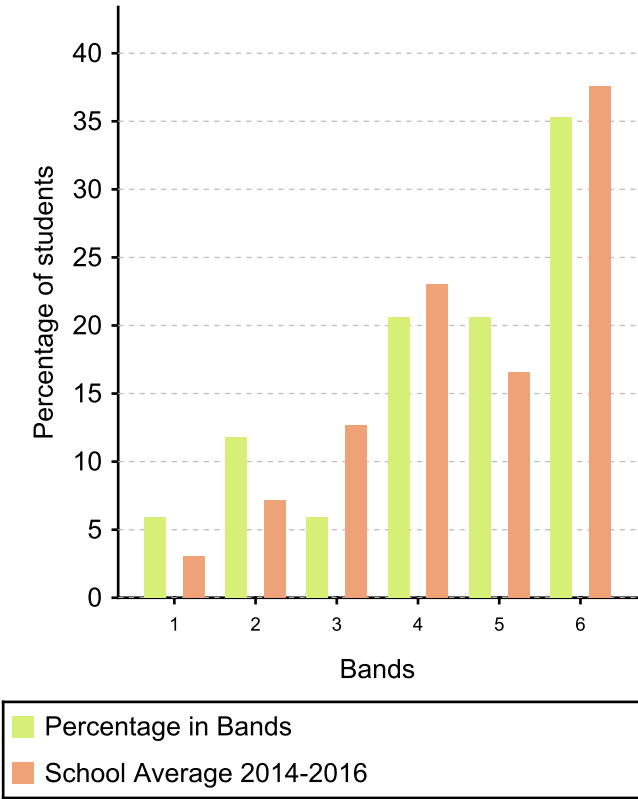
LITERACY

Literacy results in year 3 NAPLAN were excellent with students achieving above or well above state averages in all areas except spelling which was slightly below.

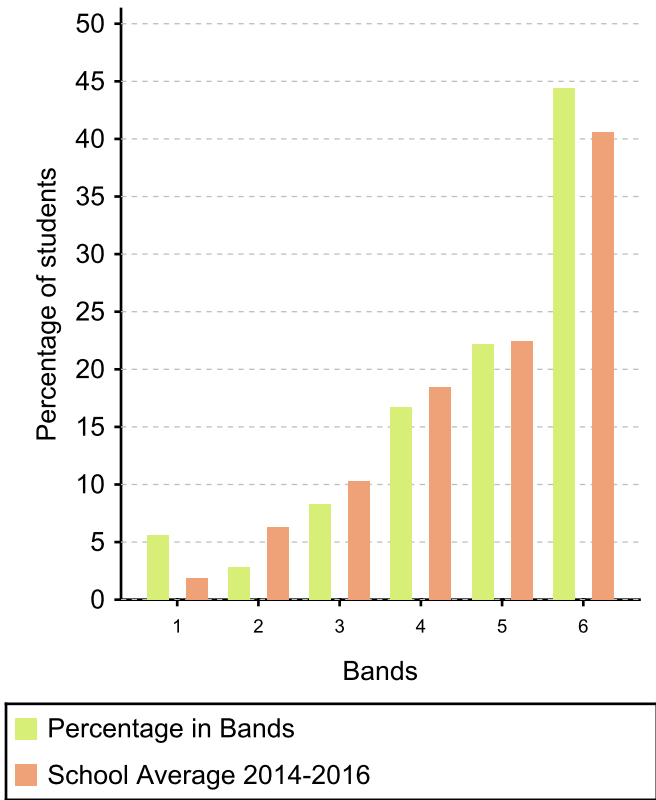
59% of year 3 students were at proficiency in all literacy areas compared to an average 53% of the state—an excellent result!

In year 5 Reading results were excellent being above the state average, however the other literacy areas were slightly below.

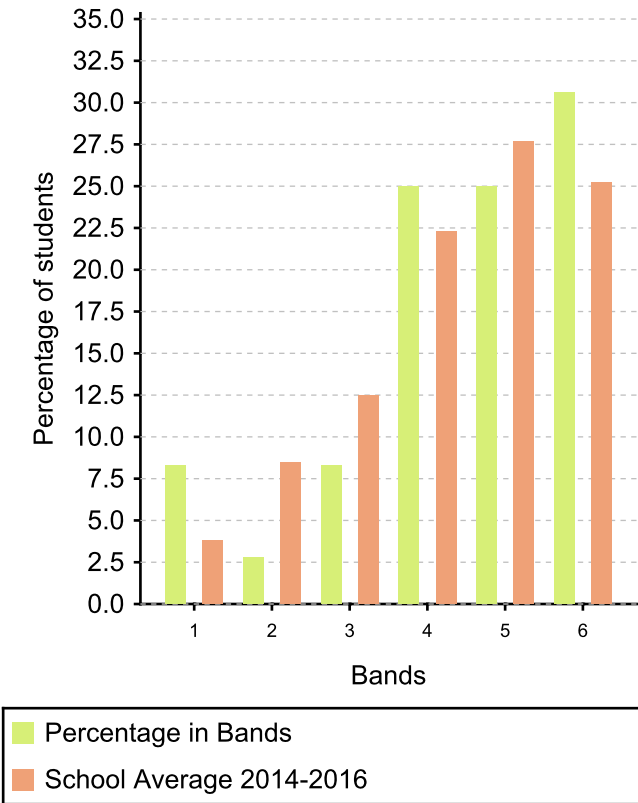
Percentage in bands:  
Year 3 Reading



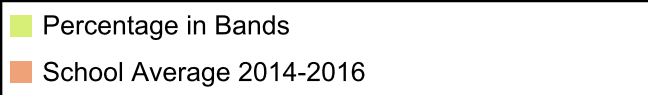
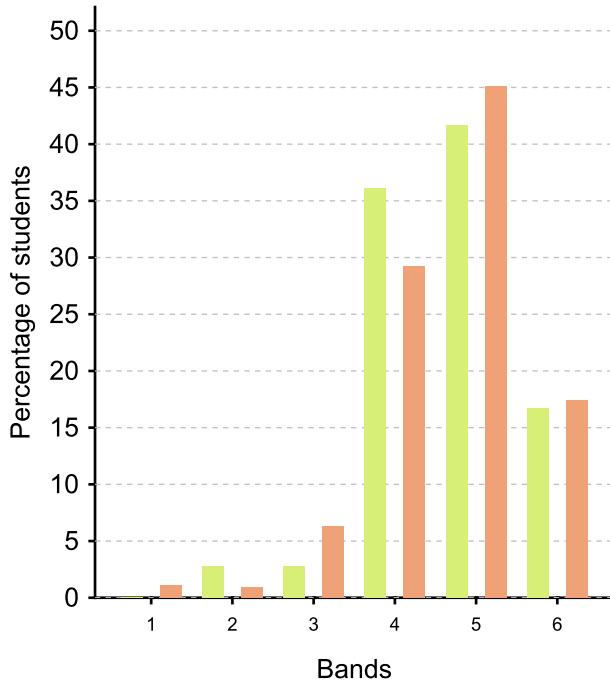
Percentage in bands:  
Year 3 Grammar & Punctuation



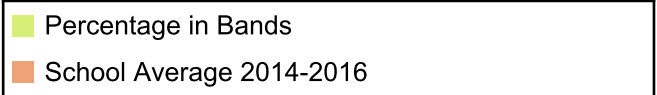
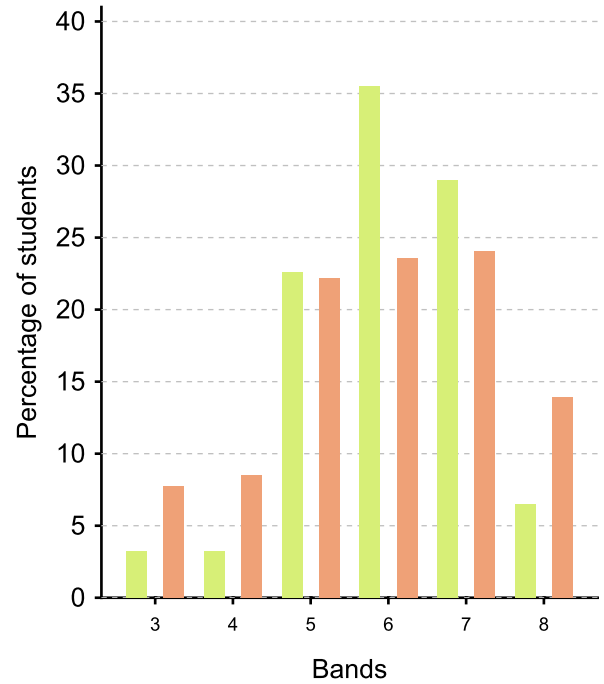
Percentage in bands:  
Year 3 Spelling



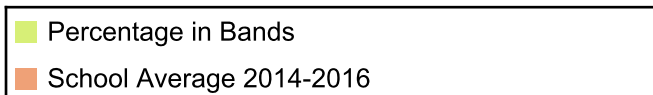
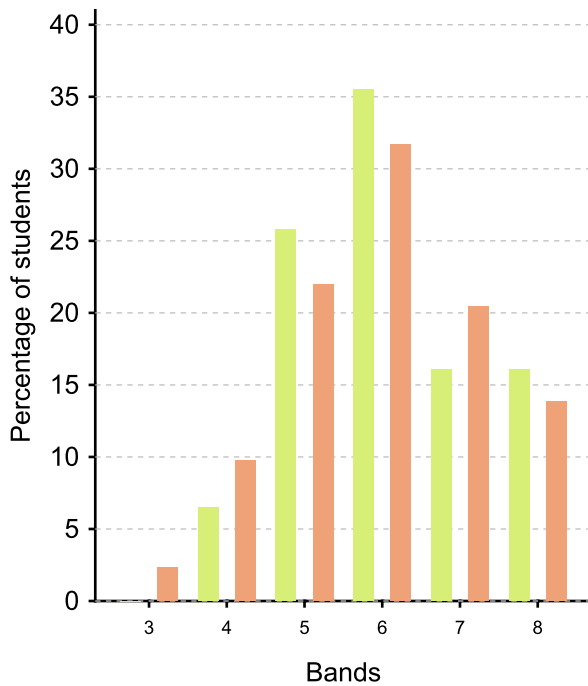
**Percentage in bands:**  
Year 3 Writing



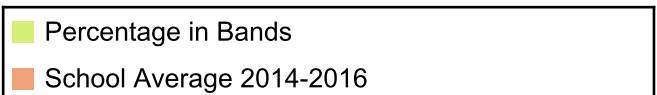
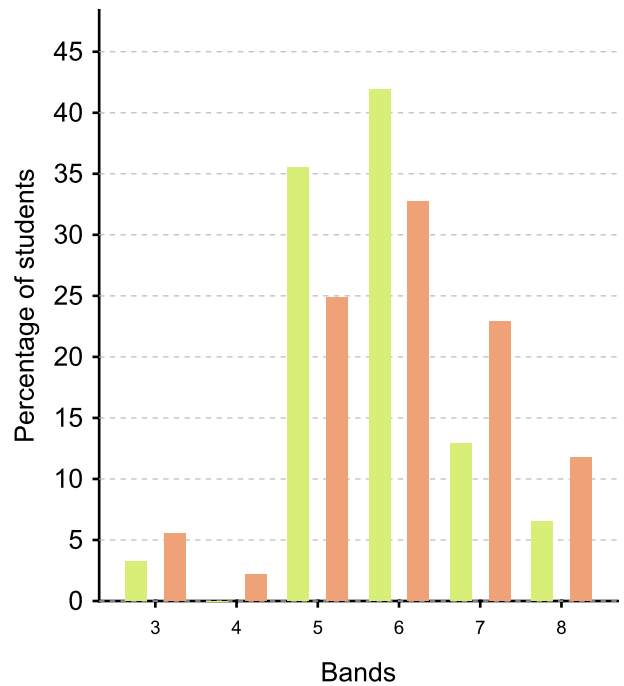
**Percentage in bands:**  
Year 5 Reading



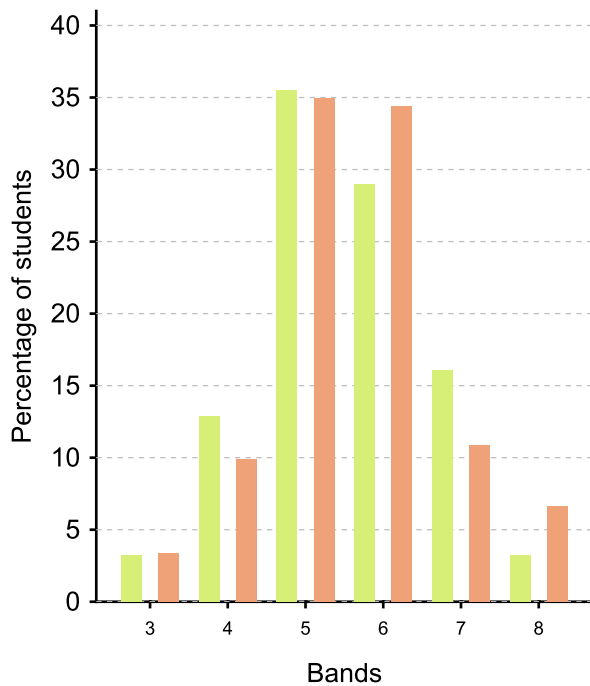
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 5 Spelling

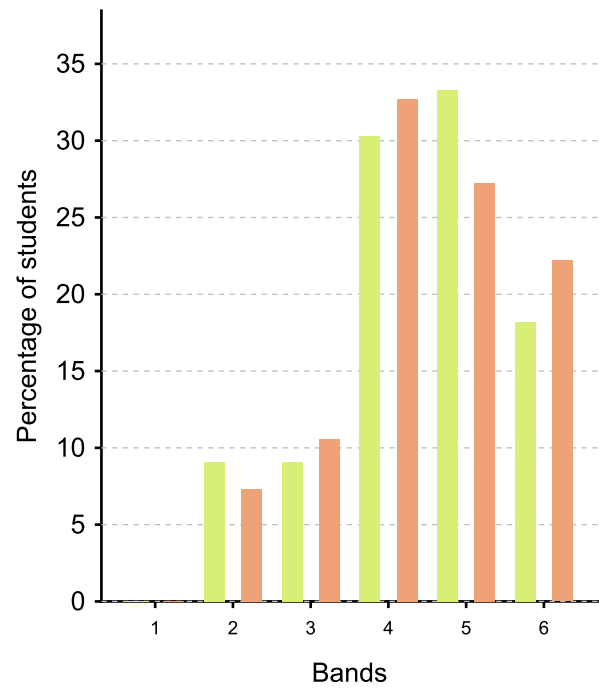


**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

## NUMERACY

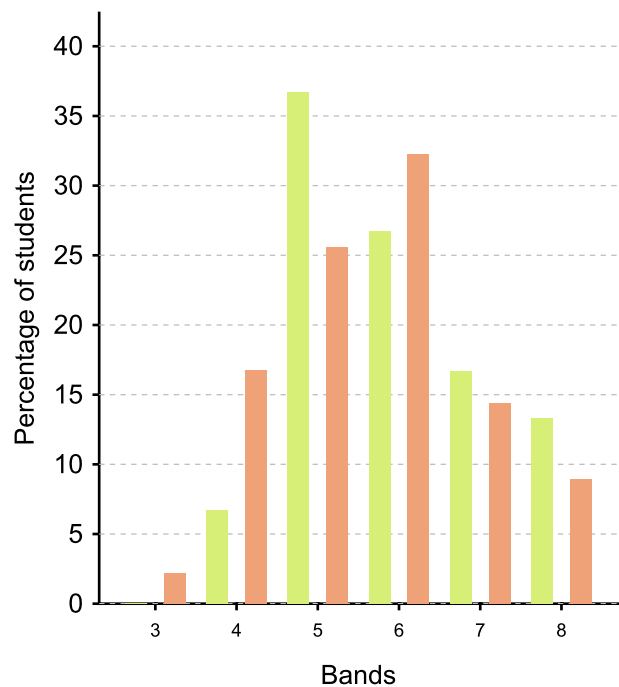
In year 3 numeracy overall results were outstanding being 13 points above the state average.

51% of our Year 3 students were at proficiency compared to only 38.7% of the state.

In year 5 students at proficiency equalled the state results.

Overall results in year 5 were above the state average across all numeracy areas.

**Percentage in bands:**  
Year 5 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.>

In accordance with the **Premier's Priorities: Improving education results**, schools are required to report their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 3 students in the top two bands is 4 points above the state average in reading and 13 points above in numeracy.

The percentage of Year 5 students in the top two bands is 3 points below the state average in literacy and equal to the state average in numeracy

Another reporting requirement from the **State priorities: Better services – Improving Aboriginal education outcomes** is for schools with significant numbers of Aboriginal students to report the percentage of Aboriginal students in the top two NAPLAN bands.

Russell Vale has 8 aboriginal students (3%) so reporting is not required.

## Parent/caregiver, student, teacher satisfaction

All parents and carers were surveyed about their satisfaction with Russell Vale Public School.

46 parent/carer replies were received. (35%) of families.

Results were outstanding with only 5 disagreeing responses out of a total of 552. possible responses.

44 parents (96%) responded by strongly agreeing or agreeing to every one of the twelve questions posed.

These positive areas included that the school is connected to its community, parents are encouraged to contact the school, Strategic Directions cater for individual needs and provide leadership opportunities, BYOD and 21stC learning are positive aspects of the future, a wide range of programs is offered and staff are competent and set high standards. Fair discipline systems and supportive student welfare programs were also highly valued.

## Policy requirements

### Aboriginal education

Russell Vale Public School continues to display a strong commitment towards Aboriginal Education. There is a shared emphasis on high expectations for all Aboriginal students. All staff are committed to a deep and engaging curriculum across all areas, particularly in establishing links to the Aboriginal and Torres Strait Islander histories and cultures and the concepts of Place, People, Culture and Identity.

Staff work with parents to discuss and set shared goals for students which have connection to their family. Goals were discussed as the year progressed and evaluated for recommendations in 2017.

In 2016 we continue to acknowledge all significant Indigenous special days through a valued engagement and/or celebration. This valued engagement in and celebration of the experiences of Aboriginal and Torres Strait Islander peoples, past and present assists students, staff and the community in developing, creating and maintaining part of the shared history belonging to all Australians. This knowledge and understanding will deepen and enable reconciliation with Aboriginal and Torres Strait Islander peoples.

A group of aboriginal students and a friend participated in a visit to an art display in Wollongong which was greatly enjoyed by all.

### Multicultural and anti-racism education

In line with the school plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are

embedded. Further to this our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

Guided by the professional learning around the implementation of the new Syllabuses in Science, History, Mathematics and English there is an increase in the focus on students developing an intercultural understanding as they learn to understand their own identity in relation to others from different cultures and backgrounds. Especially in English, there has been a focus on an increase in opportunities for intercultural understanding and exchange. Students have experienced a range of literature from different cultures, including the inscriptional and oral narrative traditions of Aboriginal and Torres Strait Islander people.. Students have also read/viewed classic contemporary world literature,including texts from and about Asia. There will continue to be an increased focus on the purchase of these resources for classrooms and the Library.