

Rydalmere East Public School

Annual Report



2016



4123

Introduction

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

John Carters

Relieving Principal

School contact details

Rydalmere East Public School

Spurway St

Ermington, 2115

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

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

9638 2250

School background

School vision statement

Inspiring lifelong learners through a nurturing and innovative environment

School context

Rydalmere East PS (REPS) is a small school with a culture of high expectations and inclusivity. We actively promote the values of honesty, resilience, responsibility, empathy and respect for others.

Our school promotes equity and excellence, delivering quality programs in our preschool, support classes for students with autism and mainstream K–6 classes.

The dedicated staff at REPS make a strong team, who work collaboratively to provide quality learning experiences that contribute to and support each child's cognitive, physical, social and emotional wellbeing.

We pride ourselves on the ability to address the complexity of changing demographics and a diverse community.

REPS is a *one laptop per child* school for Preschool – Year 6. Our recognised Highly Accomplished ICT Educator leads the innovative use and integration of various forms of technology in classrooms.

Our active P&C support the school and staff in many ways, including fundraising for school resources, supporting school initiatives and programs and working to ensure school grounds are welcoming for visitors and stimulating and inviting for the students.

Our school is a member of the Cumberland Community Connection (CCC), working with other local primary and high schools to share expertise and resources and connect students to the wider community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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.

In the domain of leading, we identified generally, as delivering across most elements. Our area of strength in this domain has been identified as having a strong culture of wellbeing across the school. Our identified area for 2017 will be around Student Performance Measures.

In the domain of teaching, we identified as excelling in the area of Collaborative Practices. Whilst we identified as delivering across other elements, there were many areas of strength suggesting we were not far from moving toward sustaining and growing. In 2017, we will be focusing on improving in the element of Data Skills and Use.

In the domain of leading, we identified as sustaining and growing in relation to School Resources and Management practices and Process. We will be focussing on improving in the element of Leadership, in particular building teacher capacity to be effective future leaders.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Engaged and independent learners

Purpose

To deliver an equitable and challenging learning environment for our students to become successful and creative learners.

Learners who:

- *Take an active role in their own learning*
- *Are creative and productive users of technology*
- *Can problem solve*
- *Are motivated to reach full potential and become active and informed citizens*

Overall summary of progress

Four more teachers were trained in 'School Drama' to utilise drama as a pedagogy and help students gain a deep understanding of a text. Team teaching of STEM-based activities during technology lessons. Implementation of Peer Support Program across the school to help give students more autonomy of their wellbeing. We also employed a Wellbeing Teacher to implement a social skills/wellbeing program and Community Liaison Officer/Defence Schools Transition Aide to help our defence students transition in and out of our school smoothly.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• all students achieve expected growth in literacy and numeracy as evidenced by internal (PLAN) and external (NAPLAN) data• Decrease in partial attendance rate and an increase in positive behaviours for effective learning• Performance for equity groups is comparable to the performance of all students in school• Increase the proportion of NSW students in the top two NAPLAN bands by eight per cent	<p>In NAPLAN –</p> <p>Students matching or achieving expected growth:</p> <ul style="list-style-type: none">• Reading – 60%• Spelling – 60%• Grammar and Punctuation – 50%• Numeracy – 35% <p>There were no equity groups represented in the NAPLAN tests this year.</p> <p>Reducing partial attendance continued to be a focus this year. We worked closely with the HSLO, having regular meetings to discuss strategies to help students arrive at school on time. We also communicated with families about the impact of arriving late to school. Every staff member has high expectations for attendance and behaviour and encourages active and engaged learners.</p>	<p>\$50000 support teachers</p> <p>\$2000 professional learning</p> <p>\$5000 Resources</p>

Next Steps

- Implement school-wide focus on collecting PLAN data
- All trained staff to continue to implement 'School Drama' program within their class
- Continue to build student leadership opportunities through the implementation of the 'Moving Forward' Peer Support Program (focusing on resilience) in Term 2, 2017. Leadership opportunities also offered through the SRC training program to help the SRC become more autonomous in their decision-making processes
- Extension writing groups in Year 3 & 5 four days a week to help students move up to the top bands in NAPLAN
- NAPLAN Numeracy groups to help lower achieving students prepare for the NAPLAN assessments in Term 2
- All primary classes participating in the team-teaching of STEM focused technology lessons

Strategic Direction 2

Quality Teaching and Leadership

Purpose

To ensure student learning is underpinned by high quality teaching and learning and to build expertise and leadership

Teachers and leaders who:

- *Share responsibility for improving student outcomes*
- *Evaluate the effectiveness of their teaching practices*
- *Analyse student engagement, growth and outcomes*
- *Plan for the ongoing learning of each student*

Overall summary of progress

All staff participating in professional development on Embedding Formative Assessment, this program also enabled classroom observations with a range of colleagues. All staff members were given the opportunity to lead programs that take advantage of their skill-set. All staff developed a PDP that aligned with the school-plan and professional development goals. As a part of this process, regular meetings about progress were held with the school-executive.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• All staff successfully and confidently achieving their professional development goals• Teachers actively embrace and contribute to their professional learning community	<ul style="list-style-type: none">• Provision of time for teachers to explicitly work on professional learning goals as discussed with a supervisor and to collect evidence of impact on student outcomes.• Teachers participating in relevant professional development courses and completing online training to achieve professional development goals.• All on-class staff members participating in the Embedded Formative Assessment 2-year course written by Dylan William.• Explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback.• Teachers draw on and implement evidence-based research to improve their performance and development.• All new-scheme teachers engaged with accreditation and are able to confidently articulate teaching standards.	<p>\$15000 Teacher Relief</p> <p>\$12000 Resources</p> <p>\$10000 Professional Learning</p>

Next Steps

- Finish 2-year Embedded Formative Assessment professional development by the end of the year
- Engage all staff in data collection and analysis to monitor impact of professional development on student learning and growth
- Utilise support staff to implement observation days to ensure all staff are participating in collegial discussions to provide effective feedback
- All staff to meet with supervisor/Principal to develop and achieve PDP goals

Strategic Direction 3

Connected Communities

Purpose

To maximise student learning outcomes through:

- Effective communication with parents about students' learning and progress and achievement of school's target
- Connecting with other school networks to:
 - *Build and share expertise*
 - *Share resources*
 - *Connect students*
 - *Promote leadership opportunities for students*

Overall summary of progress

The school was successful in gaining the funding for a Community Liaison Officer who will liaise with the community and local schools to help develop a harmonious school community. We continue to have a DSTA to help our defence students and their families both transition into and out of a new school.

Various methods of communication between school and home have been established. These include; SkoolBag App, parent messaging through Class Dojo, email, phone contact, interviews, meetings, communication books and notes. The school website is regularly updated to ensure information available for parents is current and relevant.

Parents, students and staff were provided opportunities to provide constructive feedback on school practices and procedures through the Tell Them From Me (TTFM) surveys. Student surveys were held at the beginning and end of the year allowing a comparison in results so the school could evaluate the impact of strategies previously implemented to improve focus areas, such as student engagement.

The Cumberland Community Connections (CCC) group of schools participated in several joint initiatives involving nine local primary schools and one high school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Teachers demonstrate growth mindset and positively contribute to the community of schools• Significant parent feedback expressing stronger understanding and capacity to support quality teaching and learning capabilities (Tell Them From Me TTFM,)	<ul style="list-style-type: none">• Teachers participated in 4 afternoon sessions with the Community of Schools (CoS) group. These sessions were focused around areas targeted by executives as areas of need within the group.• Parents were invited to participate in the Tell Them From Me surveys and reports were received by the school for analysis.• SkoolBag App continued to be utilised for direct parent communication• Playground upgrades – stage 1 and 2 completed after several grants won by P&C	<p>\$2000 Teacher relief</p> <p>\$24000 Defence Transition Aide / Community Liaison Officer</p> <p>\$1000 Skoolbag App</p> <p>\$2000 Additional Resources</p>

Next Steps

- School canteen re–opened for Term 1, 2017
- Gardening Club meets every Wednesday morning (run by community member)
- Defence community engagement event to be held every term
- Whole school participation in CoS events – including, Term 3 SDD at Cumberland High School and accreditation workshops at Carlingford West Public School (for new–scheme teachers)
- School leaders & prefects to participate in a leadership day in Term 2 with 6 local schools at Ermington West Public School
- Easter Hat Parade, Book Fair & Grandparents day to be held at the end of Term 1
- Utilising expertise of Defence parents to help deliver Anzac Day Ceremony at the end of Term 1
- Foster positive relationships between school and parents – encourage parents to discuss schoolwork achievements and expectations with their child/ren.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • PLPs developed in consultation with key stakeholders • PLPs discussed in review meetings with the school counsellor and the parents/carers of the student 	\$6029.84
English language proficiency	<ul style="list-style-type: none"> • EAL/D program ran through both team-teaching sessions and one-on-one sessions with the EAL/D teacher 	\$32836.90
Low level adjustment for disability	<ul style="list-style-type: none"> • Increased level of student participation and engagement in learning and effectiveness of classroom organisation with extra teachers and SLSO support available for literacy sessions • Improved student outcomes as evidenced in assessment data and achievement of personal learning goals 	\$12077
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Time provided for primary/infants teams to plan units of work together • Mentoring sessions held between an experienced teacher and beginning teachers to help them with the report-writing process (collecting data and using consistent teacher judgement to mark the data) • Time provided for colleagues to observe each other and give constructive feedback to improve teaching styles 	\$16700
Socio-economic background	<ul style="list-style-type: none"> • Enhanced learning opportunities for students with access to a wider range of curriculum activities because the school subsidises costs for families school-wide • Increased level of student participation and learning with lower teacher/student ratio 	\$14196.28
Support for beginning teachers	No funding received in 2016	\$0
Targeted student support for refugees and new arrivals	<p>From mid-Term 2 for the rest of the year the school qualified for an extra day per week for teacher support for new arrivals. An extra teacher was employed to run special programs and work with the EAL/D teacher.</p> <ul style="list-style-type: none"> • English language proficiency was increased for all students involved in this program • Improved students' literacy and numeracy skills and participation in mainstream classrooms 	New Arrivals Program Staffing Allocation
Defence School Transition Aide (DSTA)	<p>The DSTA has welcomed the Australian Defence Force (ADF) families into the area and promoted a sense of belonging to our community. She has:</p> <ul style="list-style-type: none"> • Held community morning & afternoon teas; • Organised introductions, tours & support for families; • Made contact with families before moving to Australia or into the local area to answer any questions; • Organised letters from REPS students welcoming new students to our school community and telling them about school life; • Attended P&C meetings; • Supported students in school; • Ensured teachers are up to date with any 	\$18980

Defence School Transition Aide (DSTA)	relevant information that may affect the wellbeing of any students from ADF families; <ul style="list-style-type: none"> • Implemented a 'Defence Club' where ADF students can attend each week to participate in crafts and 'check-in' with the DSTA 	\$18980
--	--	---------

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	93	98	93	97
Girls	66	74	77	75

Student attendance profile

School				
Year	2013	2014	2015	2016
K	87.3	94.1	93	94
1	94.3	91.5	95.4	92.3
2	94.6	96.3	90.2	94.1
3	96	93.7	95.9	91.8
4	88.8	96.8	92.1	94.3
5	94.5	95.1	94.6	92
6	87.9	95.7	91.7	91.8
All Years	92.2	94.8	93.5	93
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

Staff at Rydalmere East Public School actively promotes regular attendance.

Each term, students with excellent attendance receive a certificate presented in a whole school assembly. At Presentation Day, students with perfect or outstanding attendance for the year are acknowledged and receive a special certificate.

The principal works closely with the Home School Liaison Officer (HSLO) to identify students whose attendance is of concern. Where necessary parents are contacted and support provided.

Reporting of information for all staff must be consistent

with privacy and personal information policies.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.85
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
Teacher of ESL	0.4
School Administration & Support Staff	5.22
Other Positions	0.08

*Full Time Equivalent

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

Staff at Rydalmere East Public School has been involved in professional learning programs that have focused on building capacity of all teachers including early career teachers, experienced teachers and aspiring and substantive school leaders.

As well as designated whole school professional learning sessions one afternoon each week, teachers were involved in off-site and in-school professional learning opportunities designed to develop identified areas for growth, and to support the achievement of school priorities as set out in the school plan.

Teaching staff at Rydalmere East have begun participating in a 2-year professional learning program around Embedded Formative Assessment.

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	248 155.97
Global funds	137 978.01
Tied funds	128 369.25
School & community sources	200 931.85
Interest	3 609.55
Trust receipts	49 593.80
Canteen	0.00
Total income	768 638.43
Expenditure	
Teaching & learning	
Key learning areas	11 587.93
Excursions	5 055.79
Extracurricular dissections	80 226.96
Library	4 983.08
Training & development	710.88
Tied funds	89 365.03
Short term relief	24 443.64
Administration & office	30 301.86
School-operated canteen	0.00
Utilities	23 102.18
Maintenance	11 439.29
Trust accounts	61 090.31
Capital programs	79 747.00
Total expenditure	422 053.95
Balance carried forward	346 584.48

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	379 829.36
(2a) Appropriation	353 325.52
(2b) Sale of Goods and Services	3 525.45
(2c) Grants and Contributions	22 146.70
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	831.69
Expenses	-155 832.44
Recurrent Expenses	-155 832.44
(3a) Employee Related	-96 613.31
(3b) Operating Expenses	-59 219.13
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	223 996.92
Balance Carried Forward	223 996.92

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.

	2016 Actual (\$)
Base Total	1 293 227.48
Base Per Capita	10 193.24
Base Location	0.00
Other Base	1 283 034.24
Equity Total	167 160.89
Equity Aboriginal	6 029.83
Equity Socio economic	14 196.28
Equity Language	73 645.26
Equity Disability	73 289.53
Targeted Total	357 344.82
Other Total	242 208.46
Grand Total	2 059 941.65

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.

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:

Teachers, Years 4, 5 & 6 students and parents completed the appropriate Tell Them From Me (TTFM) surveys.

Students complete surveys in March and August. A comparison of the results show an increase in the number of students who:

- participate in sports
- display positive behaviour at school
- feel there has been a decrease in bullying behaviour

Results for positive teacher/student relationships were very high.

In the 'Drivers of Student Learning', teachers rated most highly:

- leadership
- inclusive school

In 'Classroom and School Practices' teachers felt most confident in the areas of:

- overcoming obstacles to learning
- planned learning opportunities

Technology skills and parent involvement are the areas teachers felt rated the lowest.

Parents indicated they:

- feel welcome at school
- are informed
- feel the school supports learning
- feel the school fosters positive behaviour

Results indicated that very few parents support learning at home by discussing their schoolwork or how well they're doing in class. Helping parents feel confident to do this is included in Strategic Direction 3 of the School Plan.

Policy requirements

Aboriginal education

Rydalmere East Public School is committed to the learning and wellbeing of Aboriginal and Torres Strait Islander students and their families. Personalised Learning Plans (PLPs) for all students who identify as Aboriginal are developed in consultation with parents and progress is monitored by the class teachers and Learning Support Team.

Aboriginal perspectives are embedded in the teaching and learning programs across all key learning areas to develop all students' knowledge and understanding of Aboriginal Culture.

Rydalmere East Public School promotes and demonstrates respect for Aboriginal culture by acknowledging the traditional custodians of the land at all assemblies and special events on school grounds and the flying of the Aboriginal flag daily.

Multicultural and anti-racism education

At Rydalmere East Public School the staff, students, parents and community members are committed to creating a school environment that is harmonious, tolerant and welcoming of diversity.

As well as participating in community events such as Harmony Day, teaching and learning programs
Preschool – Year 6 promote intercultural understanding and respect for diversity.

The EALD (English as an additional language or dialect) teachers provide programs and support for English language learners K–6. This year extra staffing was received to implement a program for newly arrived students.

The school has 2 trained Anti Racism Contact Officers (ARCO). Their role is to promote respect and understanding of all cultures.

Other school programs

Autism Spectrum Disorder (ASD) support classes

Rydalmere East Public School has two support classes that provide quality educational programs for students with Autism. A classroom teacher and fulltime School Learning Support Officer (SLSO) provide individual literacy and numeracy programs which enables the students to maximise their learning. All students in the support unit receive instruction in the six mandatory key learning areas with accommodations and adjustments as required.

Preschool

Rydalmere East Public School is fortunate to have an onsite preschool. The preschool is for the prior to school year and preferences for placement are given to students with siblings at the school and families in our local area.

The preschool teaching program is determined by the individual interests of the students and by the philosophy that children learn through play. Preschool Educators attend professional development sessions about the Early Years Learning Framework (EYLF) to ensure the preschool meets the criteria in all of the National Quality Framework standards (NQF). In 2016, we undertook part in the mandatory National Assessment and Rating process, where it was determined we were exceeding in all areas against the National Quality Standards.