

Railway Town Public School

Annual Report



2016



4233

Introduction

Message from the Principal

2016 proved to be a momentous year for Railway Town Public School (RTPS). Throughout the year, RTPS continued to honour our core values of Be Respectful, Be a Team Player, Be Proud and Be Safe, keeping them an intrinsic part of all teaching and learning programs and daily school life. High expectations of our staff and students were maintained, with all of us working together to achieve the best possible educational outcomes for each individual student. The implementation of the growth mindset framework has resulted in a culture of risk taking for both staff and students. Students are more willing to take on challenges and work towards achieving success, both socially and academically. In 2016, our school worked on developing the capacity of teachers to accurately analyse student data and develop teaching and learning programs focussing on student need. As a result, we have seen a significant growth in literacy and numeracy results across K–6. As a school community we continued to promote a sense of belonging and connectedness to the school. Our school worked in close partnership with parents and carers through decision making processes and active involvement in a range of school activities. The installation of a purpose built Health Hub enabled increased engagement with a range of inter–agencies and health professionals. Our school community and, in particular, volunteers and P&C members provided valuable input throughout the year. Our staff is committed to continuous improvement, with student learning and well–being always the focus. I look forward to another highly successful and rewarding year in 2017.

Kerry–Sue Pascoe

Principal

School background

School vision statement

Railway Town Public School is a caring and dynamic learning environment in which a collaborative school community equips students for life-long learning.

School context

Railway Town Public School is located in Broken Hill which is in the Far West of NSW. It has a PP5 classification and a Family Occupation and Employment Index (FOEI) of 155, which is above the average of 100 and indicates our socio-economic status. Current enrolment is 134 students, of which 20% are Aboriginal. The school has 6 classes from K-6 and one Multi Categorical class.

Our school is supported by an Early Action for Success Instructional Leader and Interventionist. We can proudly claim the rights to be the most western school in New South Wales and celebrated our Centenary in 2014. The school has a strong commitment to implementing quality programs in literacy and numeracy, student welfare, sport and supporting students with special needs.

The school motto of 'Scholarship, Citizenship & Sportsmanship' and the Raise Responsibility System upholds all that we do at Railway Town Public School. Our Core Values of Be Respectful, Be a Team Player, Be Proud and Be Safe underpins our school motto and the welfare system. We have high expectations for ourselves and, as such, aim to be "The Best in the West".

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For schools participating in external validation processes:

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated the following domains:

Learning

In order for us to move towards the level of Sustaining and Growing, Railway Town Public School (RTPS) needs to take the following steps:

RTPS will strive for a high level of student, staff and community engagement by providing opportunities for the whole school community to be involved with the learning and success of students. This will be evidenced by gathering and analysing data from frequent parent surveys. RTPS will continue to build positive and respectful relationships across the school community by maintaining communication with parents and specialised service providers. These partnerships will demonstrate enhanced student well-being. RTPS will establish a comprehensive and inclusive framework to support the many aspects of student well-being. This will be achieved through maintaining strong links within school and with high schools regarding transition programs and by building consultative processes with parents to enable them to reinforce the learning tools from school, for example, PLSPs, Growth Mindset, SMART goals. RTPS will effectively use school, system and community expertise and resources in order to develop extra-curricular learning opportunities for students. This will establish collaborative and active partnerships and continuity of learning for students. RTPS must ensure students strive to show higher than expected growth on internal school performance measures by monitoring student performance data and students' self-reflection. This will occur as a result of a collaborative understanding of student feedback processes based on progress towards SMART goals. RTPS will need to review, develop and implement a new assessment and reporting policy incorporating all KLAS.

Teaching

In order for us to move towards the level of Sustaining and Growing, RTPS need to take the following steps:

RTPS will provide students with explicit feedback on their learning and students will have a clear understanding of how to improve their learning. RTPS will continue professional development in student self-direction using SMART goals to ensure student based goals are in line with Strategic Direction 1 of the school plan. (Student Learning). Strengthening of the Performance Development Framework through continued mentoring and introduction of regular classroom visits to support all teachers. There will be updated assessment policies and procedures for staff to ensure improvement in assessment processes happening K-6. All staff K-6 use data to inform teaching practice and also recognise the importance of recording this data on different platforms including SENTRAL and PLAN. To develop a more community based approach to inform parents about student performance and learning by forward planning using milestones more effectively. This will include planning parent information sessions in line with Strategic Direction 3 (School and Community Partnerships) and making required changes to the School Plan to reflect the future directions resulting from the external validation process. A working document will be created that outlines the explicit processes and policies that underpin the current culture of collaboration and mentoring. RTPS will build capacity of all staff by changing responsibilities enabling up-skilling and professional development to deliver the key improvement priorities as outlined in the school plan and milestone documents. Broader opportunities for inter-school relationships will strengthen and support the professional development and implementation of shared improvement strategies. As prioritised in Strategic Direction 2, (Leaders in Learning), Staff at all levels of accreditation will achieve a deep understanding of The Australian Professional Teaching Standards and expectations related to accreditation. Experienced staff become accredited and maintain their professional learning logs.

Leading

In order for us to move towards the level of Sustaining and Growing, RTPS needs to take the following steps:

RTPS will enhance leadership roles amongst staff providing a range of opportunities to develop their areas of professional expertise and address and review milestone achievements specifically identified in Strategic Direction 2: (Leaders of Learning). Ensure there are opportunities for succession planning through the development of leaders

across our school workforce. Acknowledge individual staff members' strengths encouraging them to share and develop these strengths with others .RTPS will strengthen engagement with members of the school community by providing specific opportunities for members to contribute to our school improvement processes. This will foster a culture of collaboration amongst school community members in the implementation of the strategic directions and school improvement. RTPS will provide opportunities for staff and school community members to participate in the school's financial planning processes. There will be a deepened understanding amongst staff and the school community of the significant role financial planning plays in the prioritisation of school initiatives .

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

STUDENT LEARNING

Purpose

We will develop and implement a challenging and innovative curriculum enabling all students to be equipped with skills and knowledge to become confident and effective learners.

Overall summary of progress

Throughout 2016, all staff were mentored in strategies for the collection of evidence and analysis of literacy and numeracy data. All K–6 teachers have developed a deeper understanding for accurately plotting their students against the literacy and numeracy continua, as well as the development of targeted strategies for student learning progression. Increased teacher understanding of implementing personal SMART Goals has ensured that students are focussing on learning goals specific to their literacy and numeracy needs. The ongoing implementation of Early Action for Success, employment of an Instructional leader and two specialised interventionists, personalised learning plans and tiered intervention strategies have significantly contributed towards a growth in literacy and numeracy results for students in K–6.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students can set and achieve realistic literacy and numeracy SMART learning goals.	With teacher guidance, a significant proportion of students are able to successfully identify and implement personal learning goals for literacy and numeracy.	\$97 517
80% of students K–6 show expected growth in literacy and 75% in numeracy as evidenced through data wall tracking and PLAN data.	Analysis of literacy and numeracy performance data for students in K–6 indicates that we are exceeding expected growth with an overall 90% achievement level in literacy and an 80% achievement level in numeracy.	\$89 403

Next Steps

- Students will develop a deeper understanding of the processes for identifying and implementing personalised Smart Goals.
- Teachers will provide feedback to students' in relation to their progress in achieving their personalised goals.
- Parents and carers will continue to be encouraged to participate in discussions involving the implementation of their child's Personalised Learning Plan.
- The growth of literacy and numeracy achievement will continue to be analysed and monitored .



Strategic Direction 2

LEADERS OF LEARNING

Purpose

We will create a supportive culture of aspiring and dynamic leaders and teachers who have high expectations of themselves and their students in order to foster sustained school improvement.

Overall summary of progress

Railway Town Public School continues to support its early career and experienced teaching staff in both the performance and development and accreditation processes. Mentoring sessions are viewed as a highly valued practice, ensuring that all teaching and executive staff have the opportunity to meet on a regular basis to discuss and plan for both teacher and student improvement. Beginning teachers are provided with opportunities to build their capacity through dedicated release times throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teaching staff are accredited at Proficient level or higher as evidenced in the Performance and Development Framework.	All permanent teaching staff achieved their Proficient level of accreditation in 2016 and all other temporary teaching staff are working towards completion by the end of 2017. Experienced teachers are awaiting their Proficient level as determined by NESA.	\$5 200
The teaching staff demonstrate and share expertise in order to build teaching capacity.	All teaching staff have been assigned a leadership role within the school, aligned with their skills and areas of expertise. All teaching staff are responsible for delivering professional learning opportunities to their peers.	\$17 966
Executive support for ongoing teacher professional development and accreditation.	All executive staff regularly deliver timetabled mentoring sessions for teaching staff focussing on identified development of personal and professional skills.	\$17 458

Next Steps

- Early career teachers will be supported in the steps required to complete their accreditation at Proficient level.
- Experienced teachers will develop a deeper understanding of the steps required to achieve their 100 hours of mandatory professional learning (once they have been provided with their Proficient level by NESA)
- Leadership skills for all teaching staff will continue to be nurtured and strengthened.
- Beginning teachers will continue to be provided with opportunities to develop their skills throughout the year.



Strategic Direction 3

SCHOOL and COMMUNITY PARTNERSHIPS

Purpose

We will foster a collaborative and supportive educational community that values school and community partnerships in order to meet the needs of all students and their families.

Overall summary of progress

Links with inter-agency support were strengthened in 2016 as a direct result of the establishment of the Community Health Hub. This, in turn, resulted in an increased opportunity for parents and carers to engage with onsite health professionals. Attendance by family members at school assemblies and special events also saw a notable increase in engagement as well as the recruitment of school canteen and classroom volunteers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increased percentage of parents actively participate and engage in a variety of school and community activities.	2016 saw a significant increase in parent/carer participation and engagement across a range of school activities and events ranging from membership on the P&C, a canteen volunteer, classroom helper and assisting with fundraising.	\$3 700
Student attendance is at or above 92%.	Overall student attendance for 2016 was 91.71%. Indicating that we were close to achieving our expectations of 92% for 2106.	\$16 169

Next Steps

- Establish regular information sessions for parents and carers focusing on student learning and well-being.
- Strengthen partnerships with members of our Aboriginal community and the local ASLO and ACLO.
- Provide assistance for parents and carers to access online information through a dedicated computer for community use.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students have a Personalised Learning Plan which focusses on targeted areas for learning including literacy and numeracy as well as the development of social skills.. The average attendance rate for the majority of Aboriginal students is 90.6%.	• Aboriginal background loading (\$16 169.00)
Low level adjustment for disability	Tier 1 and Tier 2 support for identified students in K–2 has been increased as a result of employing a support teacher (0.6) to assist the Early Action for Success Instructional Leader. Targeted students are receiving both intensive and modified learning programs.	• Low level adjustment for disability (\$41 442.00)
Quality Teaching, Successful Students (QTSS)	Releasing teachers to attend mentoring sessions with their supervisor has provided opportunity to discuss the development of their performance plans, targeted professional learning, analysis of student data and development of teaching and learning programs.	• Quality Teaching, Successful Students (QTSS) (\$5 200.00)
Socio–economic background	As a result of employing an extra classroom teacher we have been able to reduce class sizes in Stage 3. The employment of an interventionist support teacher and extra SLSO has resulted in increased support for students in literacy and numeracy in Stages 2 and 3.	• Socio–economic background (\$137 961.00)
Support for beginning teachers	Release for beginning teachers has enabled them to participate in a range of professional learning opportunities and engage in extended mentoring sessions with their supervisor.	• Support for beginning teachers (\$17 458.62)
Location Loading	As a result of employing an extra classroom teacher in Stage 3 we have been able to reduce class sizes, creating opportunities for the implementation of smaller group learning situations in literacy and numeracy.	• Location Loading (\$17 966.00)
Per Capita	The employment of an extra SLSO has provided increased opportunity to support students in the literacy and numeracy learning from Early Stage 1 to Stage 3.	• Per Capita (\$7 517.00)



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	84	68	65	56
Girls	80	72	70	58

Student attendance profile

School				
Year	2013	2014	2015	2016
K	88.4	92.9	93.4	88.6
1	93.1	90.2	93.1	92.1
2	92.6	95.4	91.2	92.4
3	96.5	92.9	91.9	92.4
4	93	95	91.9	88.2
5	89.4	94.5	95.5	92.7
6	92.5	89.5	92.3	93.6
All Years	92	92.8	92.6	91.3
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

All student attendance is entered on SENTRAL and reviewed at the end of each week. Each month, the principal meets with the HSLO to discuss attendance concerns for individual students. The level of action taken is determined by the frequency of absences. These actions range from contact with parents to discuss attendance, development of an attendance plan and finally referral to the HSLO.

Class sizes

Class	Total
KR	16
1/2C	16
1/2G	16
3/4W	21
4/5M	22
5/6H	22

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.49
Teacher of Reading Recovery	0.5
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.2
School Counsellor	1
School Administration & Support Staff	2.81
Other Positions	0.15

*Full Time Equivalent

The current Aboriginal composition of our school's workforce is one full time classroom teacher and one part time SLSO.

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

A significant amount of professional learning was undertaken by Railway Town Public school staff in 2016 with a major focus being placed on the implementation of new learning and well-being frameworks including Kids Matter, LiveLifeWell@School and How2Learn. All teaching staff were supported in either working towards completing their teacher accreditation or identifying their required hours for completion of maintenance. One staff member successfully achieved their Proficient level by the end of 2016.

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	252 290.05
Global funds	118 201.50
Tied funds	355 121.61
School & community sources	40 583.50
Interest	5 051.17
Trust receipts	2 194.79
Canteen	0.00
Total income	773 442.62
Expenditure	
Teaching & learning	
Key learning areas	3 781.48
Excursions	25 726.79
Extracurricular dissections	16 583.09
Library	361.59
Training & development	310.91
Tied funds	282 681.42
Short term relief	18 969.57
Administration & office	28 998.73
School-operated canteen	0.00
Utilities	28 780.57
Maintenance	4 424.10
Trust accounts	2 861.06
Capital programs	0.00
Total expenditure	413 479.31
Balance carried forward	359 963.31

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.

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 literacy and numeracy.

The percentage of Year 3 students in the top two bands in literacy has increased for reading, spelling, punctuation and grammar and remained consistent for writing.

The percentage of Year 5 students in the top two bands in literacy has significantly increased for reading, spelling, punctuation and grammar and remained consistent for writing.

The percentage of Year 3 students in the top two bands in numeracy has remained consistent.

The percentage of Year 5 students in the top two bands in numeracy has remained consistent.

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

A snapshot of comments from our Parent Satisfaction Survey:

"I have been a volunteer in the school canteen for a few years now and I look forward to spending time helping out the school."

"I really like the new Skoolbag app and the Facebook site because it helps me to keep up with events happening in the school."

"The principal is very approachable and makes herself available to talk about concerns I have for my child."

"My child's teacher is always prepared to listen to my concerns and my daughter loves coming to school every day."

"When I walk into the playground I get a really good vibe about the school."

"The teachers are a very dedicated and supportive bunch."

A snapshot of comments from our Student Satisfaction Survey:

"I feel safe and happy at school."

"Our school is great because the teachers teach us exciting lessons."

"I like using the iPads and going to the computer lab.."

"The library is awesome and you can go there at lunch time and do fun activities."

"I like mufti days when we can dress up and raise lots of money for the SRC."

"My teacher helps me when I don't understand how to do something."

"I like having lunch with the principal."

A snapshot of comments from our Teacher Satisfaction Survey:

"Everyone is supportive and committed"

"RTPS is a happy and safe working environment."

"I really like that I can be comfortable helping others just as equally as seeking help"

"Community spirit—everyone working together towards a common goal – a team."

"Knowing we're doing everything we can to help our kids learn."

“RTPS is a friendly place, and I feel supported by my colleagues.”

“Working with an enthusiastic, hard-working team of teachers who go above and beyond to help the students at RTPS.”

“All staff are included in school planning.”

“Sense of community.”

“Students display a positive attitude in their learning.”

“Our students and families know we care and we will support them if needed.”

“The small size of our school allows us to support one another collegially in a very unique and genuine way.”

“I appreciate the level of in class support at RTPS.”



Policy requirements

Aboriginal education

Railway Town public School received Aboriginal background funding in 2016. Our plan included:

- The employment of an Aboriginal SLSO to support student learning in class.
- A dedicated week of learning activities focussing on the the National Aboriginal Day of Celebration.



Multicultural and anti-racism education

Railway Town Public school has ensured its teaching and learning programs are culturally inclusive and school practices are embedded. Professional learning in Kids Matter has increased the appropriate levels of communication with parents and community members, resulting in strengthened parent and community engagement in school activities.