

# Rutherford Public School

## Annual Report



2016



4561

## Introduction

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

*Andrew Brown*

**PRINCIPAL**

### School contact details

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### Message from the Principal

Rutherford Public School continued to strive for school improvement and excellence in public education in 2016. As the newly appointed principal in Term 2, it was clear Rutherford Public School enjoys a very supportive community and P&C, dedicated teachers, wonderful support staff and fabulous students! I would like to recognise the work of the school's two Deputy Principal's— Mr Tim Beaven and Mrs Debbie Ross, and the entire executive team who made my transition into the school easier.

2016 has seen a significant rise in student enrolments. As new housing is completed, new families move into the area and start their schooling at RPS. The school has made considerable effort to manage this rapid growth and ensure the focus remains on providing each student with a quality learning environment and challenging curriculum. Extra curricular activities in the performing arts, sport and cultural areas has also been a priority in 2016.

Although a large school (830 students by years end), the school provided a whole school focus with innovative programs to cater for the needs of students. Our innovative P–K program saw over 100 young preschool aged students access a 2–hour school readiness program over 25 weeks. The school also provided a band program, choir groups and dance opportunities. Our L3 (Language, Learning and Literacy) program provided training for over 25 schools and 50 teachers.

I take this opportunity to thank everyone at Rutherford Public School for their efforts in 2016 and look forward to building upon the success of the previous principal, Mr Sean Andrews.

*Andrew Brown*

**PRINCIPAL**

## School background

### School vision statement

Rutherford Public School strives to ensure that every student reaches their full academic and extra curricula potential. We also recognise the importance of all staff engaging with ongoing professional learning and practice to ensure they are at the forefront of cutting edge approaches to education. We are a vibrant and innovative learning community that is committed to delivering excellence within a rich and diverse learning environment. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, respectful and responsible school environment. Our school Core Values are: Respect, Responsibility and Personal Best.

### School context

Rutherford Public School was established in 1985. The school is situated within one of the fastest growing residential areas within the Maitland district. The school is located in the Maitland School Education Group in Hunter/Central Coast Region. The school is anticipated to have a total of approximately 880 students at the commencement of 2017, from diverse socio-economic backgrounds, including 13% Aboriginal students. Rutherford Public School receives equity funding to support student learning and staff professional development. RPS' Family Occupational and Education Index (FOEI) for 2016 was 126, recognising our community's socio economic standing. The teaching staff is a mix of experienced and early career teachers who value teamwork and are committed to delivering quality teaching in a nurturing environment.

Rutherford Public School has a proud tradition of providing quality and highly successful programs in the creative arts, sport and extra curricula activities. The school has strong ties with the Aboriginal community and a close association with the Aboriginal Education Consultative Group (AECG).

Positive Behaviour for Learning (PBL) is an integrated part of the school welfare ethos focusing on respect, responsibility and personal best. The school values the input of community members through the Parents and Citizens' Association. Rutherford Public School is one of seven schools who are part of the Rutherford Learning Community (RLC). The RLC work in unison to ensure each and everyone one of our students receive the best possible education through collectively utilising combined programs and resources. The RLC actively fosters a 'learning pathway' from Preschool to Year 12. Effective pedagogy is shared through programs such as L3 and a strong link to Rutherford Technology High School are fostered through sports and creative and performing arts opportunities.

# Self-assessment and school achievement

## Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

### LEARNING:

- **Learning Culture** Delivering
- **Wellbeing** Delivering
- **Curriculum and Learning** Delivering
- **Assessment and Reporting** Delivering
- **Student Performance Measures** Working towards Delivering

The school has identified the need to raise the overall achievement of students, particularly in NAPLAN and more formal testing measures. The school is looking at ways to encourage greater student self reflection and targeted feedback to students.

### TEACHING:

- **Effective Classroom Practice** Working towards Delivering
- **Data Skills and Use** Delivering
- **Collaborative Practice** Delivering
- **Learning and Development** Delivering
- **Professional Standards** Delivering

The school is a Positive Behaviour for Learning school and working on developing more consistency across each classroom to ensure all classrooms are orderly and productive. The school has made considerable progress on developing school wide practices which are clear and consistent.

### LEADING:

- **Leadership** Delivering
- **School Planning, Implementation and Reporting** Delivering
- **School Resources** Delivering :
- **Management Practices and Processes** Delivering

The school executive has worked to develop a respectful and supportive educational climate across the school. School planning is undertaken carefully to ensure resources are used to their potential. Regular feedback is sought through the school's surveying and website profiles. Opportunities to develop leadership is a priority.

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

### Enhancing the Quality of Student Learning

#### Purpose

To provide a high standard of education through a strong curriculum infrastructure, evidence based teaching and learning that inspires every student to excel and learn to their full potential. Student learning is personalised and differentiated for every student. Developing a culture of collaboration through cyclic teaching and learning practices, assessment and evaluation.

#### Overall summary of progress

The school had a strong commitment to providing challenging and engaging programs for all students, with a sharp focus on literacy and numeracy programs. The school incorporated the PLAT initiative into a whole school programming model to help teachers pinpoint specific learning intentions and sequences. The L3 program continued to be a major focus in the K–2 school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Embedded collaborative planning practices around a 5 week teaching and learning cycle, linked to formative assessment and data analysis associated with PLAT/PLAN.	95% of staff surveyed indicated high levels of satisfaction with timetable changes and programming expectations.	Additional STLA/RFF personnel to support timetabling Socio-economic background (\$100000.00)L3 Program
80% of teachers indicate they have an enhanced knowledge of the English syllabus and can effectively utilise formative data to identify students requiring remediation or extension.	School surveying indicates high levels of staff satisfaction with training and development opportunities. Program supervision and analysis shows improved awareness of the need to have clear learning intentions.	Socio-economic background (\$60000.00)  Support for beginning teachers (\$50000.00)  Employment of Community Liaison Office
Effective tracking and support for students requiring remediation and extension, linked to PLAT/PLAN.	Extensive student tracking through PLAN and school database of student performance and needs.	Socio-economic background (\$40000.00)

#### Next Steps

- Continue to build school wide systems to facilitate teacher collaboration and co-teaching.
- Continued refinement of school programming model and weekly programming expectations.
- Provide teacher professional learning on differentiation and catering for individual student need.

## Strategic Direction 2

### Effective Pedagogy: Teaching and Learning

#### Purpose

To develop teaching expertise and leadership capacity that values individual skill sets, the level of experience and identified areas for professional growth through a focus on evidence based teaching.

#### Overall summary of progress

Rutherford Public School continued to provide extensive staff professional learning to teachers in order to enhance their knowledge base and skills in the classroom. L3, Explicit Direct Instruction (EDI) and Positive Behaviour for Learning (PBL) were major focus areas. Assessment and reporting practices were also refined to ensure staff were using assessment to drive teaching and learning programs and to identify whole school needs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Embedded classroom observations facilitated by the Teaching & Learning Team (TLT), school executive and peers.	100% of teachers completed professional development plan and active in teacher professional learning opportunities and observations.	\$200000– L3 Program (District Training) \$50000 TPL Funds
80% of K–6 teachers indicate that through classroom observations they have a greater understanding of curriculum and pedagogy, leading to improved student engagement and learning and all teachers engage in the Performance & Development Plan (PDP) to guide areas of future professional development.	All teachers engaged in professional learning and reflection of practice and effectiveness– L3 and EDI	\$50000 Beginning teacher funding
80% of teachers indicate that the PDP has assisted them in charting their career development and genuinely feel the school supports them in the process.	School surveying indicates high levels of staff satisfaction with training and development opportunities.	Tell Them From Me Survey

#### Next Steps

- Continue and refine Professional Development Program throughout the school
- Ongoing support for beginning and early year career teachers
- Ongoing training in L3, EDI and PBL

## Strategic Direction 3

### Fostering Quality Relationships

#### Purpose

To draw on the expertise, skills and resources of parents, families, local businesses, community organisations and networks of schools in order to ensure a high functioning school community.

#### Overall summary of progress

The school consistently engaged and worked in authentic partnerships with the school and wider school community. A breakfast club was established in Term 3 and has forged strong partnerships with local businesses and volunteers. The school also held many high quality community events to showcase our programs and achievements. Extensive consultation through the school's Facebook page and surveying also provided valuable feedback to the school. A Community Liaison Officer (CLO) was employed to work with the P&C and wider community, with a sharp focus on monitoring and improving attendance of identified students at risk.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of parents engaging with classroom teachers in the establishment and ongoing negotiation of PLPs and IEPs throughout the school year.	PLP's completed for all aboriginal students.  Strong Learning Support Team structures and IEP completed for identified students.	<b>\$20000</b> TPL and Teacher release– Socio Economic funding
80% of parent feedback affirming the school's PLP and IEP process. A sense of pride and belonging to the RPS community is evident across students, staff, parents and the wider community	Improvement in Tell them From Me Survey results and satisfaction with school.	<b>\$40000</b> CLO position– Socio Economic funding
80% of students, parents and staff affirming the contribution of house sport to an increased sense of pride and belonging to RPS	School house sport programs well organised and valued	<b>\$5000</b> Equipment and resources– Socio Economic funding

#### Next Steps

- Continued strengthening of community partnerships
- Full-time employment of CLO position to monitor and support attendance
- Expansion of extra-curricular activities– gymnastics, dance

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>The school employed an additional teacher to coordinate and oversee the school programs for Aboriginal students. The teacher worked in class and small withdrawal groups with identified students.</p> <p>The school's Aboriginal Education Team (AET) met regularly to consult on school programs and initiatives.</p> <p>NAIDOC week was a focal point in the school with a week long celebration of guest speakers, cultural activities and an excursion for Aboriginal students to Murook Aboriginal Cultural Centre.</p> <p>PLPs were completed for all students identifying as Aboriginal.</p>	<b>\$77417</b> RAM Aboriginal Funding
<b>English language proficiency</b>	Students who identified as having additional languages spoken at home were plotted on the EALD scales and support was provided through the LAST program.	<b>\$2805</b> RAM English Language Proficiency
<b>Low level adjustment for disability</b>	Students with additional support needs were provided in class School Learning Support Officer (SLSO) time where possible. IEPs were developed for students requiring extensive differentiation and individual programs.	<b>\$80320</b> RAM Low level Adjustment for Disability
<b>Quality Teaching, Successful Students (QTSS)</b>	All teachers were supported through the Semester 2 QTSS staffing allocation. Assistant Principals were able to observe lessons, provide feedback on strengths and areas for development.	<b>0.582</b> Staffing allocation
<b>Socio-economic background</b>	<p>The additional RAM funding provided extensive support to the school and opportunities to implement innovative practice. Major impacts include:</p> <ul style="list-style-type: none"> <li>• Additional teacher professional learning through TPL release– L3, TEN, EDI</li> <li>• Acquisition of additional ICT resources for classrooms</li> <li>• Employment of health professionals – Speech therapist</li> <li>• Additional LAST support for students</li> <li>• Furniture for innovative learning spaces</li> <li>• Literacy and Numeracy resources</li> </ul>	<b>\$384803</b> RAM Socio-Economic Background
<b>Support for beginning teachers</b>	Support was provided to three permanent beginning career teachers. The additional release provided for teacher professional learning, program preparation and mentoring.	<b>\$30836</b> Beginning Teacher Grant

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	338	384	384	411
Girls	362	379	393	405

Enrolments continued to increase throughout 2016 and the school established a new class in Term 3. Anticipated enrolments for Term 1 2017 is 880 students.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.7	93.3	93	93.6
1	93.6	93.7	91.9	91.4
2	92.5	93.5	93.4	91.5
3	92	92.5	92.4	92.7
4	92.6	92.1	91.2	92
5	93.9	92.2	92.1	90.5
6	91.6	93	91.1	90
All Years	92.9	92.9	92.1	91.7
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

### Class sizes

Class	Total
0KA	20
0KL	20
0KD	20
0KC	20
0KB	19
0KS	20
1R	22
1H	23
1G	21
1B	22
1V	22
2F	26
2D	25
2B	25
2W	24
2K	24
3E	29
3C	28
3A	30
3K	30
4L	31
4B	31
4/5C	31
4T	29
5D	29
5/6T	30
5/6L OC	30
5/6J	31
5S	26
6G	29
6C	29

### Management of non-attendance

Attendance in 2016 at Rutherford Public School was recorded electronically by the school's OASIS computer roll marking system and through the *Sentral* software application. Attendance was monitored throughout the year by the school executive and school community liaison officer to ensure students attended school. Students with unsatisfactory attendance were referred to the school's Learning Support Team and support to families and students was given when needed.



## Workforce information

\*Full Time Equivalent

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	29.77
Teacher of Reading Recovery	1.05
Learning and Support Teacher(s)	1.9
Teacher Librarian	1.4
School Administration & Support Staff	5.67
Other Positions	0

Four staff members in 2016 identified as Aboriginal. This represents 5% of the school workforce.

### 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	20

## Professional learning and teacher accreditation

Each year the school is allocated funding for the professional development of teachers. Our priorities for professional learning throughout 2016 have been aligned with the school's strategic plan and have targeted literacy, numeracy and student wellbeing. 100% of professional learning funds have been expended on these programs. The school planned and conducted five (5) staff development days over 2016. Training and development in 2016 for staff centred on:

Literacy: Explicit Direct Instruction, L3, Writing and Seven Steps Writing;

Numeracy: Concept acquisition, mental computation, problem solving;

Wellbeing: PBL,

Syllabus Implementation: English, Mathematics, Science, Geography, History;

Mandatory training included anaphylaxis, child protection updates, chemical handling, first aid and CPR;

100% of staff members engaged in mandatory and elective professional learning activities.

A total of \$39934 was spent on teacher professional learning which represents an average of \$880 on each teacher and 75% of staff are currently 'new scheme teachers' who are working towards or maintaining professional competence.

All teachers will become part of the "Great teaching: Inspired Learning" initiative from 2018 which will see every teacher responsible for maintaining professional standards and accreditation with NESA (formerly BOSTES).

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

### Financial information

This summary financial information covers funds for operating costs to January 2017 and does not involve expenditure areas such as permanent salaries, building and major maintenance. A significant portion of these funds are tied grants that can only be used for a specific purpose and funds held in trust. Funds are also set aside to cover the cost of replacing assets and unexpected expenditures. Canteen income is not reflected in the school accounts as it is run by the P&C Association.

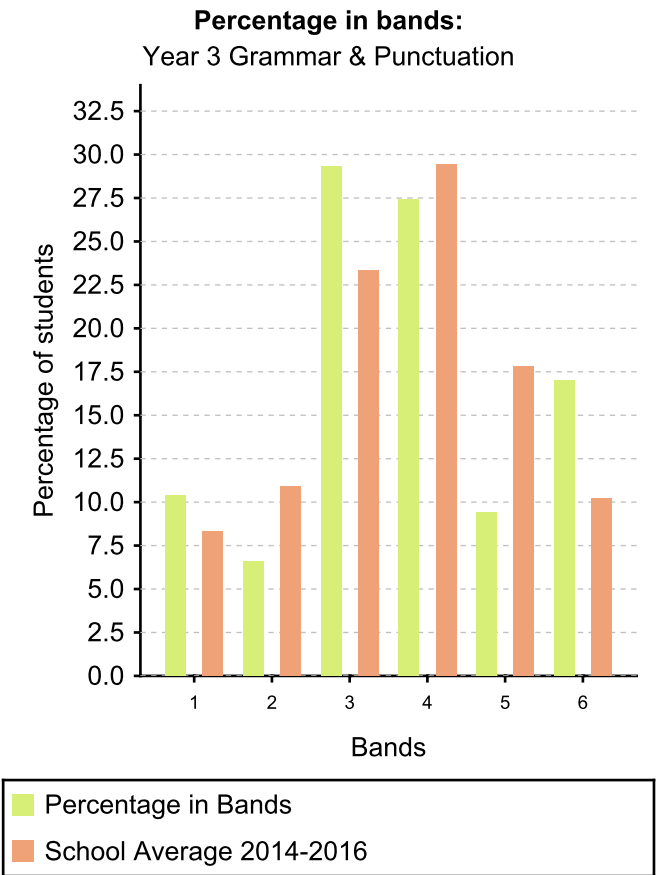
Income	\$
<b>Balance brought forward</b>	<b>576 872.02</b>
Global funds	541 249.67
Tied funds	1 200 084.51
School & community sources	168 095.88
Interest	15 891.37
Trust receipts	15 487.00
Canteen	0.00
Total income	2 517 680.45
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	85 581.05
Excursions	61 715.01
Extracurricular dissections	44 254.09
Library	8 244.84
Training & development	5 854.77
Tied funds	1 426 624.72
Short term relief	160 911.50
Administration & office	152 897.52
School-operated canteen	0.00
Utilities	91 759.93
Maintenance	19 192.45
Trust accounts	13 546.00
Capital programs	0.00
Total expenditure	2 070 581.88
<b>Balance carried forward</b>	<b>447 098.57</b>

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.

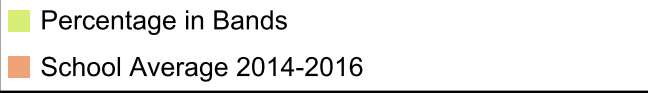
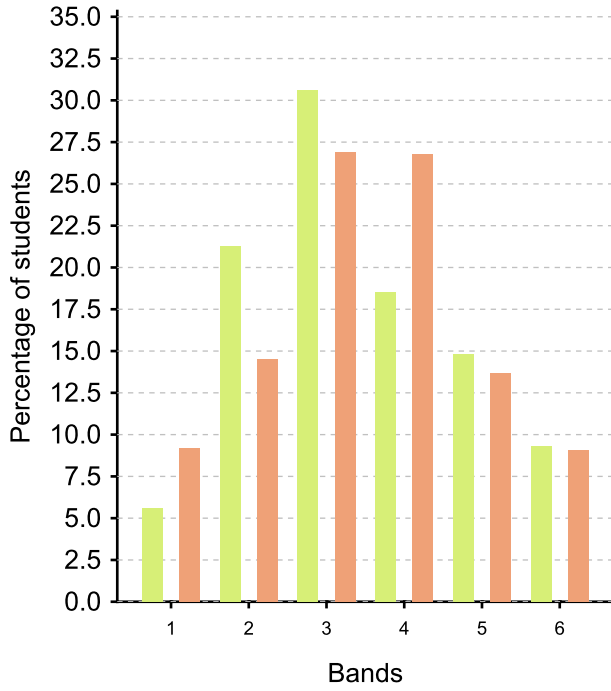
## School performance

### NAPLAN

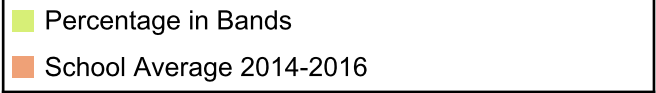
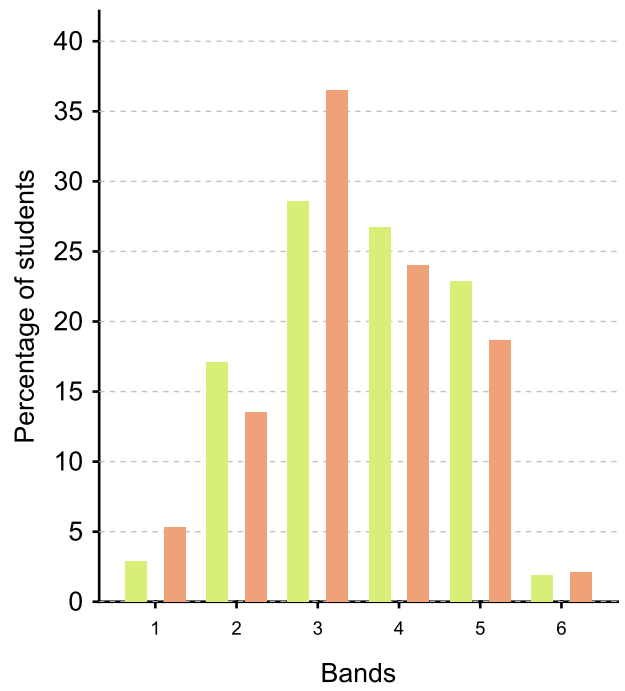
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the *Find a school* and select GO to access the school data.



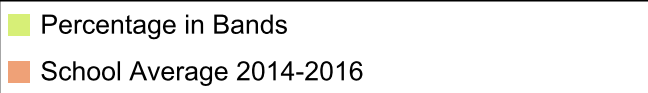
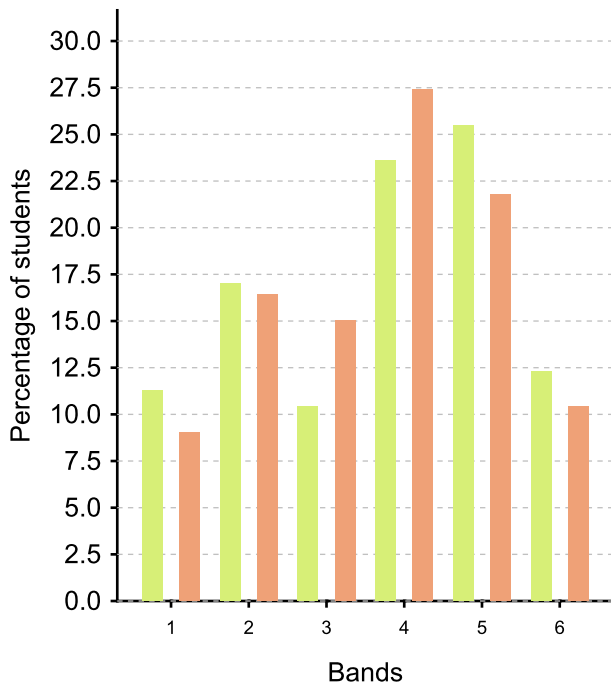
**Percentage in bands:**  
Year 3 Reading



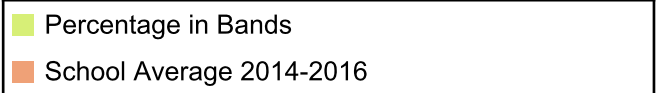
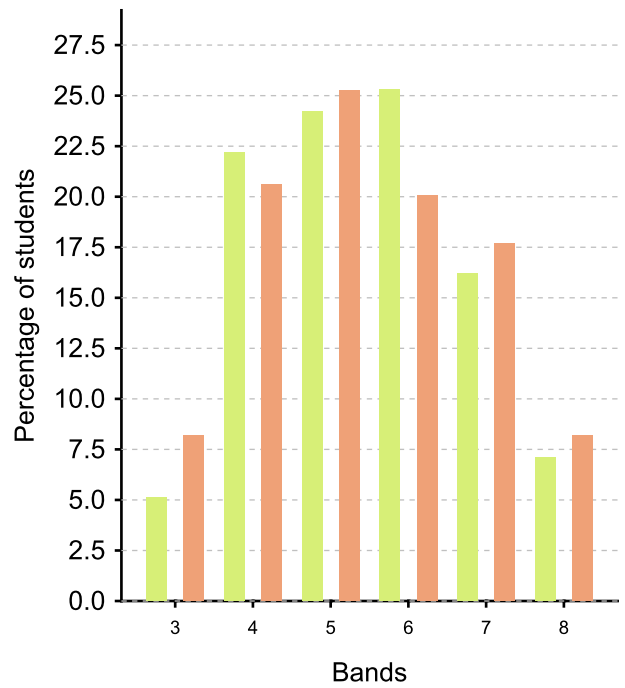
**Percentage in bands:**  
Year 3 Writing



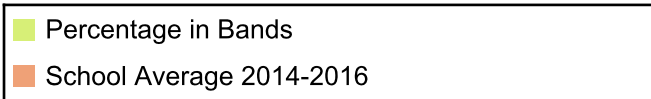
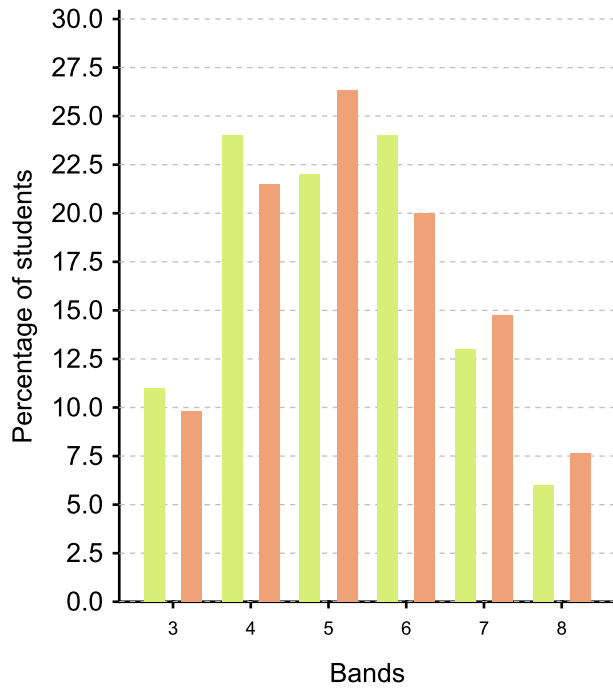
**Percentage in bands:**  
Year 3 Spelling



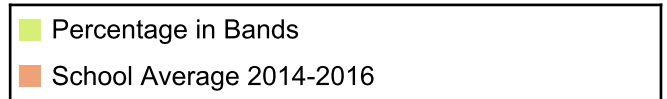
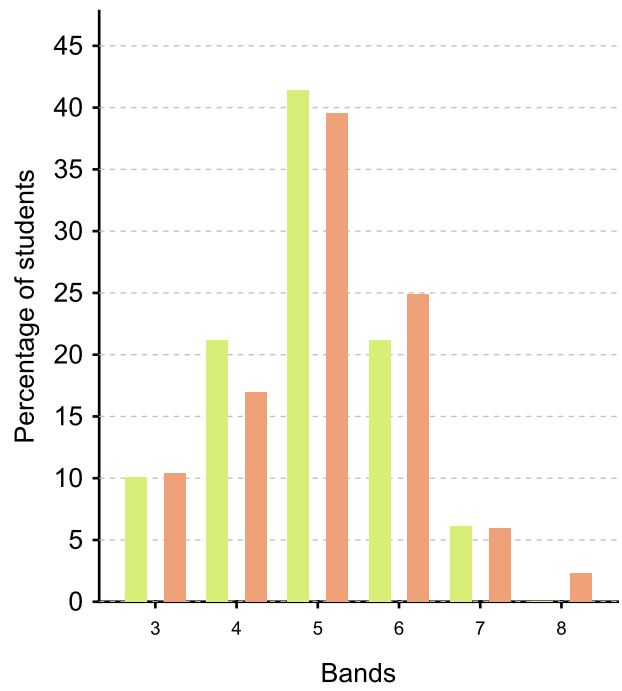
**Percentage in bands:**  
Year 5 Grammar & Punctuation



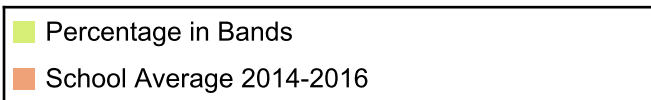
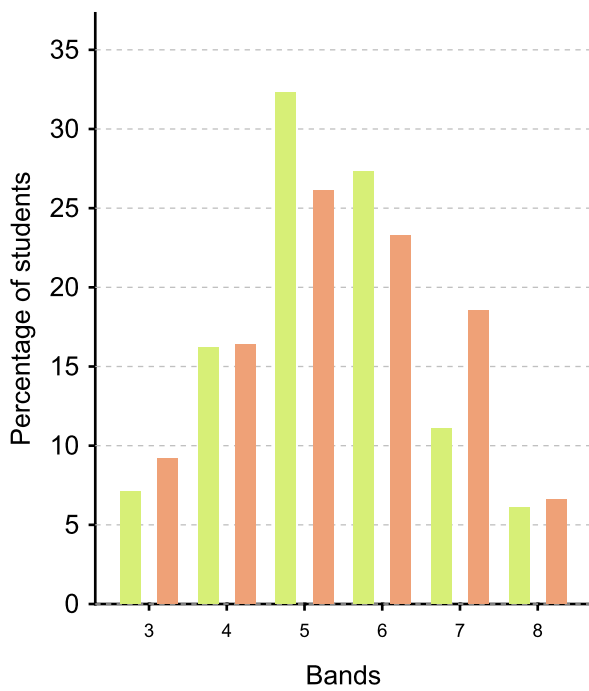
**Percentage in bands:**  
Year 5 Reading



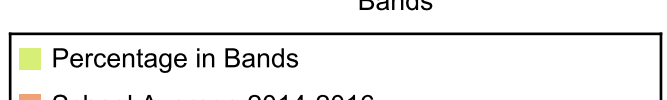
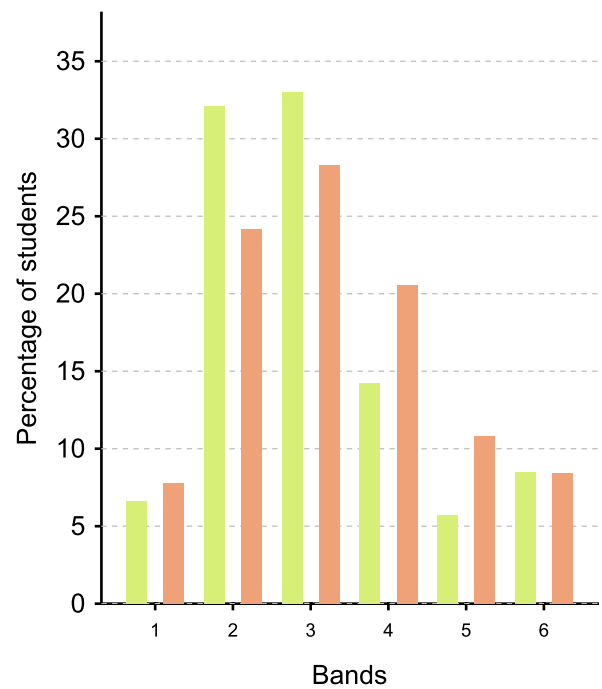
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Spelling

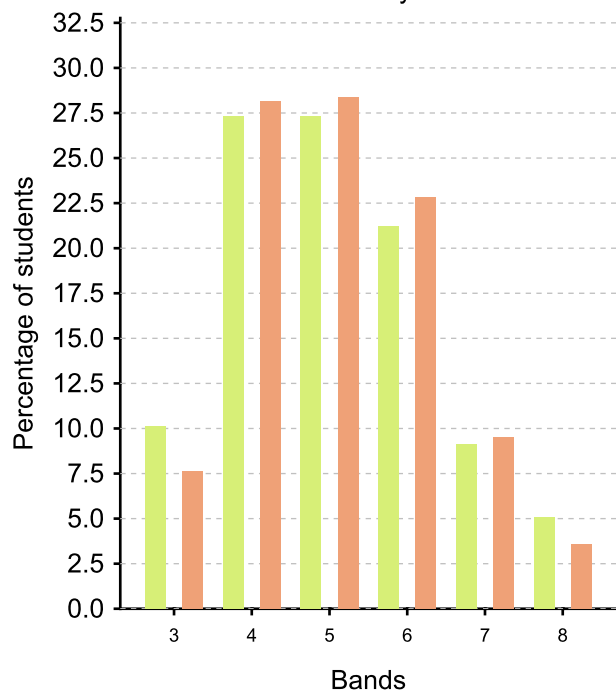


**Percentage in bands:**  
Year 3 Numeracy





**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

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.

Year 3 results:

- Reading= 24%
- Numeracy= 14%

The percentage of Year 5

- Reading = 19%
- Numeracy= 14%

Rutherford Public School will join the *Bump It Up* initiative in 2017 to lift more students into the top two NAPLAN bands.



## 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

.In 2016 the school elected to be part of the 'Tell Them From Me' survey run by the Learning Bar Company.

Contracted by the Department of Education, the online surveys aim to measure satisfaction with various aspects of the schooling experience.

### Student Result 2016

All students in Years 4, 5 and 6 (n= 137) were surveyed in Term 4 2016.

Results are summarised below:

% of students with a high rate:

- Participation in school sports: 70% (State Norm=83%)
- Participation in extracurricular activities: 28% (State Norm=55%)
- Positive sense of belonging: 79% (State Norm=81%)
- Students with positive relationships: 85% (State Norm=85%)
- Students that value schooling: 95% (State Norm=96%)
- Positive homework behaviours: 50% (State Norm=63%)
- Students with positive behaviour at school: 91% (State Norm=83%)
- Students who are interested and motivated: 70% (State Norm=78%)

The Year 6 cohort were significantly less positive in some aspects of their evaluations. The school will review its homework policies and procedures in 2017.

### Parent Results 2016

One hundred and five (105) parents completed the online survey in Term 4.

Results are summarised below:

Score out of 10 point scale:

- Parents feel welcome: 7.8
- Parents are informed: 7.4
- Parents support learning at home: 7.0
- Support for learning: 7.9
- School supports positive behaviour: 8.2
- Safe school: 7.5
- Inclusive school: 7.3

The school results in the parent survey were all above the state norms in all areas. The school will look at ways to better support learning at home and offer opportunities for parents to learn more about curriculum expectations.

## Teacher Results 2016

Twenty-four (50) teachers completed the online survey in Term 4 2016.

Results are summarised below:

Score out of 10 point scale:

- Leadership: 7.2
- Collaboration : 7.8
- Learning culture: 8.0
- Data informs Practice: 7.9
- Teaching strategies: 8.0
- Technology: 6.5
- Inclusive school: 8.3
- Parent involvement: 7.2

Staff survey results were close to or above the state average for teacher satisfaction. Access and training in ICT remains a strong focus for the staff. Ways to engage parents in the schooling process also is a priority.



# Policy requirements

## Aboriginal education

Rutherford Public School remained committed to Aboriginal Education and recognising and celebrating the traditional owners of the land. In 2016, over 130 students identified as Aboriginal.

Highlights in 2016 include:

- Completion of Personalised Learning Plans (PLPs) for all students who identified as Aboriginal
- Aboriginal Parent Education Committee to discuss and plan for Aboriginal education improvement
- Week-long NAIDOC celebrations including: Opening Ceremony, flag-raising, cultural performance, classroom activities and a special NAIDOC Week Assembly
- Employment of a literacy and numeracy support teacher for Aboriginal students at risk;
- Regular staff attendance at local AECG meetings.
- Three staff members were trained in the AECG "Connecting to Country" Course and "Jarjums" training.

### Readiness for School Programs

The school offered an extended Kindergarten Transition Program to all indigenous and non-indigenous families in 2016. 2017 Kinder students were invited to come along to "big school" in Terms 2, 3 and 4 every Thursday morning over twenty five weeks. Individual student interviews were conducted with families to gather student information and cultural backgrounds.

### Engagement and connections

In 2016 the school's Community Liaison Officer and Aboriginal Education Teacher worked with the Aboriginal Education Group to meet and discuss Aboriginal education and programs within the school. The Committee met each term. The group planned a highly successful NAIDOC celebration.

### Literacy and Numeracy

All Aboriginal students were monitored through a school database. Learning and Support Teacher (LAST) time was allocated to students on the basis of need and available resources. 85% of Aboriginal students in Years K–2 have reached the regional target for oral reading for their year level. There is still a need for the school to address formal comprehension and written skills for students to progress further.

### Attendance

The average attendance rate for ATSI students in 2016 was 88.3% compared to 91.7% for non-ATSI students. The Community Liaison Officer worked closely with Aboriginal families and students to promote better attendance and educate families about the importance of attending school each day.



## Multicultural and anti-racism education

In 2016 the school maintained a focus on multicultural education in all areas of the curriculum by providing programs which developed the knowledge, skills and attitudes required for a culturally diverse society.

Key features included:

- all students participated in Harmony Day activities which helped develop a greater understanding of the contributions made to our national identity by people from different backgrounds;
- the school's Anti-Racism Contact Officer (ARCO) conducted information sessions with staff on the nature of racism and mechanisms for addressing racism.