

# Rylstone Public School

## Annual Report



2017



3025

## Introduction

The Annual Report for **2017** is provided to the community of **Rylstone Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Jodee Burcher

Principal

### School contact details

Rylstone Public School

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Rylstone, 2849

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### Message from the Principal

Rylstone Public School celebrated its 160th year this year. 160 years of continuous quality education, that started off in a small timber slab hut behind the local church, a couple of houses away from our current spot. In July 1857, Mr William Rhodes Pitter was appointed as our first teacher. He was apparently forced to teach his students without any supplies or equipment, a far cry from our well-resourced and equipped school today. Our school grounds now, although still steeped in history, reflect a vibrant and inclusive school. One that is pro-active and outcome driven. A school that focuses on an holistic approach to education, embedding student welfare and wellbeing into everyday practice, alongside technology, coding and STEM. Our school prides itself on being a small rural school with a global vision. Our students are provided the very best opportunities to learn and thrive in an environment that is student-centric and future focused. Our teachers are extremely experienced, displaying innovation, creativity, care and compassion. They maximise choices, opportunities and outcomes for our children – whilst encouraging them to be creative, communicative, collaborative and critical thinkers.

I am proud to be the principal and leader of such a dynamic school. Our students are hard working and caring, our staff professional and current, and our wider school community and fabulous P&C is just as supportive and involved as they would have been back when we were squeezed into that timber slab school 160 years ago.

I hope Mr Pitter would approve.

Jodee Burcher

Principal

# School background

## School vision statement

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

## School context

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

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework. 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 school undertook self-assessment using the elements of the School Excellence Framework. 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 quality education to our students.

The strong performance of the school in creating a positive and productive learning culture among staff, students and community has been a feature of our progress. The evidence showed the school working within the Sustaining and Growing stage in the Leading domain. The fundamental importance of students taking responsibility for their learning is providing an outstanding way to build a culture of trust, respect and value. The results have been evident in the way students are understanding high expectations of their learning and increasing their engagement of assessing their learning. The identification of individual learning needs and differentiation has been critical to our progress throughout the year. Our school developed teaching practices in Literacy and Numeracy through a strong emphasis on assessment using the literacy and numeracy continuum. Our data wall consistently shows evidence of value added in student progress and the impact of our classroom programs.

Our major focus in the domain of Teaching has been on effective classroom practice, collaborative practice, learning and development and the use of professional standards to guide staff development for staff members. Opportunities have been provided to staff members in relation to planning, teaching and growing as a team.

The use of technology for learning, the importance of data analysis to inform decision-making, the growing of teaching practice through classroom observations, reflections and feedback, 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, our staff are developing our own evidence based practice through their reflections and evaluations through the Quality Teaching Domains and elements. All staff developed professional learning goals based on the standards and completed their Performance and Development plans based on self-identified professional learning.

The school focussed on establishing goals and expectations, strategic resourcing, planning, coordinating and evaluating Teaching and the Curriculum, promoting and participating in Teacher Learning and Development and ensuring a supportive and orderly environment. Our self-assessment process will assist the school to refine our school plan, leading

to further improvements in the delivery of education to our students.



## Strategic Direction 1

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

### Purpose

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

### Overall summary of progress

In 2017 we achieved significant improvement measures in NAPLAN in Reading, Writing and Grammar and Punctuation for Year 5. After closely analyzing NAPLAN data from 2016, we found inferring and comprehension were areas for development. We used RAM funding to create specific writing groups to target the areas of comprehension and inference. This resulted in significant growth in that area in our 2017 results. There was an increased focus on spelling rules and the introduction of Sound Waves across all grades. In Numeracy, the focus was on the language of mathematics and the development of problem solving skills. We introduced the computer program Matific, as we felt it engaged students and catered for individuals more than previous programs. We also maintained our focus on the development of 21st Century competencies through open ended tasks that promote higher order thinking. In 2017, we used the Literacy Continuum to continue to track student progress in Reading Texts and Comprehension and continue to strive for 80% expected growth at exit Cluster marker for each grade. We also began to track student growth and worked towards 80% expected growth of students achieving exit cluster marker for their grade. Our focus was to create a stronger student voice and integrate goal setting focus in student learning, assessment and reporting. We continued to promote the use of technology in the classroom with teachers engaging with ongoing Professional Learning to improve their knowledge and skills in order to provide our students with increasing opportunities.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Develop student capacity for reading and interpreting texts in a meaningful manner. This will be an identified group of students provided 1–1 and small group instruction by LAST & SLSO staff.	Last 0.3FTE \$30472	Students have shown significant growth in literacy.  An SLSO works with small groups daily implementing MINILIT programs. The LaST conducted Quicksmart sessions daily during terms 2 and 3.
MiniLit assessment – students moved from achieving well below and below benchmark up a minimum of one level and ultimately to the grade proficient level. Reading data will reflect progress.	SLSO 20hrs x 20 weeks \$15 500	80% of students identified successfully moved up an average of 3 reading levels
Targeted students all exhibiting 12 month growth or more above chronological age / or one cluster marker above grade level in the areas of reading and comprehension.	Additional teacher employed to run specialist writing groups introduced  \$2 803 (lit and num)  \$9 305 ( Low level adjustment)	Growth data indicates many targets have been met, however continued work needs to be done on spelling across the school.
Identified students have access to Speech therapy services and develop identified skills.	\$0	Unfortunately we were unable to implement this as we could not locate a speech therapist who would travel to our school regularly.
TEN program fully implemented K–2 pre and Post data reflects 90% or better. Students' progress – obtain grade appropriate benchmarking against the PLAN	\$0	Staff maintained their implementation of the TEN program from previous years. Using the continuum and assessment results to plot students on PLAN.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
criteria.		Staff maintained their implementation of the TEN program from previous years. Using the continuum and assessment results to plot students on PLAN.

## Next Steps

Our future direction will comprise of further developing Hattie's Visible Learning into classrooms. More consistently using data to determine where to focus our resources and efforts. ICT, Positive Behaviour for Learning and Growth Mindsets will continue to be a priority in whole school planning. Future integrated units will focus on the development of Collaboration, Knowledge Construction and Effective feedback to ensure student development in curriculum areas.



## Strategic Direction 2

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

### Purpose

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

### Overall summary of progress

All Rylstone PS staff actively pursued professional development in alignment with the School Plan and their current PDP. All teachers participated in Peer lesson Observations and giving and receiving authentic feedback. Training was provided in using and address the Teaching Standards. Teachers attended multiple training sessions on Daily 5 Literacy practice.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. All K–2 staff implementing the TEN Program. All other staff members provided training on the program for use where appropriate	casual days 4 x 4 + \$1800	Staff were trained in using the numeracy continuum
2. TPL and ESES funds spent equitably and in line with professional development targets.	Teacher relief \$7 785.04 SASS training \$ 2 397.34 Course fees \$ 967.27 Travel and Accommodation \$358.63	Staff were provided training opportunities aligned with our school plan and focus for the year, in particular Daily 5 literacy and PBL
3. Identified Literacy and Numeracy programs fully implemented with data showing student improvements	Casual days fro teachers to travel to Lithgow PS to observe Daily 5 in practice 4 days \$1 800  Instructional Leader train staff in Daily 5 at Rylstone school \$1500  Purchase of PAT online assessment licence \$150	Daily 5 literacy program fully embedded into Infants classrooms.
4. Best Start training of a second teacher	\$500 1 x day casual relief	Second teacher successfully trained in best start
5. Plan training for all staff k–6	4 x casuals \$1800	All staff successfully trained in PLAN .
6. Literacy and Numeracy continuum training for all staff	Literacy and numeracy continuum wall purchased for staff room for whole school teacher access and monitoring. \$1000	All staff successfully trained in plotting on the continuum.

### Next Steps

Staff will continue to actively pursue their own professional Learning in alignment with the School Plan and their PDP.

An emphasis has been put on How2Learn, PBL and Daily 5 / Literacy, which will carry over to our next round of school plan.





### Strategic Direction 3

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

#### Purpose

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

#### Overall summary of progress

Key strategies for 2017 involved making connections and communicating with our community. Streamlining online communication to the school community through website, regular weekly newsletters, school Facebook page and Skoolbag APP, and also continuing with physical paper notes for communication. The school has continued to develop strong community partnerships within the local community and these partnerships have enabled many academic, social and creative opportunities for the students. LMBR implementation for 2017 occurred.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Open days effectively communicated, endorsed by the school community and well attended	Catering for grandparents day / 160th \$130  Anzac Day wreaths \$200  Parents thank you morning tea \$300	Our whole school writing activity has proved very successful in encouraging parents and families to attend our Open Day. This year Kindergarten and Class 1–2 gave a performance. Parents are encouraged to have a picnic lunch and stay for the Yr6 vs Parents softball game.  Grandparents day coincided with our 160th. We held a 'high tea' to celebrate both.  Staff and students participated in a number of community events including Brigadoon and AnzacDay. Highlights of the year were the school concert and fete
Face book actively increasing community knowledge and resulting in improved communication and community involvement in school activities.	\$300 renewal subscription for Skoolbag	Facebook actively maintained and utilised. Parents indicate this is their preferred method for receiving information along with our Skoolbag app.
Parent workshops operating and refined based on topic and feedback.	\$0	This year we organised a Cyber Awareness presentation for parents. Local Police cyber awareness liaison officer came to present. Although parents indicated they would attend, none showed on the day.

## Next Steps

Maintain our focus on collaboration and communication with our school community, but to now broaden our vision to include more local schools and the creation of a new Lithgow school alliance, with the new restructuring of Educational Directorates.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	<p>\$39 777</p> <p>LaST 0.3 FTE     \$30 472</p> <p>Student based funding support</p> <p>\$14 670 (sem 1)</p> <p>\$15 500 (sem 2)</p>	<p>Our Learning Support Teacher supports the inclusion of students with disabilities in mainstream classrooms. Their role is to provide individual diagnostic assessment of students that have been referred by classroom teachers. Adjustments, as mandated in the Education Standards for Disability 2005, in consultation with classroom teachers and parents, make the curriculum and/or school environment more accessible for identified students with additional learning and social needs. Students with substantial needs require the preparation and distribution of Individual Education Plans to teachers and parents. These plans form, along with supplementary adjustments to the curriculum, an integral part of the regular class teaching programs inline with the Education Standards under the Disability Discrimination Act 1992 and the new Australian Curriculum requirements. Multitit instruction has continued to prove to be an effective literacy intervention at Rylstone Public School. Quicksmart was introduced in terms 2 and 3.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>\$6 907</p> <p>0.068 FTE</p>	<p>In 2017, all teaching staff have been motivated to engage in professional learning through; internal school based (stage meeting, whole school meetings, committee based meetings), DoE registered courses, after school workshops and leadership courses to ensure innovative and quality teaching practice is been delivered in the classroom. Teachers at Rylstone Public School were encouraged to reflect on their own practice and broader practices within the school, so that the professional conversation moves beyond the observed lesson.</p>
<b>Socio-economic background</b>	<p>\$28 244</p> <p>\$15 500 used to supplement SLSO conducting minilit program</p>	<p>Supported whole school wellbeing best practice in the area of PBL administration and implementation and subsidising of student engagement in extracurricular activities.</p> <p>Enhanced classroom learning environments through purchasing of flexible learning space furniture and strong SLSO supports, resulting in a strong school wide student growth focus and enhanced teacher capacity to implement key professional learning models such as Daily 5 Literacy.</p>
<b>Support for beginning teachers</b>	<p>\$4 063 beginning teacher funding (second year)</p>	<p>Beginning Teachers Support Funding is provided to schools to support the beginning teacher's induction and professional development guided by the Australian Professional Standards for Teachers. Beginning Teacher Support Funding has been made available under the Great Teaching, Inspired Learning (GTIL) reforms. Funds were used to provide additional release time for planning and lesson observations.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	47	45	53	48
Girls	42	37	35	38

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96	93.6	94.8	93.5
1	92.8	93.7	91.9	93
2	93.1	92.4	95.7	92.8
3	91.8	94.7	92.5	95.7
4	92.9	91.9	93	93.8
5	92	93.4	92.2	95.5
6	94.5	91.4	89.9	93.4
All Years	93	92.7	92.7	93.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### Management of non-attendance

Attendance rates at Rylstone PS are fairly consistent with only a small number of chronic non-attenders. After 3 successive days, teachers are required to call a student's home and establish a reason for their absence. If the student continues to be absent, the principal is then notified. Any significant non-attendance issues at Rylstone Public School are monitored according to Department of Education (DoE) policy and referred to the Home School Liaison Officer (HSLO) for management and intervention if required.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	3.4
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.3
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.46
Other Positions	0

\*Full Time Equivalent

in 2017 one staff member identified as being of Aboriginal or Torres Strait Islander descent.

### 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

Rylstone Public School is committed to ensuring our teachers meet high quality professional standards and that each teacher is supported in their pathway to higher levels of professional attainment and accreditation. Staff participated in a number of professional learning activities designed to build the capabilities of staff to achieve some of the key priorities as set out in the 2015–2017 School Plan. In addition, staff have been involved in professional development programs that have built the skills and knowledge of early career teachers, current teachers and aspiring and current school leaders. Our Beginning Teacher was provided with her second year of additional release time which this year did not include separate mentoring time. Whole staff professional learning included Positive Behaviour for Learning (PBL) practices, Code of Conduct, Anaphylaxis Training, Child Protection update, CPR training and engaging with the NSW



Australian curriculum. Individual staff engaged in professional learning with a focus on stage/grade requirements including Mathematics, Daily 5 Literacy, PBL Coaching, Personalised Learning Pathways, Principal Network Days, PPA Meetings, Autism Workshops, Evaluation Essentials, Neuroscience of the brain, Understanding behaviours, AUSTSWIM training, Coding Workshops and Road Safety Education.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	144,642
Appropriation	123,976
Sale of Goods and Services	0
Grants and Contributions	20,617
Gain and Loss	0
Other Revenue	0
Investment Income	50
<b>Expenses</b>	-85,394
Recurrent Expenses	-85,394
Employee Related	-45,878
Operating Expenses	-39,517
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	59,248
<b>Balance Carried Forward</b>	59,248

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	737,646
Base Per Capita	13,449
Base Location	27,585
Other Base	696,612
<b>Equity Total</b>	68,681
Equity Aboriginal	659
Equity Socio economic	28,244
Equity Language	0
Equity Disability	39,777
<b>Targeted Total</b>	14,670
<b>Other Total</b>	6,927
<b>Grand Total</b>	827,923

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

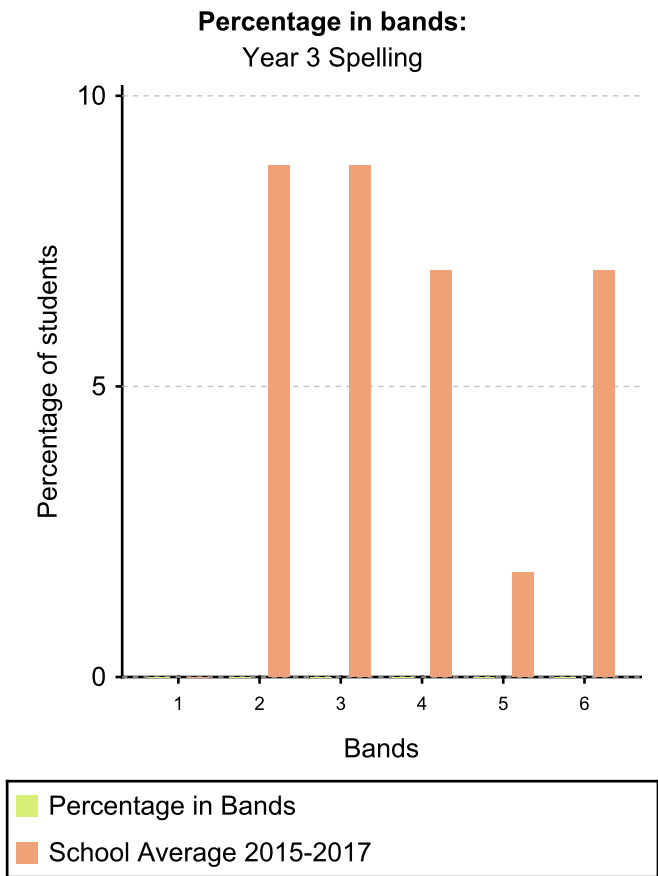
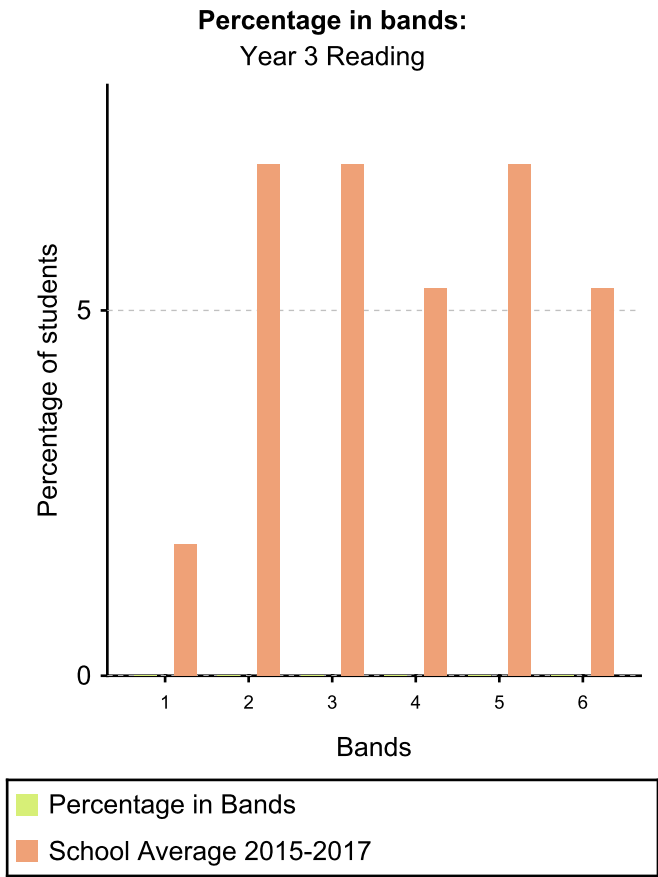
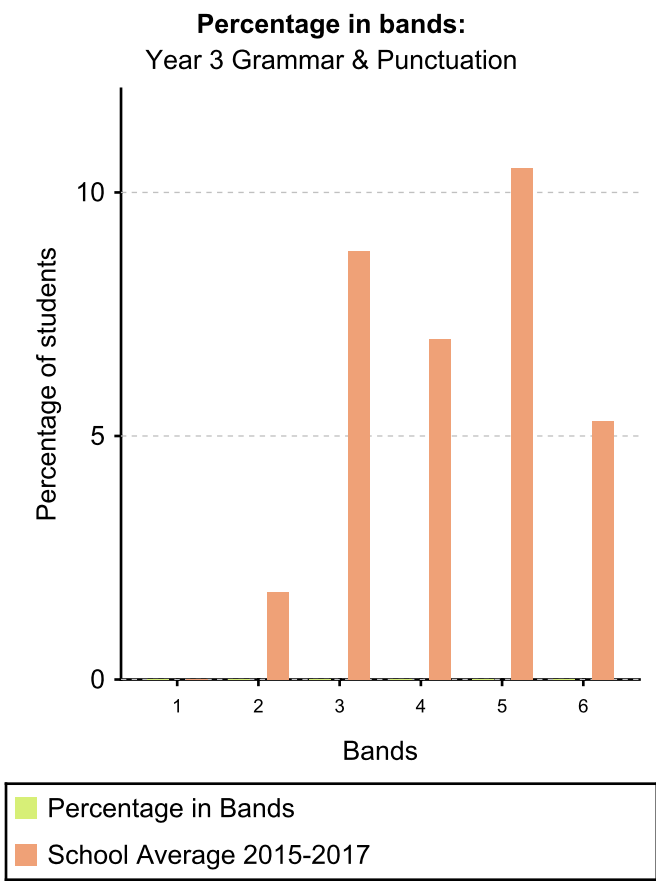
## School performance

### NAPLAN

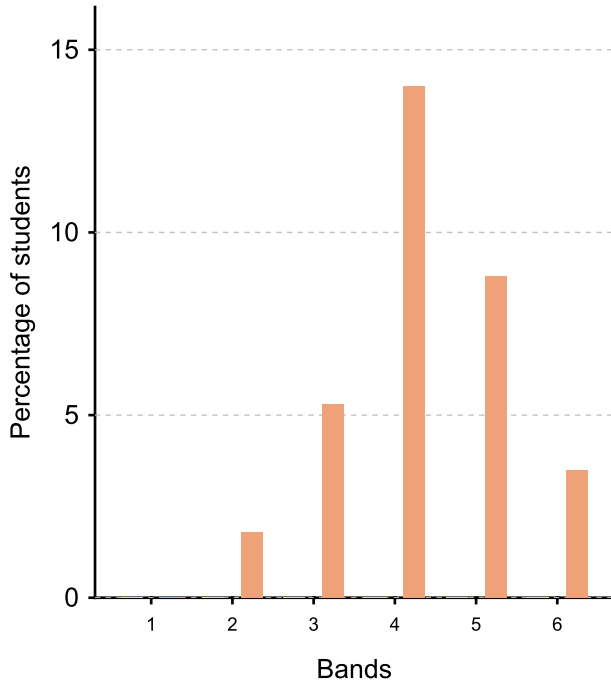
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale

represents increasing levels of skills and understandings demonstrated in these assessments.

Students in Year 3 and Year 5 continue to demonstrate sound achievement in NAPLAN assessment in Literacy. Nearly all Year 5 students showed acceptable growth in areas of comprehension and inference. Although not as pronounced as our 2016 results due to a smaller cohort sitting the exam.

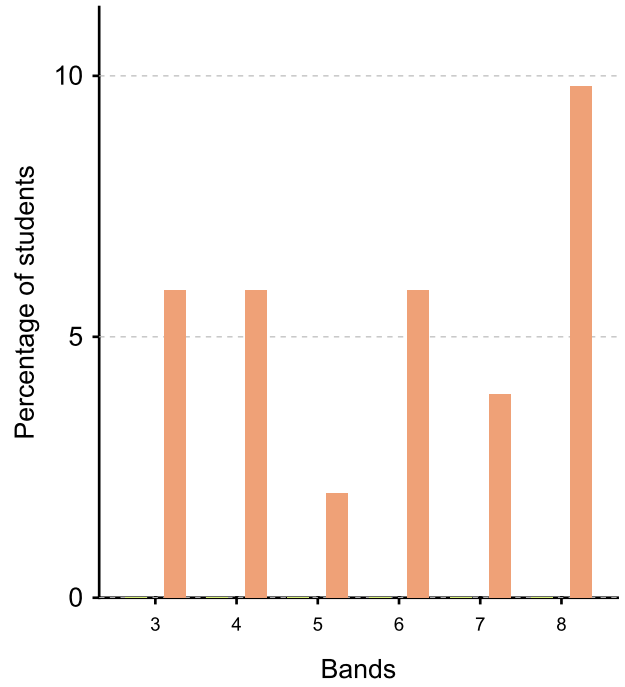


**Percentage in bands:**  
Year 3 Writing



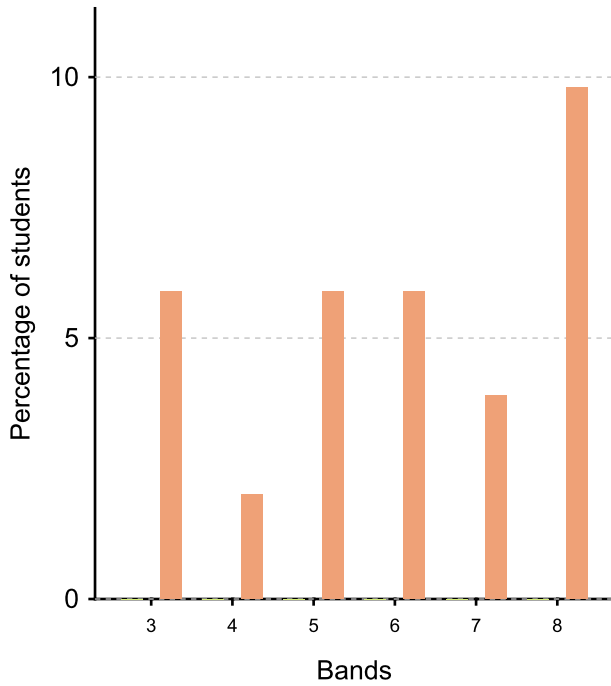
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Reading



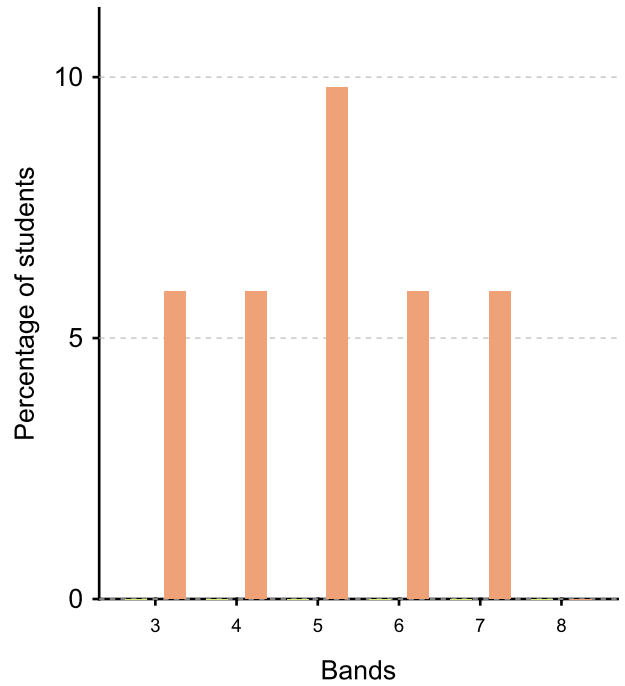
Percentage in Bands  
School Average 2015-2017

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



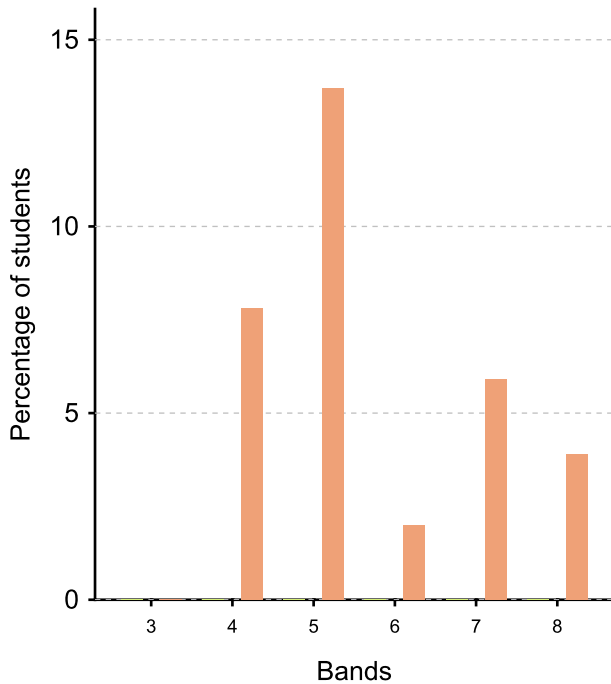
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Spelling



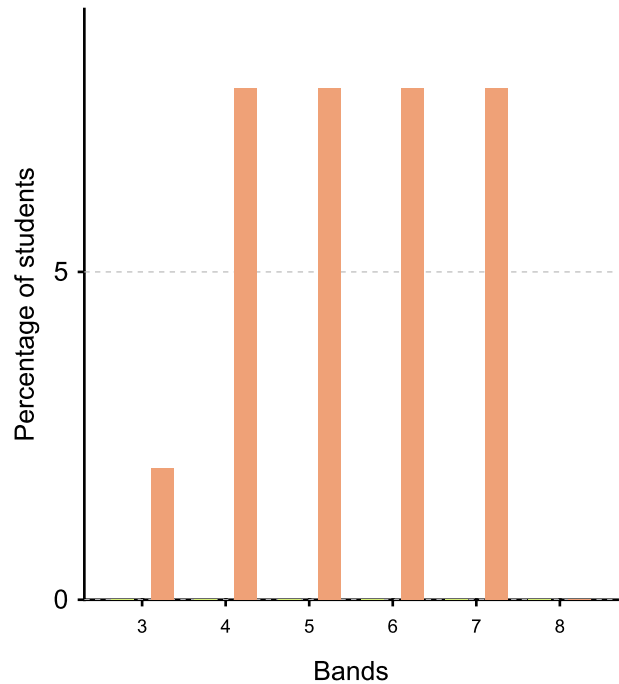
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2015-2017

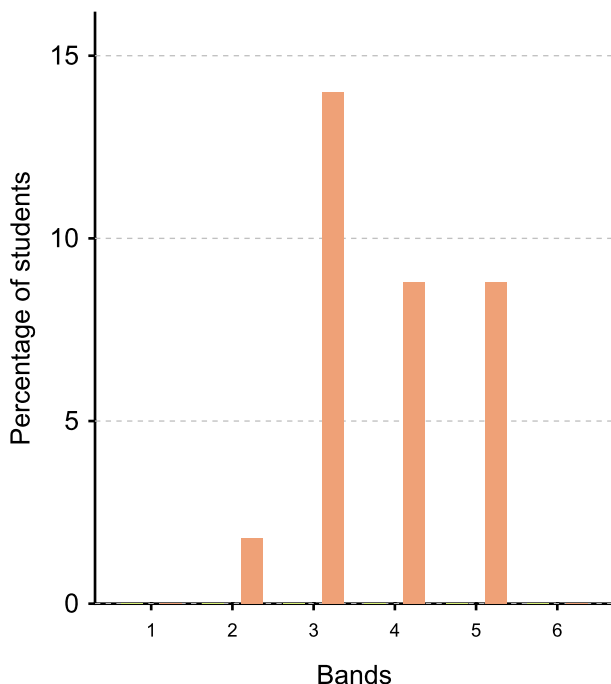
**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

In 2017 43.33% of Rylstone students were in the top two bands for Reading and Numeracy as indicated in the Premier's Priorities.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017



## Parent/caregiver, student, teacher satisfaction

We asked parents to participate in the Tell Them From Me survey this year, however the number who did ended up being too small to record any significant results. The students however, were given an opportunity to complete a written section in the Tell Them From Me. The results are as follows:

The best thing about my school is that it is a wonderful area to work in.

I like that I can talk to the teachers about anything.

I like sport and fitness. I like learning. I have good friends. A boy teacher.



I feel safe and happy at school.

There really isn't anything the school could change.

I like school because it is a happy place.

I like my school because there are not many people and it small and I have lots of chances to be successful.

I like debating, my friends, sport, art, writing, my teachers. Things that would make school better—a pool, a jumping pillow, puppies and an iPad each.

like all of the technology that has been bought and all the nice things that have been put in our playground to make it look even friendlier.

I like the way the teachers treat the children

It could be made better by being a bit less cautious just more freedom.

I would like chickens so we can sell the eggs for the SRC to buy more equipment for school, the students could feed them every morning.

Nice playground, great friends, amazing teachers.

I think that our school is a great place.

I like maths and I think just a bit harder questions would be even better.



## Policy requirements

### Aboriginal education

Although only an extremely small percentage of students identify as being of Aboriginal or Torres Strait Islander descent, Rylstone P.S. continues to provide programs designed to educate all students about Aboriginal Australia: its history, customs, culture and contemporary cultural issues. Whole school programming and teaching continues to reflect an integration of indigenous cultural dimensions across the Key Learning Areas. In 2017 the school maintained Acknowledgement to Country in all assemblies. In implementing the Aboriginal Education policy, all students study aboriginal history, culture and current

aboriginal Australia in Human Society and its Environment (HSIE), History and Geography and English learning programs, incorporating aboriginal perspectives in all learning areas. Celebrations acknowledging NAIDOC Week and recognition of other special days for our Indigenous culture are integrated into the school's teaching programs for all students in K-6; as are lessons on Indigenous art, beliefs and dance. The purchase of resources and funding of visiting Aboriginal performances will continue.



### Multicultural and anti-racism education

Rylstone Public School has maintained a focus on multicultural and anti-racism education in all areas of the curriculum by providing students with learning experiences which develop the knowledge, skills and attitudes required for a culturally diverse society.

Rylstone Public School fosters student wellbeing and community harmony through the provision of programs and practices which counter racism and discrimination.

- We provide teaching and learning programs that develop intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens.
- We ensure inclusive teaching practices which recognise and respect the cultural, linguistic and religious backgrounds of all students and promote an open and tolerant attitude towards cultural diversity, different perspectives and world views.
- We promote positive community relations through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds and by providing opportunities for active engagement in school life.

Rylstone Public School rejects all forms of racism. It is committed to the elimination of racial discrimination—including direct and indirect racism, racial vilification and harassment – in all aspects of the learning and working environment. Rylstone Public School has a trained Anti-racism Contact Officer (ARCO) and the school-wide Positive Behaviour for Learning (PBL) implementation ensures that all students are aware of their responsibilities and commitment to inclusivity. We work collectively to ensure:

- No student, employee, parent, caregiver or community member should experience racism within the learning or working environment.

- Eradicating expressions of racism in learning and working environments, and challenging the attitudes that allow them to emerge, is the shared responsibility of all school staff. All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that sanctions are applied against racist and discriminatory behaviours.