

Rydalmere East Public School

Annual Report



2017



4123

Introduction

The Annual Report for **2017** 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

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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. 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

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:

Learning

In the element of learning culture, we have determined that we are sustaining and growing. All of the seven evidence sets demonstrated strong use of the ideas presented in this element. Our learning and extra-curricular programs provided by our school are a clear strength in this element, as are the strong relationships we have with our school community.

We are excelling in relation to the element of Wellbeing. This is due largely to our school's implementation of the PBL program, as well as our use of equity resources to fund a specific part-time wellbeing teacher. Our Defence School Transition Aide also plays a crucial part in the wellbeing of our Defence children in their transition to and from our school, as well as supporting their family settle into their new community.

In relation to Curriculum and Learning, we are Sustaining and Growing. Large amounts of professional learning have been structured around curriculum differentiation and using evidence based teaching practices such as Embedded Formative Assessment to help meet the needs of all students. For a school of our size, several extra-curricular learning opportunities are provided for our students, and this is driven by an enthusiastic teaching staff, committed to providing the best possible school experience for our students.

In 2017, we developed effective data collection practices and used this data to inform teaching and learning. This is

evident largely in our Writing Action Project. This data is being used to monitor student achievements and gaps in their learning, but also to drive teaching and learning in the classroom. This data is also used to identify students who will receive small group targeted interventions in an effort to bridge gaps in their learning.

Our future direction in the domain of Learning is to further use data such as those presented in SCOUT. We are aiming to monitor school performance measures with a focus on the performance of equity groups in comparison to all students in the school.

Teaching

Our ability to work collaboratively is a clear strength in this domain. Teachers regularly work together to improve teaching practices by undertaking structured observations and feedback sessions, and participating in professional learning to improve consistent teacher judgment.

Our support programs provide structured support for Early Career teachers and strong mentoring programs exist in our regular school timetable. These give further opportunity for observations, discussions, professional learning and external school visits. We utilise experience in our community of schools to further support Early Career Teachers as they move through their accreditation process by participating in networking workshops.

Our Preschool educators work exceptionally hard to deliver a high quality education program that meets the needs of both the National Standard of Early Childhood Education, as well as the standards of the Department of Education. Educators in this setting work collaboratively with all staff within the school to ensure consistencies exist across the school (P–6). Educators take shared responsibility for student improvement and contribute to providing lessons and learning opportunities which are inclusive and engaging.

As mentioned in the domain of Learning, through our Writing Action Project, we are beginning to use student achievement data to inform teaching practices. Our direction in the domain of teaching is to improve in the elements of effective classroom practice and data skills and use, by embedding these practices of collecting and analysing data to inform teaching and learning into more aspects of literacy and numeracy, as well as across the curriculum.

Leading

Our school leadership team and school staff work effectively to ensure parents and the community are well informed about school priorities, directions and practices, and regularly seek feedback to ascertain parent attitudes towards the school's programs and performance. This is done through the Tell Them From Me survey, internal surveys, as well as open forums and discussions at a P&C level. Our interactions with parents through applications such as Class Dojo, and an increase in parents and community participation at school events is reflective of the high levels of satisfaction within the community.

A strong emphasis is placed on workforce planning and leadership development through strategic professional learning, as well as our targeted support timetable which includes opportunities for professional learning and leadership through collaborative team teaching and mentoring. Further to this, all teachers participate in the PDP process and are supported in developing goals that best meet school priorities alongside individual aspirations.

Our inclusion in the Cumberland Community Connections (Community of Schools) further strengthens our performance in the domain of Leadership. Strong relationships exist between schools at all staffing levels including principal, executive, classroom teacher and administrative staff to further develop the capacity of individuals, as well as maintain purposeful wider community relationships.

The school finance team delivers sound and strategic management in a culture of transparency and alignment of resourcing with funding allocation and school priorities. Staff are kept well informed about school resourcing, and strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. This is particularly evident through our Support Programs and flexible timetabling.

Our future direction in the domain of Leading will have a large focus on school planning, ensuring that all staff and the wider community have a shared sense of collaboration when developing our 2018–2020 school plan. This will help develop the shared school wide responsibility to evaluate and review learning improvements, but also to share the responsibility of delivering a school plan in which we are all responsible for improving student outcomes.

School Determined Next Steps in the Self-Assessment Process

Being 2017, with a new 3-year school plan due to be written, it has obviously been a very beneficial time to complete validation and perform a rigorous self-assessment process.

As a result of this process, there are many programs and processes which we would obviously like to sustain and

continue with. The mapping and charting document that has been uploaded in the EV Evidence folder has identified the next steps for each of the seven evidence sets, and this information will be shared with staff, as well as all stakeholders participating in the development of the 2018–2020 school plan.

In addition to this, we have identified some key areas to focus on from each of the 3 School Excellence Framework Domains. It can be best summarised by:

In the domain of Learning, we will be aiming to further use data, particularly data presented in SCOUT reports to monitor school performance and that of equity groups in comparison to all students in the school. This will then help us shape discussions around how to best use our equity funds to meet the needs of these students, and in particular what academic support we can provide them.

In the domain of Teaching, we will be aiming to use the principles of our Writing Action Project to collect and analyse internal student performance data to inform teaching and learning into more aspects of literacy and numeracy, and across the curriculum. We will aim to use this data to identify gaps in student learning, identify students for targeted interventions and celebrate student improvement.

In the domain of Leading, we will need to have a large focus on school planning, ensuring that all staff and the wider community have a shared sense of collaboration when developing our 2018–2020 school plan. This will help develop the shared school wide responsibility to evaluate and review learning improvements, but also to share the responsibility of delivering and monitoring a school plan in which we are all responsible for improving student outcomes.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Implemented school-wide focus on collecting PLAN data for writing. 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. All student leaders participated in 3 leadership days with the community of schools from Term 2–4. Extension writing groups offered to all grade levels four days a week to help students move up to the top bands in NAPLAN. All primary classes participating in the team-teaching of STEM focused technology lessons. Future Focused Learning Action Plan developed, which included examining research, leaders attending professional learning and visiting other school sites, designing classrooms with flexible learning spaces and sharing professional learning with staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>\$6200 support teachers (Combined in other strategic directions)</p> <p>\$16000 professional learning (Combined in other strategic directions)</p> <p>\$50000 in resources including purchasing 60 iPads for distribution in 2018, new furniture to promote flexible learning spaces in Kindergarten, library and Stage 3, additional reading and numeracy resources.</p>	<p>On-class staff members continued to be actively engaged in embedded formative assessment. Observation Days were implemented termly for EFA strategies to be discussed and reflected upon.</p> <p>Effective support timetable was implemented – extra teachers employed to support intensive learning time K–6</p> <p>Extension writing groups (Bump It Up) in Year 3 & 5 implemented to help move top students up NAPLAN Bands. There were significant improvement and results demonstrated by these students, as well as school's improvement of proportion of students in top two bands in literacy and numeracy (From 22% in 2016 to 40.43% in 2017).</p> <p>APs attended PLAN training to implement specific Writing Action Plan, which was a school-wide data collection process.</p> <p>LST reviewed current IEPs to compare performance of equity groups.</p> <p>Staff member attended Dylan Wiliam Conference to help implement EFA further within the school.</p> <p>All Primary classes participated in the team-teaching of STEM focused technology lessons.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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>Extra support for ALL teachers to complete observations.</p> <p>Regular interactions with HSLO with improved attendance rates for all students on HSLO caseload.</p>

Next Steps

Whole school participating in the supplementary program to test out the new Literacy and Numeracy progressions. Staff are being trained in PLAN2 and how to enter this new data in the following areas:

Literacy:

- Understanding Texts
- Phonological Awareness
- Phonic Knowledge and word recognition
- Creating Texts

Numeracy:

- Quantifying Numbers
- Additive Strategies
- Number patterns and algebraic thinking

Peer Support program continuing into 2018 with the "Keeping Friends" Module which focuses on building relationships. SRC and Community of schools leadership days continuing in 2018. Remaining students who hadn't yet received writing interventions will receive it in 2018. All infants classes to being training in L3.

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

Finished 2-year Embedded Formative Assessment (EFA) professional development. 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 met with supervisor/Principal to develop and achieve PDP goals

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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	<p>\$6200 support teachers (Combined in other strategic directions)</p> <p>\$16000 professional learning (Combined in other strategic directions)</p> <p>\$5000 teacher relief</p>	<p>Staff met regularly with supervisors to discuss professional learning goals.</p> <p>Preschool QIP, including philosophy reviewed and in action Staff indicated interest in leadership</p> <p>Embedded formative assessment Professional Learning commenced. Teacher partners supported each other – observations and feedback Identified staff led and initiate programs within the school. Observations and collegial discussions fostered reflective practice. Allowed all teaching staff to implement new ideas and improve on teaching practice.</p> <p>Teachers drew on and implemented evidence-based research to improve their performance and development All teachers engaged with accreditation and are able to confidently articulate teaching standards.</p>

Next Steps

- All staff to continue to implement EFA strategies in their lessons in 2018 and beyond.
- Professional development schedule focus on future-focused learning initiatives to help develop quality teaching skills.
- Observation time slots to be timetabled regularly in to RFF/Support timetable in 2018 so that each staff member receives at least 2 sessions to observe others or be observed in alignment with their PDP goals.
- L3 to be implemented in all K–2 classrooms in 2018 and beyond.
- Strengthen professional learning opportunities in community of schools by forming executive leadership team.

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

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.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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,)	<p>\$36000 DSTA and CLO funding (part government funded, part school funded)</p> <p>\$2000 Community Engagement Events</p> <p>\$2000 Digital Communication subscriptions</p>	<p>Parents were given instant alerts and reminders via SkoolBag app. Parent mornings were held where class programs and routines were explained to parents.</p> <p>The school canteen was re-opened.</p> <p>DSTA program was reviewed and planned for next 6 months.</p> <p>Gardening club met every Wednesday morning.</p> <p>Various forms of two way communication were available and in use e.g. class dojo, email, phone calls.</p> <p>DSTA Utilised the expertise of Defence parents to implement ANZAC Ceremony.</p> <p>Parents, Grandparents and community members invited to attend Easter Hat Parade and Book Fair</p> <p>TTFM survey available for parents – increased number of responses 2016–2017. Feedback was that it took too long and parents weren't able to enjoy themselves with their children. Decision made to complete other information gathering instead of TTFM in 2018.</p> <p>Connections and understandings of teachers and</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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,) 		<p>leaders through learning alliances. Jess joined professional development community with Cumberland Community Connections. Aimed at catering professional development at the needs of all teaching staff.</p> <p>Carlingford West PS offered joint meetings for any new-scheme teachers to participate in accreditation process meetings. New scheme teachers gained further understanding of the process. Received beginning teacher funding for 2 teachers, allowing for mentoring time and time to focus on their accreditation.</p> <p>School leaders and prefects participated in 3 leadership days with 6 local primary schools at different schools. This included hosting one of the leadership days at our school which was a huge success.</p> <p>CCC principals met to: – Plan for External Validation and Self-Assessment Processes – Analyse SCOUT Data – General Business and 2017 planning.</p> <p>Combined School Development Day was held in Term 3 with Community of Schools at Epping Club.</p>

Next Steps

- School Facebook page created to engage community in school events and classroom achievements of their child/ren.
- DSTA continue to run lunchtime activities for students and termly events to encourage community participation.
- School leaders participating in student leadership day each term with schools in community of schools.
- 15 Year 6 students to participate in Young Change Agents with students from Ermington West Public School and Oatlands Public School.
- ANZAC Day Ceremony & Remembrance Day ceremony to continue to run with assistance of DSTA and parents in the defense force.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6023	<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 • Whole school excursion to Muru Mittigar Aboriginal Education Centre at Rouse Hill to further educate whole school community about Aboriginal history and culture.
English language proficiency	\$58124	EAL/D program ran through both team-teaching sessions and one-on-one sessions with the EAL/D teacher
Low level adjustment for disability	\$78270	<p>Increased level of student participation and engagement in learning and effectiveness of classroom organisation with extra teachers and SLSO support available for literacy sessions</p> <p>Targetted Writing Interventions extremely successful for students below expected level of achievement, with 98% of participants meeting expected benchmark or better after participating in the 5-week program.</p>
Quality Teaching, Successful Students (QTSS)	\$16963	<p>Ongoing Mentoring sessions part of regular timetable between experienced and beginning teachers.</p> <p>Time provided for colleagues to observe each other and give constructive feedback to improve teaching styles</p>
Socio-economic background	\$35425	<p>Enhanced learning opportunities for students with access to a wider range of curriculum activities because the school subsidises costs for families school-wide</p> <p>Increased level of student participation and learning with lower teacher/student ratio</p>
Support for beginning teachers	\$26900	Ongoing Mentoring sessions part of regular timetable between experienced and beginning teachers
Targeted student support for refugees and new arrivals	\$45,000	New Arrivals Program ran in conjunction with EAL/D program and as mentioned in EAL/D, this operated through both team-teaching sessions and one-on-one sessions with the EAL/D teacher.
Defence School Transition Aide (DSTA)	\$38500	<p>In 2017, we had two DSTA's. Our existing The DSTA has welcomed the Australian Defence Force (ADF) families into the area and promoted a sense of belonging to our community.</p> <p>Defence Programs included:</p> <ul style="list-style-type: none"> • Community mornings & afternoon teas; • Introductions, tours & support for families;

Defence School Transition Aide (DSTA)	\$38500	<ul style="list-style-type: none"> • Making contact with families before moving to Australia or into the local area to answer any questions; • Organising letters from REPS students welcoming new students to our school community and telling them about school life; • Attending P&C meetings; • Supporting students in school; • Ensuring teachers are up to date with any relevant information that may affect the wellbeing of any students from ADF families; • Continuing highly popular 'Defence Club' where ADF students can attend each week to participate in crafts and 'check-in' with the DSTA. • Extending the network outside of our school through regular meetings with REDLO and other DSTAs as well as offering and providing support to Defence families in neighbouring schools.
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	98	93	97	100
Girls	74	77	75	77

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.1	93	94	92
1	91.5	95.4	92.3	92.7
2	96.3	90.2	94.1	93.9
3	93.7	95.9	91.8	93.6
4	96.8	92.1	94.3	92.6
5	95.1	94.6	92	92.8
6	95.7	91.7	91.8	92.8
All Years	94.8	93.5	93	92.9
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

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
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	9.01
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.4
Teacher of ESL	0.4
School Counsellor	0
School Administration & Support Staff	5.22
Other Positions	0

*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.

Significant Professional Learning for teaching staff at Rydalmere East PS in 2017 included:

– Completion of 2–year professional learning program around Embedded Formative Assessment.

– Professional Learning related to Writing Action Plan including developing greater understanding of the literacy continuum, consistent teacher judgement, assessment and data collection practices and seven steps to writing success PL attended and shared.

– Professional Learning related to Future Focused Learning Action plan which included examining research, attending other school sites, external PL for leaders to build capacity and sharing of knowledge with staff.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	223,997
Revenue	2,295,956
Appropriation	2,151,074
Sale of Goods and Services	31,871
Grants and Contributions	109,461
Gain and Loss	0
Other Revenue	0
Investment Income	3,550
Expenses	-2,252,550
Recurrent Expenses	-2,252,550
Employee Related	-2,027,285
Operating Expenses	-225,265
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	43,406
Balance Carried Forward	267,402

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

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	1,345,664
Base Per Capita	29,654
Base Location	0
Other Base	1,316,010
Equity Total	177,663
Equity Aboriginal	6,023
Equity Socio economic	35,245
Equity Language	58,124
Equity Disability	78,270
Targeted Total	351,910
Other Total	224,779
Grand Total	2,100,015

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The first Premier's priority is to increase the proportion of NSW students in the top two NAPLAN bands by 8% by 2019.

In 2017, our results were:

Reading:

Year 3:

- Band 5 – increase from 3 to 6 students from 2016 to 2017
- Band 6 – increase from 2 to 4 students from 2016 to 2017

Year 5:

- Band 7 – increase from 2 to 8 students from 2016 to 2017
- Band 8 – increase from 1 to 4 students from 2016 to 2017

Writing

Year 3:

- Band 5 – increase from 4 to 8 students from 2016 to 2017
- Band 6 – no students in band 6 in both 2016 & 2017.

Year 5:

- Band 7 – increase from 0 to 1 student from 2016 to 2017
- Band 8 – Increase 0 to 2 students from 2016 to 2017

Spelling

Year 3

- Band 5 – increase from 3 to 5 students from 2016 to 2017
- Band 6 – increase from 1 to 4 students from 2016 to 2017

Year 5:

- Band 7 – increase from 1 to 4 students from 2016 to 2017
- Band 8 – increase from 1 to 5 students from 2016 to 2017

Grammar & Punctuation

Year 3:

- Band 5 – increase from 0 to 8 students from 2016 to 2017
- Band 6 – increase from 2 to 4 students from 2016 to 2017

Year 5:

- Band 7 – increase from 4 to 5 students from 2016 to 2017
- Band 8 – increase from 1 to 9 students from 2016 to 2017

Numeracy:

Year 3:

- Band 5 – increase from 2 to 5 students from 2016 to 2017
- Band 6 – decrease from 2 to 1 students from 2016 to 2017

Year 5:

- Band 7 – increase from 3 to 7 students from 2016 to 2017
- Band 8 – increase from 1 to 3 students from 2016 to 2017

The second Premier's priority is to improve the educational outcomes for aboriginal students in the top two NAPLAN bands. This priority was irrelevant as we did not have any aboriginal students completing NAPLAN in 2017.

Parent/caregiver, student, teacher satisfaction

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

Parents indicated that:

- They feel welcome at school
- Rydalmere East is an inclusive school
- Rydalmere East support Positive Behaviour
- Rydalmere East supports learning
- Parents are informed of relevant information pertaining to their child
- They support learning at home, this in an improvement on last year when parents indicated that they needed more guidance in this area.

Teachers indicated that:

- We are an inclusive school
- We are a collaborative staff
- We support leadership opportunities for staff

A comparison from March to August saw an increase in the number of students who:

- have positive relationships with friends they can trust
- try hard to succeed in their learning

Policy requirements

Aboriginal education

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.

In 2017, the school used funding sources to take the whole school on an excursion to Muru Mitigar Aboriginal Education Centre at Rouse Hill. The purpose of the excursion was to further educate students on teachers about Aboriginal traditions, history and culture.

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.

In 2018, Rydalmere East Public School will be revising its PLP implementation policy, as well as forming a new Aboriginal Education team, where we will review our practices in relation to Aboriginal Education.

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 1 trained Anti Racism Contact Officer (ARCO). Their role is to promote respect and understanding of all cultures.