

Rutherford Public School

Annual Report



2017



4561

Introduction

The Annual Report for 2017 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

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Message from the Principal

This year was another year of growth and development at Rutherford Public School. At the end of 2017 the school had an enrolment of over 880 students. Despite the constant growth in enrolments, the school has continued to improve school programs and implement initiatives which has seen significant growth in national testing and internal school measures.

The implementation of the Early Action for Success (EaFS) initiative during 2017 has seen significant support and feedback for teachers and this support will continue into the 2018/2019 funding cycle. The school's inclusion also in the "Bump It Up" Initiative, to raise the number of students in the top two bands of NAPLAN testing, has also seen significant improvements in the literacy and numeracy results of the primary students.

The school continued to offer a range of extracurricular activities to promote student wellbeing and engagement at school. The school also continued to offer programs in sport, band, choir and introduced a structured dance program K–6. The first "Music, Art, Dance, Drama (MADD) Night was held in Term 4, playing to a packed audience.

The school also continued to plan for the major capital works program, which will see the construction of 19 new classrooms, hall, canteen and administration areas. The construction of the buildings is expected to commence in mid-2018 and all work completed by the end of 2019. The school saw 11 demountable classrooms moved at the end of 2017 to make way for the buildings.

I thank the P&C for their efforts in supporting the school throughout the year. The P&C meetings and the Project Reference Group (PRG) continued to have a valuable input into school decision making and planning for an exciting future.

Rutherford Public School continues to build on the success of previous leaders, teachers and students. I look forward to leading the school through this period of major change and building an amazing school for our 21st Century learners. It's an exciting time to be the principal of Rutherford Public School!

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 and is now 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 finished 2017 with an enrolment of 885 students, from diverse socio-economic backgrounds, including 17% Aboriginal students. Rutherford Public School received equity funding to support student learning and staff professional development. RPS' Family Occupational and Education Index (FOEI) for 2017 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 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** Sustaining and Growing •**Curriculum** Delivering •**Assessment** Delivering
• **Reporting** Delivering •**Student Performance Measures** Delivering

Student results in internal and external measures has improved substantially in 2017. The school achieved and exceeded the *Bump it Up* school target as well as showed strong success in the *Early Action for Success* program. The school's commitment to *Positive Behaviour for Learning* (PBL) resulted in greater consistency across the school. Future plans will focus on improving attendance rates, better differentiation for students with additional needs and the use of formative and summative assessment practices across the school.

TEACHING:

•**Effective Classroom Practice** Delivering •**Data Skills and Use** Delivering
•**Professional Standards** Delivering •**Learning and Development** Delivering

The school has benefitted from the additional funding through the QTSS Funding in 2017. This funding has allowed stage executives (Assistant Principals) to have a greater mentoring role across each stage teaching team. The funding has seen a greater support for teachers and the development of professional learning to support students to higher levels of attainment. Continued focus on professional learning and meeting the needs of the large staff will be a focus in 2018.

LEADING:

•**Educational Leadership** Delivering •**School Planning, Implementation and Reporting** Delivering
•**School Resources** Delivering •**Management Practices and Processes** Delivering

Rutherford Public School has a large executive team and all leaders are committed to professional excellence and educational leadership. The school has identified several key pedagogical approaches (EDI, Project Based Learning, L3, TEN) which will give structure and direction for teacher programs. The school is endeavouring to build community links across the school and has an innovative transition to school program and has started a Playgroup with Early Links which caters for children 0–6. The leadership team is keen to develop expertise in the department's online planning tools and this will be a continued focus in 2018.

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.

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

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 has realised significant improvement in national testing measures with a significant improvement of students placing in the top two bands of National Testing in Literacy and Numeracy. This has been realised through a whole-school focus on improving the quality of instruction, minimising interruptions and ensuring teaching programs are rigorous and inclusive. The *Early Action for Success* program has also seen improved monitoring and support for students in the K–2 school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Embedded collaborative planning practices around a 5 week teaching and learning cycle, linked to formative assessment and data analysis associated with PLAT/PLAN.	Additional Learning and Support Teachers(3.) \$300000 QTSS Executive release 1.5 Staffing Allocation	Student progress and achievement closely monitored and support offered when necessary. Ongoing mentoring of teachers across the school. School e-programming adopted by 100% of staff.
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.	Socio-economic Background Funding \$647190 QTSS 1.5 Staffing allocation	Staff survey indicates high levels of teacher confidence to differentiate teaching and learning when required
Effective tracking and support for students requiring remediation and extension, linked to PLAT/PLAN.	Socio-economic Background Funding \$647190 Aboriginal Background \$131132 English Language Proficiency \$771	School LST processes reviewed Extensive use of PLAN and school database of student performance and needs. PLPs completed for Aboriginal students

Next Steps

In 2018 the school will:

- Continue sharp focus on literacy and numeracy mornings
- Review and refine LST practices and procedures
- Review Curriculum and Reporting policies and procedures
- Continue to implement Key Literacy and Numeracy Programs– EDI, L3, TEN, Comprehension Corner, Writing Rounds

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

The school offered a range of professional learning opportunities for staff to deepen their understanding of the curriculum and ways to improve student engagement and learning. Key focuses in 2017 included: Explicit Direct Instruction, L3, TEN, Positive Behaviour For Learning, Writing and Reading. Teachers were supported by a Stage Assistant Principal and Deputy Principal of each K–2 and 3–6 school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Embedded classroom observations facilitated by the Teaching & Learning Team (TLT), school executive and peers.	QTSS Executive release 1.5 Staffing Allocation	Stage Assistant Principals were released from class allocations to support teacher mentoring and observation. Stage planning and cooperative programs fostered collegiality and sharing of expertise.
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.	QTSS Executive release 1.5 Staffing Allocation Beginning Teacher Allocation \$48470	100% completed Professional Development Plans and engaged in professional learning opportunities. Early career teachers given additional release and mentoring time.
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.	Tell Them From Me Survey QTSS Executive release 1.5 Staffing Allocation	School surveying indicates high levels of staff satisfaction with training and development opportunities.

Next Steps

In 2018 the school will:

- Continue QTSS stage mentoring and early career teacher support
- Expand and differentiate professional learning opportunities for all staff– Early Career, SASS, SLSO
- Continue to support targeted school programs to improve student outcomes: EDI, Writing Rounds, L3, TEN, Comprehension Corner

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 continued to initiate and strengthen programs aimed at ensuring a supportive and active community. The school held many school functions to ensure the school remains welcoming— particularly as student enrolments increase. The employment of a Community Liaison Officer (CLO) continued to show benefits. The School's transition programs, playgroup and other community partnerships continues to see more parents participating in the school and classrooms.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of parents engaging with classroom teachers in the establishment and ongoing negotiation of PLPs and IEPs throughout the school year.	Socio-economic Background Funding \$647190	IEPs and PLPs completed for identified students Dedicated Parent/Teacher interview structure and teacher availability to parents
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	Employment of CLO \$60000	Improvement in Tell them from Me Surveys School social Media Profile positive and purposeful and supported Increased attendance at P&C meetings
80% of students, parents and staff affirming the contribution of house sport to an increased sense of pride and belonging to RPS	Equipment and sporting resources	School sports programs well organised and engaging for students. Whole school gymnastics program introduced into the school

Next Steps

In 2018 the school will:

- build strategic community programs aimed at parental engagement, education and support for students
- continue to explore community participation across the school— classroom, P&C, canteen, whole school governance

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$131132 RAM Aboriginal Background	<p>Significant Improvement of overall NAPLAN achievement for Aboriginal Students.</p> <p>School's Aboriginal Education Team met twice a term to discuss, plan and implement school activities.</p> <p>Implementation of Sista Speak and Bro Speak Programs.</p> <p>Employment of additional teacher and SLSO's to support students where needed.</p> <p>4 Staff members trained in AECG <i>Connecting to Country</i> professional learning inservice</p>
English language proficiency	\$ 771 RAM English Language Proficiency	Students who identified as having additional languages spoken at home were plotted on the EALD scales and support was provided through the LAST program.
Low level adjustment for disability	\$86808 RAM Low Level Adjustment for Disability	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.
Quality Teaching, Successful Students (QTSS)	1.5 Staffing Allocation	Stage Assistant Principals were released off class to provide mentoring support for stage teams. APs observed lesson, team taught and demonstrated classroom teaching.
Socio-economic background	\$647190 RAM funding	<p>The additional RAM funding provided extensive support to the school and opportunities to implement innovative practice.</p> <p>Major impacts include:</p> <ul style="list-style-type: none"> • Additional teacher professional learning through TPL release– L3, TEN, EDI • Acquisition of additional ICT resources for classrooms • Employment of health professionals –Speech therapist • Additional LAST support for students • Furniture for innovative learning spaces • Literacy and Numeracy resources • Implementation of whole school gymnastics and dance program
Support for beginning teachers	\$ 40470 RAM Beginning Teacher Support	Support was provided to four permanent beginning career teachers. The additional release provided for teacher professional learning, program preparation and mentoring.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	384	384	411	451
Girls	379	393	405	429

School enrolments continued to grow throughout the year. A class restructure was avoided. The anticipated enrollment for Term 1 2018 is 940 students. Rutherford Public School is currently the largest regional school outside of the Sydney metropolitan district.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	93.3	93	93.6	93.3
1	93.7	91.9	91.4	93.6
2	93.5	93.4	91.5	91.5
3	92.5	92.4	92.7	92.4
4	92.1	91.2	92	92.3
5	92.2	92.1	90.5	92
6	93	91.1	90	90.5
All Years	92.9	92.1	91.7	92.3
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 in 2017 was recorded electronically by the school's OASIS computer roll marking system and through the Sentral software application. Attendance was monitored by class teachers, 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 HSLO program.

Class sizes

Class	Total
0KA	19
0KG	19
0KE	19
0KC	20
0KT	18
0KB	18
0KL	20
1C	24
1B	23
1S	23
1/2N	23
1J	22
1D	20
2B	27
2M	27
2J	26
2G	28
3C	30
3/4B	29
3R	30
3M	30
3J	30
4C	28
4S	28
4R	28
4D	27
5/6V	29
5/6D	29
5/6T	32
5/6C	30
5/6L OC	29
5/6G	30
5/6W	29
5/6E	29

Structure of classes

5/6L OC class was a district Opportunity Class (OC) for students in Years 5/6. A district Multi Categorical (MC) class was also based at the school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	33.59
Teacher of Reading Recovery	1.03
Learning & Support Teacher(s)	1.9
Teacher Librarian	1.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	6.17
Other Positions	0

*Full Time Equivalent

Four staff members in 2017 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 2017 have been aligned with the school's strategic plan and have targeted literacy, numeracy and student wellbeing.

The school planned and conducted five (5) staff development days over 2017. Staff meetings were also held each week and some additional staff meetings were offered as elective training opportunities.

Training and development in 2017 for staff centred on:

Literacy: Explicit Direct Instruction, L3, Writing and Reading (Focus on Reading)

Numeracy: Concept acquisition, mental computation, problem solving, TEN

Wellbeing: PBL, Trauma informed practice

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

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

Cultural: Connecting to Country

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

A total of \$65400 was spent on teacher professional learning which represents an average of \$950 on each teacher.

75% of staff (36) 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 NES (formerly BOSTES).

One (1) teacher is currently accredited at LEAD status with NES.

One (1) teacher is currently seeking accreditation at HIGHLY ACCOMPLISHED status with NES

The impact of the professional learning afforded to staff has been significant, with the school realising significant improvement in NAPLAN and internal school measures. Staff feedback is also very positive with staff reporting a high degree of satisfaction with the training.

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.

In 2017 the school transitioned to a new finance system in Term 3 2017. This saw the closing of the old OASIS system and the opening of a new SAP system.

The school budget is managed by the school principal, executive and School Administration Manager (SAM). The school budget is presented and discussed at the school's P&C meetings and all expenditure is allocated and aligned to the school plan.

Some key points of this year's financial position include:

- voluntary school contributions remains low. The school will look at invoicing families for the \$45 contribution.
- the school is about to undergo a major capital works program in 2018/2019. The school has been cognisant of the need to replace ageing air conditioning, as well as make provision for new resources for buildings not earmarked for refurbishment.
- the school will need to replace aging printing devices early in 2018

Receipts	\$
Balance brought forward	447,099
Global funds	361,209
Tied funds	705,825
School & community sources	82,544
Interest	6,486
Trust receipts	5,285
Canteen	0
Total Receipts	1,161,349
Payments	
Teaching & learning	
Key Learning Areas	7,061
Excursions	18,721
Extracurricular dissections	15,022
Library	5,824
Training & Development	802
Tied Funds Payments	864,162
Short Term Relief	61,952
Administration & Office	118,126
Canteen Payments	0
Utilities	66,294
Maintenance	24,547
Trust Payments	8,653
Capital Programs	0
Total Payments	1,191,165
Balance carried forward	417,282

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 Actual (\$)
Opening Balance	0
Revenue	1,476,926
Appropriation	1,385,765
Sale of Goods and Services	3,806
Grants and Contributions	86,681
Gain and Loss	0
Other Revenue	0
Investment Income	674
Expenses	-704,401
Recurrent Expenses	-704,401
Employee Related	-427,592
Operating Expenses	-276,809
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	772,525
Balance Carried Forward	772,525

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 Actual (\$)
Base Total	5,367,289
Base Per Capita	125,626
Base Location	0
Other Base	5,241,662
Equity Total	1,059,192
Equity Aboriginal	131,432
Equity Socio economic	647,190
Equity Language	771
Equity Disability	279,799
Targeted Total	438,663
Other Total	479,419
Grand Total	7,344,562

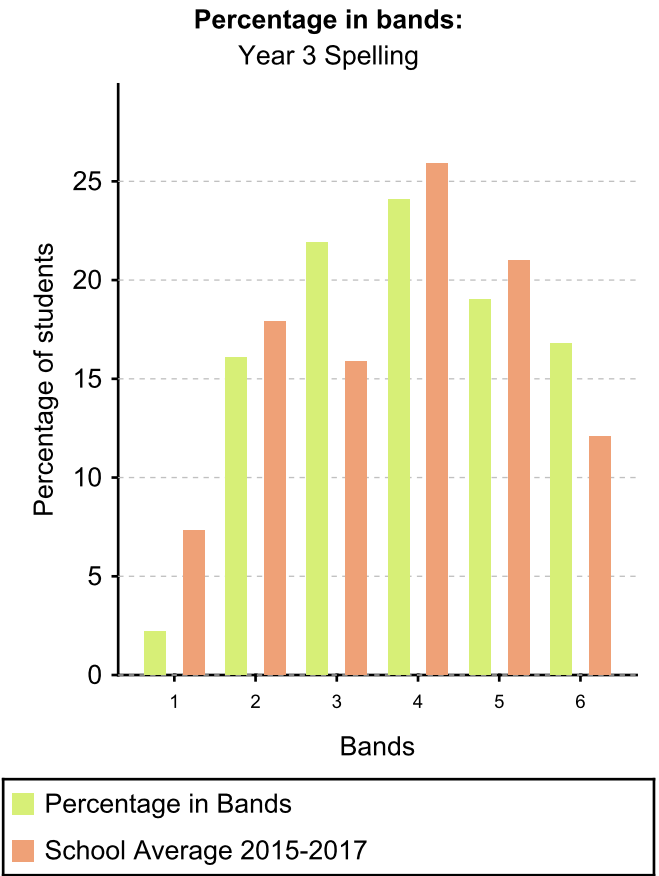
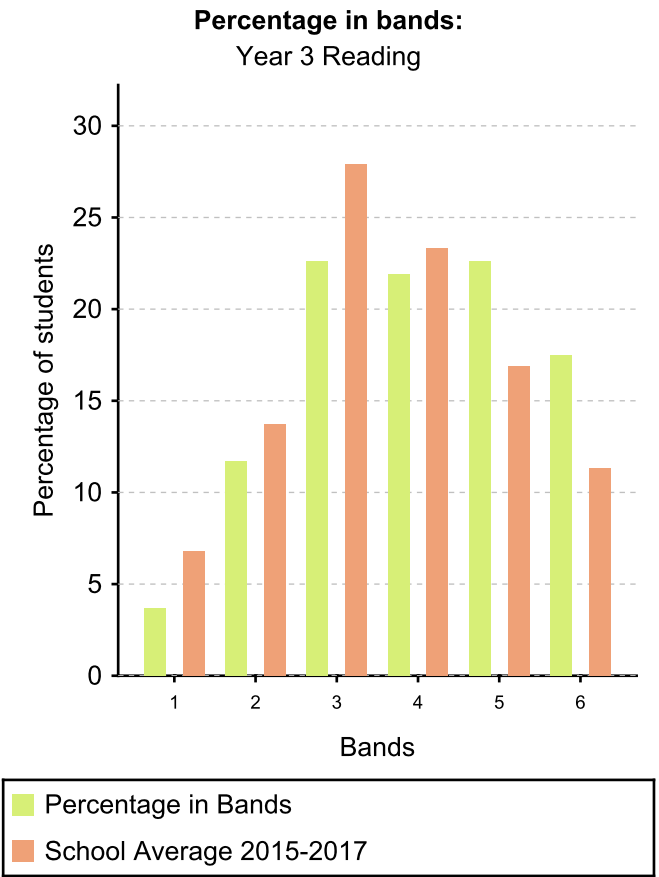
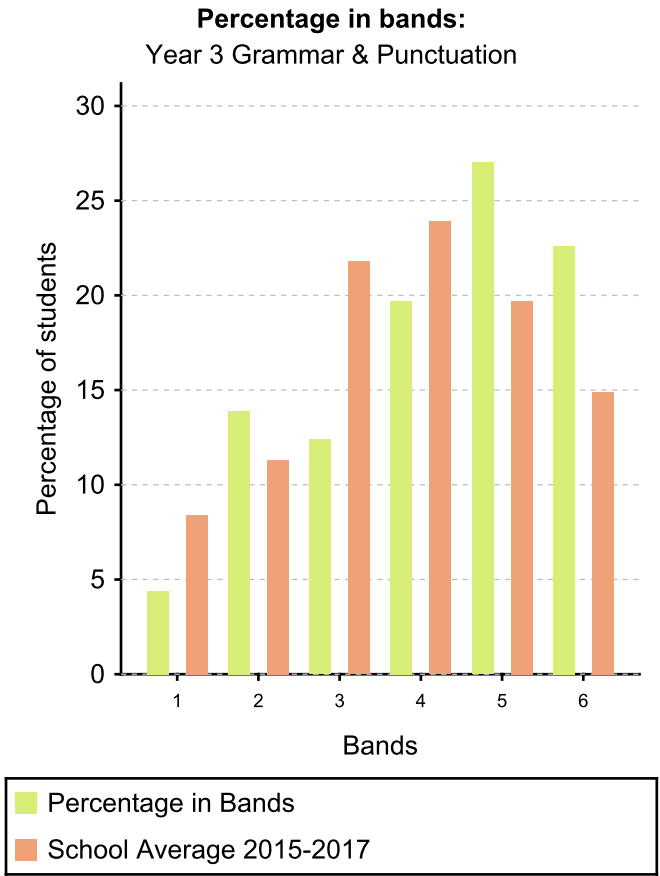
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

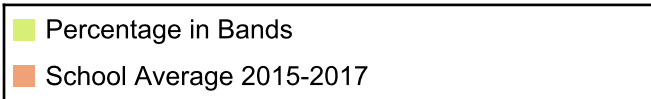
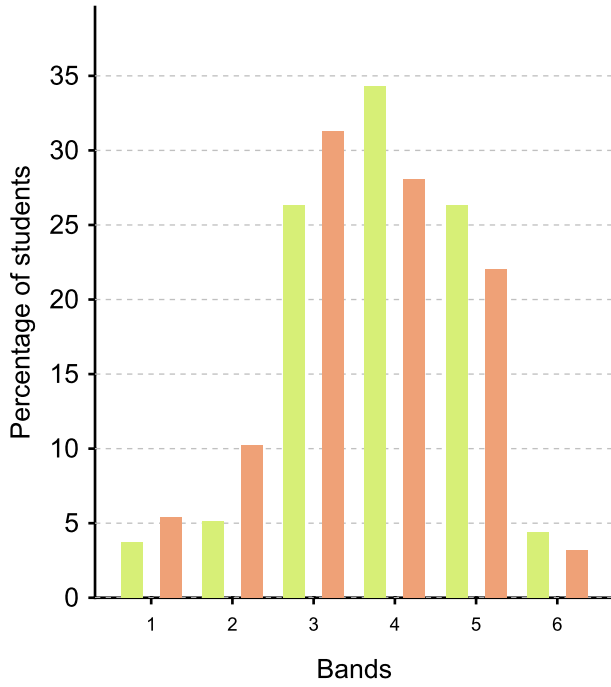
School performance

NAPLAN

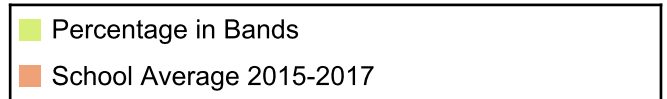
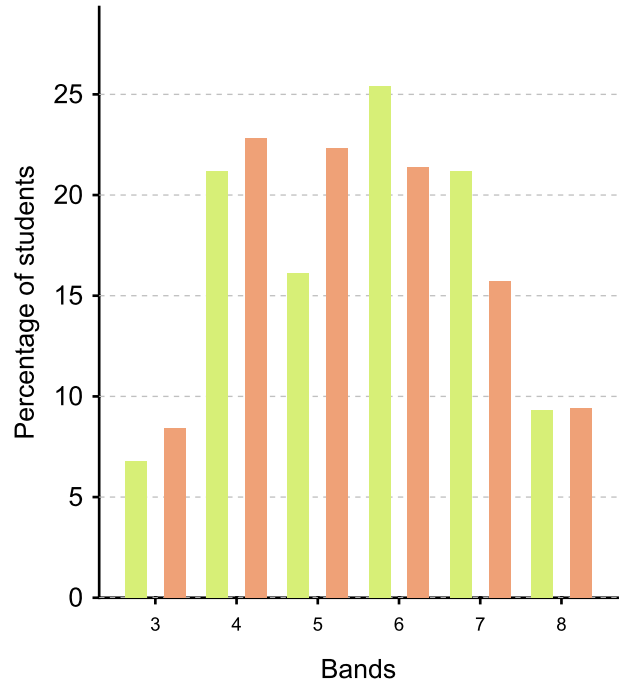
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



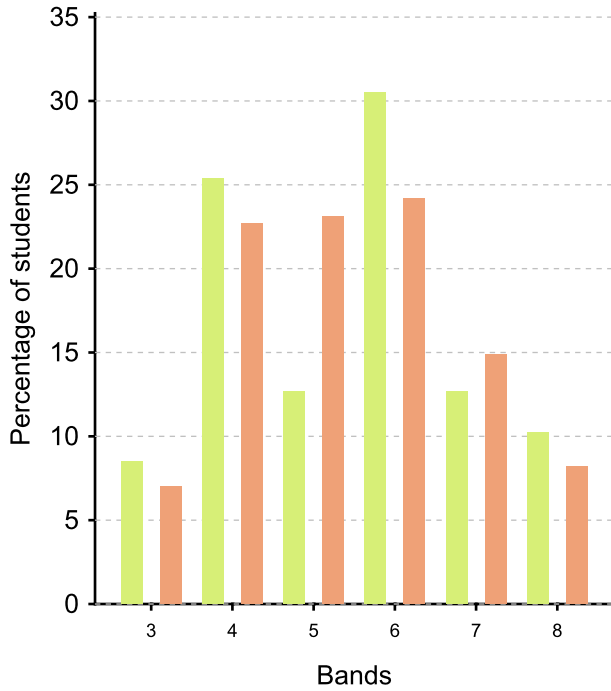
Percentage in bands:
Year 3 Writing



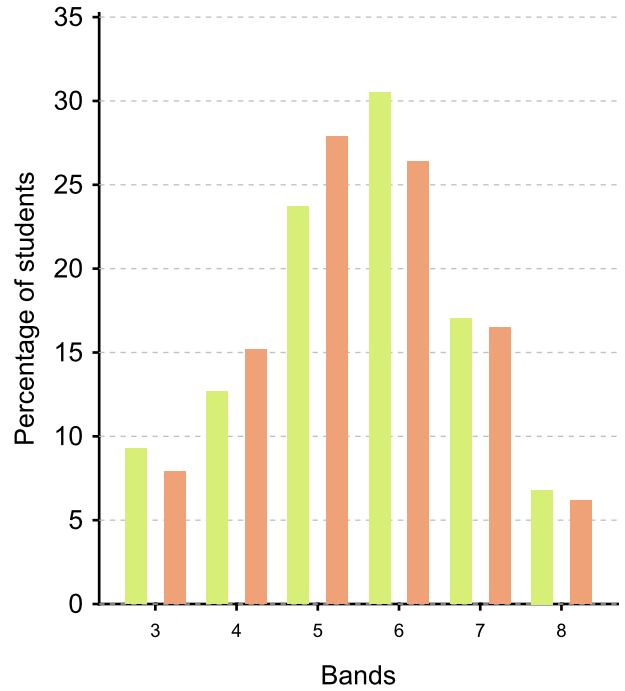
Percentage in bands:
Year 5 Reading



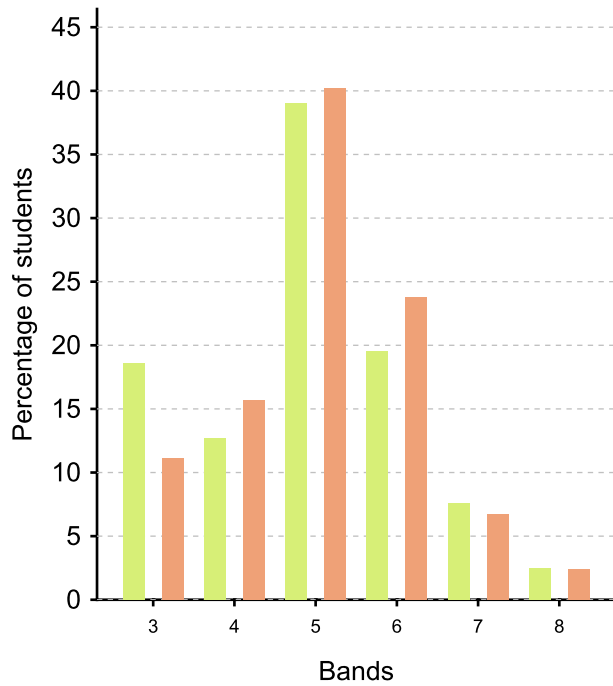
Percentage in bands:
Year 5 Grammar & Punctuation



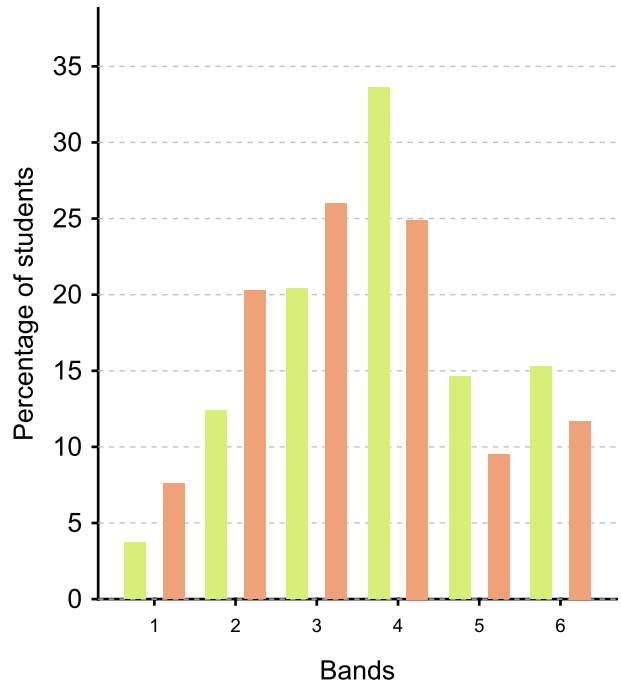
Percentage in bands:
Year 5 Spelling



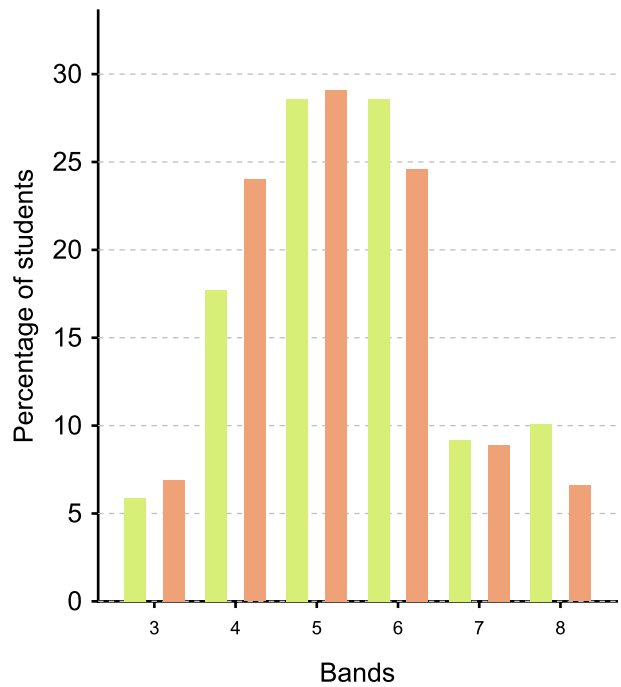
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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.

Student Performance : Top two NAPLAN bands

Rutherford Public School was selected in Term 4 2016 to be part of the Premier's **Bump It Up 2016–2019** strategy which is aimed at raising the overall achievement of students in the top two bands of NAPLAN testing. The school realised significant growth in the 2017 NAPLAN results and exceeded the school's target.

Overall 2017 results are:

Year 3 Reading: 40.15%

Year 3 Numeracy: 29.93%

Year 5 Reading: 30.51%

Year 5 Numeracy: 19.33%

Overall: 30.33%

Aboriginal Student Performance: Top Two NAPLAN Bands

The school had over 140 students who identified as having Aboriginal or Torres Strait Islander heritage.

Overall 2017 results are:

Year 3 Reading: 24.00%

Year 3 Numeracy: 20.00%

Year 5 Reading: 25.00%

Year 5 Numeracy: 12.50%

Overall: 20.73 %

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 2017 the school again 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 2017

All random selection of students in Years 4, 5 and 6 (n= 165) were surveyed in Term 4 2017.

Results are summarised below:

% of students with a high rate:

- Participation in school sports: 81% (State Norm=83%)
- Participation in extracurricular activities: 54% (State Norm=55%)
- Positive sense of belonging: 72% (State Norm=81%)
- Students with positive relationships: 84% (State Norm=85%)
- Students that value schooling: 91% (State Norm=96%)
- Positive homework behaviours: 53% (State Norm=63%)
- Students with positive behaviour at school: 89% (State Norm=83%)
- Students who are interested and motivated: 69% (State Norm=78%)

Parent Results 2017

Thirty-seven (37) parents completed the online survey in Term 4.

Results are summarised below:

Score out of 10 point scale:

- Parents feel welcome: 7.1 (State Norm= 7.4)
- Parents are informed: 6.6 (State Norm= 6.6)
- Parents support learning at home: 7.0 (State Norm= 6.3)
- Support for learning: 7.0 (State Norm= 7.3)
- School supports positive behaviour: 7.6 (State Norm= 7.7)
- Safe school: 6.9 (State Norm= 7.4)
- Inclusive school: 6.3 (State Norm= 6.7)

Teacher Results 2017

Twenty-two (22) teachers completed the online survey in Term 4 2017.

Results are summarised below:

Score out of 10 point scale:

- Leadership: 7.2 (State Norm= 7.1)
- Collaboration : 7.9 (State Norm= 7.8)
- Learning culture: 8.3 (State Norm= 8.0)
- Data informs Practice: 8.3 (State Norm= 7.9)
- Teaching strategies: 8.2 (State Norm= 7.9)
- Technology: 5.5 (State Norm= 6.7)
- Inclusive school: 8.6 (State Norm= 8.2)
- Parent involvement: 7.8 (State Norm= 6.8)

Policy requirements

Aboriginal education

Rutherford Public School remained committed to Aboriginal Education and recognising and celebrating the traditional owners of the land. In 2017, over 140 students identified as Aboriginal.

Highlights in 2017 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 training.
- Cultural and social support for ATSI students through the Sista Speak and Bro Speak programs

Readiness for School Programs

The school offered an extended Kindergarten Transition Program to all indigenous and non-indigenous families in 2017. 2018 Kinder students were invited to come along to "big school" in Terms 2, 3 and 4 every Thursday over twenty five weeks. Individual student interviews were conducted with families to gather student information and cultural backgrounds.

Engagement and connections

In 2017 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 2017 was 89.3% compared to 91.58% 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 2017 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

Other school programs

Early Action for Success

The school is supported by two full time Instructional Leaders who work closely with K–2 staff to specifically improve Literacy and Numeracy outcomes for students. The Instructional Leaders have been central in ensuring the literacy/numeracy strategic directions of the school plan are met. Support includes ongoing K–2 teacher professional development for L3 Kindergarten training, L3 Stage One training, TEN classroom/individual support, mentoring and coaching to build capacity. Data was entered into PLAN every 5 weeks for students from K–3 for literacy and numeracy and tracked and analysed throughout the year. Teacher professional learning for the K–2 teachers to support consistent teacher judgment, data accuracy and quality teaching was implemented throughout 2017.