

Russell Lea Public School

Annual Report



5132

Introduction

The Annual Report for 2017 is provided to the community of **Russell Lea 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.

Dan Sprange

Acting Principal

School contact details

Russell Lea Public School

Lithgow St

Five Dock, 2046

www.russelllea-p.schools.nsw.edu.au

russelllea-p.school@det.nsw.edu.au

9713 8267

Message from the Principal

Russell Lea Public School underwent significant change in 2017 and the pace of change is expected to continue as the school redefines itself in 2018. Leadership and physical changes occurred with the retirement of Lesley Pike after 41 years of dedicated service and the commencement of the school rebuild, involving the demolition of the original building and construction of a temporary school. School programs and achievement continued through these changes and there is much for the school community to be proud of as the 2015–2017 school plan concludes. Staff, students and the parent community have worked hard to deliver outcomes which result in increased opportunity, academic success and wellbeing. On behalf of RLPS I congratulate the team of people who have brought success for our students and thank them for dedicating themselves to quality educational delivery.

Message from the school community

PRESIDENT'S REPORT

2017 was a year of uncertainty with the move to the temporary school creating a lot of anxiety. However, the move was a success and a big thank you must go to the teachers who worked so hard to make it as seamless as possible.

It was with sadness that we said goodbye to Mrs Pike at the end of term 3. Mrs Pike has done so much to make Russell Lea the school we all enjoy today. We thank her for everything she has done over the last 41 years and the announcement of the library being named in her honour was a fitting legacy.

In term 4 we welcomed James Wratten as relieving Principal. James came into the school with a can-do attitude that was welcomed by all. His focus on the heart, life and mind of the school ensured progress. The introduction of houses, an evening musical soiree and opportunities to participate in coding were all exciting steps towards a K–6 school and demonstrated that school is about more than just opportunities for the mind. He was ably assisted by Rosie di Mattia, the relieving Deputy Principal who showed warmth and respect to students and parents alike.

None of this would have been possible without the support of the current assistant principals Mrs Abdulkhalek and particularly Mrs G who gave up many hours helping with the move, working bees and the musical soiree. For this, the P&C say thank you.

A big thank you must also go to the parents of Russell Lea for their support.

The fete was another great success and our end of year bank balance would be the envy of many bigger schools. This has made it possible for the P&C to fund initiatives such as new iPads for K–2, literacy and numeracy programs and more.

School background

School vision statement

Our students become life long learners filled with curiosity, high expectations and the capacity to thrive in a dynamic world.

School context

Russell Lea Public School is located 6km from the Sydney CBD and one street away from the upper reaches of Sydney Harbour. The community is highly educated and has high expectations for student educational success. The school is on the traditional lands of the Wangal people, one of the many tribes that is part of the Eora Nation. Formerly a K–2 school RLPS will transition to K–6 in 2019, moving into newly built facilities at the same time. The new building will cater for up to 600 students and provide the ideal platform for a rich and future focused curriculum. RLPS has a strong reputation for quality education, especially K–2 Literacy and Numeracy. Most students achieve results in the top two bands of NAPLAN for each aspect and average results are well above national and state averages. All staff are committed to professional development and student success. The parent community are strong advocates for the school and significantly enhance the ability of the school to deliver quality programs and broad educational opportunity.

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.

Staff members at Russell Lea Infants' School have discussed the School Excellence Framework and its implications for informing, monitoring and validating our journey of excellence. Staff reflected on the progress being made across the school as a whole based on the expectations identified in the School Excellence Framework. This ensured that our improvement efforts align with these high level expectations.

Learning

We ensured that the NSW Quality Teaching Framework underpinned teaching and learning across the whole school. The focus was on the learning needs of all students. Teachers were involved in classroom observations and reflected on their teaching. They were given feedback from team leaders and were supported by their peers in their teaching practices. Collaborative planning of teaching and learning programs across all grades was supported by the provision of time and resources, and opportunities were given for professional learning.

Teaching

All teachers and executive supported each other as a whole team and developed an overview for the future organisation of the school. This incorporated a Kindergarten to Year 4 plan.

Leading

Throughout the year leadership and management practices and processes were consistent and effective for the implementation of our strategic directions. Our leaders had a focus on building the capabilities of staff in order to continue to develop a strong school learning culture. The leadership team provided a sound basis for communication across the school and in our grade teams. Opportunities were given to staff to take leading roles. Decision–making for our future directions was shared and teachers were encouraged to develop their strengths and talents.

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:

Strategic Direction 1

Quality Teaching and Learning

Purpose

To foster positive learning attitudes so that all students are numerate, literate and creative learners who reach their full potential.

To build resilient learners who are innovative, confident to take risks and can communicate their ideas clearly.

To ensure teachers have the capacity to provide curricula that is flexible to meet the diverse needs of 21st century learners.

Teachers support each other through shared professional learning in developing the capacity to understand and implement the Australian Curricula.

Overall summary of progress

Students' achievements in internal and standardised tests were monitored.

Students with learning needs were identified early using PLAN Data.

Evidence-based practice and data analysis from observations and assessments informed teachers of student progress on the Literacy and Numeracy Continuums.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Practice: – Students are creative, confident and productive users of Information Communication Technologies. – Students' achievements in Reading Comprehension and in early arithmetical strategies are measured as personal best (PB) each term.		Students in all classes employ Information Technology skills as part of weekly learning routines.
Product: – All students progress along the Literacy and Numeracy Continuum. Programs are modified and targets set. – NAPLAN results to be used as baseline in 2017.	\$8,300	<p>Outright achievement trends in NAPLAN indicate Russell Lea Public School students are improving each year for each NAPLAN aspect. Students continuing at Russell Lea in Years 3–6 and those continuing elsewhere are achieving at higher levels each year as assessed by Year 3 results.</p> <p>The majority of students assessed in Year 3 NAPLAN are achieving in the top two bands across the five tested areas.</p> <p>Students are consistently performing significantly higher than state averages.</p>

Next Steps

- Teachers work collaboratively with peers and mentors to implement evidence based practice as defined by John Hattie's Visible Learning.

- Opportunities to lead others are provided in a model of distributed leadership. Leaders undertake professional learning which enhances their ability to build capacity and engage in instructional leadership across the school.

Strategic Direction 2

Quality Relationships

Purpose

To create a school community which actively works together to embed shared values creating a culture of social conscience and awareness. The well-being of students and staff is valued and supported by families and parent organisations.

To build quality relationships where students, staff and parents feel that they belong and their contributions are valued. Roles and responsibilities for all community members are clearly defined to support these relationships.

To build an educational community where there is a culture of collaboration and active communication. Empowered leadership is supported by effective organisational practices. Varied opportunities are provided to develop a lifelong appreciation of learning.

Overall summary of progress

Our continued school-wide focus on PBL has enabled us to achieve significant progress in this strategic direction through a successful approach to student wellbeing and learning culture. PBL has ensured the use of a consistent approach to teaching and learning of appropriate behaviours in the various school contexts.

Ongoing active communication between the school and the wider community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Practice: – Wellbeing Framework and Positive Behaviour for Learning Initiatives supported by the whole school community.		A system to collate data for presentation to the staff developed. A school statement of purpose reviewed. School matrix and signage introduced. Lesson plans K–4 written. Responsibilities and Rights for staff, students and parents/carers developed. Two school mascots, merit awards and student behaviour records introduced.
Product: – Increase the number of parents accessing information through technology.		SkoolBag App was introduced to improve the efficiency of communication to parents. the majority of parents have moved to accepting newsletters and other correspondence via this application.

Next Steps

- Learning programs and extra curricular activities are to be designed to build skills, dispositions and identities which give students the capacity to thrive in an ever changing world.
- Social and emotional skills critical to long term wellbeing are to be identified, communicated and developed across the school community.
- School communication, administration and management systems are to be developed to reflect the changing purpose and structure of the school.

Strategic Direction 3

Quality Professional Learning

Purpose

To enhance organisational practices and systems.

To support students to achieve their best academic, personal and social capabilities.

To provide staff with professional learning opportunities which develop leadership and decision making skills.

Overall summary of progress

- Three New Scheme teachers completed the Accreditation Process.
- All teachers participated in Professional Learning courses and training.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Practice: – Teachers work collaboratively and collegially within a culture of trust and support to plan, assess and evaluate teaching programs.	\$13,000	Teachers attended external courses at their point of need and shared this learning within school based sessions. Internal professional learning was run for key competencies such as Sounds Waves workshops for phonics.
Product: – Evidence of New Scheme and experienced staff moving towards achieving accreditation.	\$13,000	Three teachers completed their accreditation at the level of Proficient Teacher.

Next Steps

Teachers work collaboratively with peers and mentors to implement evidence based practice as defined by John Hattie's Visible Learning.

Opportunities to lead others are provided in a model of distributed leadership. Leaders undertake professional learning which enhances their ability to build capacity and engage in instructional leadership across the school.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$5,394	The majority of students from a language background other than English achieved in the top two bands of NAPLAN in 2017.
Low level adjustment for disability	\$13,175	Targeted students were given individual support by one teacher.
Quality Teaching, Successful Students (QTSS)	\$9,242	Additional teacher time was allocated to support professional learning strategies.
Socio-economic background	\$979	Students with socio-economic hardship were provided with resource and access to ensure inclusion.
Support for beginning teachers	\$13,068	Two early career teachers completed and were awarded accreditation at the level of proficient teacher.
Targeted student support for refugees and new arrivals		

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	82	60	68	75
Girls	79	60	88	98

Our families in 2017 represented 42 cultures. There were 16% of students enrolled with a language background other than English.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.6	96.5	95.8	95.1
1	96.4	95.7	96.3	95.9
2	96.6	96.1	96.5	95.3
3			96.1	96.7
4				96.3
All Years	96.5	96.1	96.1	95.8
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			94.2	94.1
4				93.9
All Years	94.9	94.1	94.1	94

Management of non-attendance

RLPS works with the Home School Liaison Officer to address attendance concerns with individual families as required. Unexplained absences are recorded and followed up to ensure students have access to a full education.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	2
Head Teacher(s)	0
Classroom Teacher(s)	6.73
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.97
Other Positions	0

*Full Time Equivalent

Russell Lea had no staff who identify as Aboriginal in 2017.

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

All teachers and executive at Russell Lea Infants' School participated in professional development to support the School Plan.

All teachers developed a Professional Development Plan (PDP) which included the teaching and learning priorities of the School Plan as well as individual goals.

Opportunities in professional learning were given to aspiring school leaders and support was given to beginning teachers.

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	40,913
Revenue	1,687,107
Appropriation	1,553,283
Sale of Goods and Services	454
Grants and Contributions	132,323
Gain and Loss	0
Other Revenue	0
Investment Income	1,048
Expenses	-1,709,799
Recurrent Expenses	-1,709,799
Employee Related	-1,533,668
Operating Expenses	-176,130
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-22,692
Balance Carried Forward	18,221

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.

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	1,439,852
Base Per Capita	23,841
Base Location	0
Other Base	1,416,011
Equity Total	63,962
Equity Aboriginal	0
Equity Socio economic	979
Equity Language	5,394
Equity Disability	57,590
Targeted Total	0
Other Total	9,276
Grand Total	1,513,090

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.

Outright achievement trends in NAPLAN indicate Russell Lea Public School students are improving each year for each NAPLAN aspect. Students continuing at Russell Lea in Years 3–6 and those continuing elsewhere are achieving at higher levels each year as assessed by Year 3 results.

The majority of students assessed in Year 3 NAPLAN are achieving in the top two bands across the five tested areas. Students are consistently performing significantly higher than state averages. For example 92% of student recorded results in the top two bands for Grammar and Punctuation compared to 62% for the state.

When outright achievement is compared in MySchool Russell Lea Public School is achieving above and substantially above the national average in every NAPLAN domain.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	4.2	0.0	0.0	4.2	37.5	54.2
School avg 2015-2017	1.4	0.8	2.5	6.4	15.8	39.7

Percentage in Bands:

Year 3 - Reading

Band	3	4	5	6
Percentage of students	4.4	17.4	34.8	43.5
School avg 2015-2017	4.0	13.3	19.9	29.5

Percentage in Bands:

Year 3 - Spelling

Band	2	3	4	5	6
Percentage of students	4.2	8.3	12.5	16.7	58.3
School avg 2015-2017	1.4	5.3	12.5	14.7	32.8

Percentage in Bands:

Year 3 - Writing

Band	3	4	5	6
Percentage of students	4.2	12.5	54.2	29.2
School avg 2015-2017	3.9	14.2	33.1	15.6

Parent/caregiver, student, teacher satisfaction

RLPS participated in the Tell Them From Me group of surveys in 2017. These surveys gave important feedback across a range of standardised domains. The results are summarised below:

Students

Students surveyed above state average in their responses to all aspects relating to social-emotional

outcomes and outcomes relating to learning achievement.

Teachers

Across every domain teachers rated the drivers of learning above the state average. Of particular note was the high scores attributed to inclusivity, teaching strategy, leadership and learning culture.

Parents

Parents rated RLP above average in supporting positive behaviour, safety and supporting learning. Improvements were considered possible in communication of information, supporting education from within the home and providing inclusive learning environments.

Policy requirements

Aboriginal education

All our programs are designed to ensure that any Aboriginal and Torres Strait Islander students achieve educational outcomes comparable to their cohort. All KLAs include Aboriginal perspectives.

History units of work included a focus on current Aboriginal Australia and all students experienced Visual Arts activities with a focus on Aboriginal history and culture.

The whole school celebrated NAIDOC Week with a 'Red, Black and Yellow Mufti Day' where students brought artefacts and memorabilia, as well as information and photographs about past and present role models in sport, business, science, medicine, teaching, art, drama, film, dance, music and politics.

Multicultural and anti-racism education

The school ensured that there was an inclusive school community and a racism-free learning and working environment. Effective communication between the school, parents and community members from diverse backgrounds was encouraged.

Individual support was given in the classroom for students with English as an Additional Language or Dialect (EAL/D).

Through personal development and citizenship programs the students developed an understanding of cultural, linguistic and religious differences.

The whole school celebrated Harmony Day by all the students sharing artefacts with their classmates from their families' cultures. Every student dressed in orange-coloured clothes for the day.