

Rydalmere Public School

Annual Report



2018



3020

Introduction

The Annual Report for **2018** is provided to the community of **Rydalmere 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.

Bek Zadow

Principal

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Message from the Principal

2018 has been a fabulous year for learning and developing social skills. Students have participated in many and varied activities this year including our Preschool excursions to Featherdale Wildlife Park and Woolworths, K–2 excursion to Old Government House and Elizabeth Farm linked to learning about past and present family life, and our 3–6 camp to Canberra and the snow (where we experienced a real snow storm) was linked to civics and citizenship. We saw our Kindergarten Buddy initiative continue to thrive, our recess 'Tuesday club' succeed, as well as our very successful EALD program and learning support program which includes Multilit. Our Bump It Up initiative has continued which focuses on making sure our middle students continue to bump up their academic achievements and make exceptional growth in their learning. Our leadership program also expanded where myself, Miss Gray & Mrs Martelli had the opportunity to take a group of Year 6 leaders on the trip of a life time with the City Country Alliance to Mungo National Park for a deep cultural experience.

Community events such as Harmony Day, Easter Hat and Book Week parades, Education Week Celebrations, Grandparents Day have highlighted what a wonderful community we are a part of and continues to show us that when we work together as a team, we achieve great things. Our extra-curricula activities and the achievements of our students in these pursuits are also successes we delight in including: our brand new band who has just played their first concert, Choir, Dance Groups, Sporting Carnivals and our participation in PSSA Winter Soccer competition. We have had students represent at district, regional and state level in a variety of sports. All of these programs run alongside learning that takes place inside a student's own classroom.

This year, we began the first year of our 2018–2020 School Plan with our three strategic directions excellence in learning, excellence in teaching and excellence in leading. At the core of this plan is our students and our drive to ensure all students experience success in learning and each year make at least one years growth for that year of learning.

Here's just some of what we've achieved this year:

- our 40 preschool children have developed a true sense of being, belonging and becoming and are ready to enter their first foray into formal schooling in Kindergarten next year.
- At last year's presentation Day I was proud to tell you that 70% of our Kindergarten students were achieving at or above the expected exit level in reading. This year, we have increased this to 75% of our Kindergarten students achieving at or above – this is a wonderful achievement for our students.
- Year 3 NAPLAN – collectively, our students achieved above the average of all schools across the state in Grammar, Numeracy and Spelling!
- Year 5 students out-performed the state in Spelling and Writing and the growth our students have experienced from Year 3–5 well and truly exceeds the growth of the state in Grammar, Reading, Spelling and Writing! 87.5% of our Year 5 students are at or above the expected growth rate.
- Excellent achievement in ICAS University competitions – many Distinctions and High Distinctions

- A number of our Year 6 students are going into gifted and talented class placements at Cumberland HS in 2019. Two of our Year 4 students were offered a place in Opportunity Classes (OC) for 2019
- Our wellbeing initiatives support all students in their PBL and have significantly reduced the number of classroom and playground incidences, meaning when we surveyed our students 100% reported that Rydalmere PS is a great place to be, 100% reported that there is no bullying and you'll be pleased to know the biggest ticket item that the kids want improved is more handball courts in the playground.

I am very proud to say that our teachers value difference in students and applaud each individual child's efforts. Every classroom has a skilled and dedicated teacher standing in front of their class. I work in classrooms every day alongside the children and I see student engagement first hand. We have an outstanding school because of the work you do every day. Teaching is the most rewarding job, and to do our craft well takes time, commitment and dedication. Our School Administration and support staff have been invaluable this year (and every year) ensuring that the home and school partnership is a positive one. I would also like to thank our dedicated P&C and band of volunteers who have also supported numerous programs throughout the school year. Working hand in hand with the school and P&C sits our Community Hub with leader Seetha, and I would also like to acknowledge the fabulous work she does for our whole community. Children, I want to congratulate every one of you on your individual achievements. We continue to implement our mindset principles where we know how positive thinking impacts our learning, and what's really important is the effort we put in as learners.

We are committed to continue working as a strong school community in 2019.

Bek Zadow

Message from the school community

2018 has been a busy year for the P&C and I am pleased to report that the committee was able to contribute to many activities throughout the year including:

- Donating funds to the year 3–6 school camp to assist families in keeping costs down
- multiple events such as Mothers and Fathers Day stalls, Bunnings BBQs, Easter Raffles and sushi day to name a few
- managing the canteen and uniform shop.
- And let's not forget our first ever colour run on the school oval last month

In addition, due to the hard work of our president and the generosity of Parramatta City Council, we've also secured two grants, a \$5000 grant for the fitness equipment on the oval and a \$18,000 grant to put in electronic gates at the main entrances.

Of course none of our achievements could happen without the help of all our dedicated teachers and office staff, who frequently invest their time after hours to make the P&C and all our events a success.

I would also like to thank our president Maryanne Thompson, the hard working committee and all our parent volunteers. I understand it is difficult to give up your own time in order to assist with all these events, so I wish to sincerely thank each and every person who has sacrificed their own time to assist throughout the year.

Lastly, the P&C congratulates all of our students, on their achievements throughout the year including our 2018 award winners..

We look forward to working with you all in 2019.

Bonnie Linsell

Vice-President

Rydalmere Public Schools' P&C.

Message from the students

Hello as you know my name is Will and my co-captain this year has been Jacque. When I think back to this time last year I couldn't have predicted that I would be on a camp in the middle of nowhere with 3 teachers and the other leaders! It has been my privilege to be one of the student leaders this year. Along with carrying out our responsibilities at school, we have been able to have some great experiences beyond our school and have a lot of fun along the way. Today Jacque and I would like to share some of our memories with you.

We attended several leadership days and learned lots of different things about being good leaders. We were able to listen to and learn from some very inspiring people. There was a man at one leadership day who told us his story about having a car crash which caused brain damage. People thought he wouldn't survive. He had a lot of things to overcome such as needing to learn to walk, eat and speak again. His message was "Never Give Up in times of Hardship". It was motivating and encouraging to hear people like him share their life experiences and to be able to learn from them.

We were very lucky to be able to attend a camp in Mungo, Victoria this year. Mungo Camp helped us develop our leadership skills. To get there we caught 2 planes and a minivan driven by Mrs Zadow. No she didn't fly the plane. It was great fun having an adventure along the way with staff and friends from school. On the way we went to a disco at a rural school. At Mungo, we camped in tents for a few days along with over 50 other students from several states. It was great fun setting up our own 2-man tents. I particularly enjoyed getting to know and interacting with other people who became new friends. One night we listened to an Indigenous Australian elder who taught us about his culture, showed us artefacts, and told us interesting stories. It was awesome to be able to go along to Mungo Camp.

This year has been a great year to be a school leader at Rydalmere Public School. As a school captain, I have been included in some exciting excursions for the captains and prefects of this school. As Will has already mentioned, one of the special trips that I have been a part of was the Willandra Lakes World Heritage Area Mini Mungo 2018 year 6 Captains and Leadership Camp.

This was a new experience for me and my peers. The camp started really early on Tuesday 10th April. We had to be at school by 4am. Once at school we were taken by bus to Sydney airport and then boarded a plane to Melbourne. This was the first time some of us had ever been on a plane, it was my first time, and it was exciting. We toured an orange farm, making fresh orange juice along the way. Travelled down the Murray River on a Steam Boat, where we all got our Steam Boat Captains licence, well everyone except the teachers. We went swimming, pitched a tent and attended a ceremony for the aboriginal people who lived on that land to welcome us. At camp we made new friends, which who knows, we may meet again one day. We learnt how to communicate effectively during teamwork exercises, to work collectively as a team and the art of negotiation.

Communication, negotiation and working together were the main focus of all our leadership excursions. Whether you are a leader or a team member, if you can't communicate, negotiate or work together nothing will ever get done.

It has been an honour to serve along side Will as your captain and with our fellow school leaders, Amelia, Aaeesha, Serge and Sameer. I am so proud to say that Rydalmere Public School has made me, and my fellow school leaders, more creative, knowledgeable and skilful leaders.

To Mrs Zadow and Miss Gray, thank you for your leadership, guidance and patience throughout the year. Thank you to our parents, teachers, office staff and everyone else who has helped us belong here at Rydalmere Public School.

On behalf of the 2018 Captains and Prefects I would like to wish the incoming school leaders, the best of luck and I hope you have as much fun at camps and leadership days as we have.

Rydalmere Public School we
will miss you but can't wait to start our new chapter next year in High School.

Thank you.

School background

School vision statement

At Rydalmere Public School we are dedicated to creating a dynamic and engaging school community of safe, respectful learners who belong. Our priority is developing global citizens for the future.

School context

Rydalmere Public School and Preschool is a small metropolitan school located at the centre of population for the greater Sydney area. The school is set on expansive grounds. In 2018, the school population sits at 176, comprising 156 K–6 students in our primary classrooms and 20 preschool children each day. The preschool runs two programs each week, servicing a total of 40 preschool children weekly.

56% of our students come from a Non–English Speaking Background and 7% of our students are from an ATSI background. Overall, our Family Occupation and Education Index (FOEI) is 101. Our students are safe, respectful learners who belong. We enable them to become:

- successful learners
- confident and creative individuals
- active and informed citizens

Our school staffing consists of eight teaching positions, including two executive positions of Principal and Assistant Principal, and various part–time specialist support teachers and support staff. Rydalmere Public School and Preschool staff promote equity and excellence. Embedded in their practice is the promotion and development of all students’:

- intellectual
- physical
- social
- emotional
- moral
- spiritual and aesthetic and
- wellbeing needs.

The parents and carers of Rydalmere Public School, unite with the staff in positive partnerships to improve the learning experiences for their children. An active P&C body exists. All members of our school community are involved in key decision making, and valued as contributors.

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 – In the domain of learning we have achieved the following in each element:

Learning Culture – Sustaining and Growing

***What this means at Rydalmere Public School** – Our teachers, parent/carers and students work together in partnership to achieve a positive learning culture. Teaching staff deliver sessions to our P&C each month to increase awareness of programs running at the school. The relationships that exist between staff and parents/carers do so, on a mutual respect, which enables interactions that support a positive learning culture.

Wellbeing – Excelling

***What this means at Rydalmere Public School** – Our over–arching values "Safe, respectful learners who belong" are at the core of our commitment to provide a learning environment where our students thrive. Our highly effective Learning Support Team, who cares for the wellbeing of the 'whole child', ensures all students who require learning adjustments

receive them. The cultural diversity of our community is embraced and the intricacies of this at the forefront of decision-making in terms of wellbeing.

Curriculum – Sustaining and Growing

****What this means at Rydalmere Public School*** – At a school level, our teachers engage in a 'teaching and learning' planning process that targets all students at every stage of their learning. Beyond our school gate, we are involved a Community of Schools, Cumberland Community Connections (CCC). The CCC provides enhanced learning opportunities for our teachers and students enabling us to overcome the restraints that come with being a small school. CCC links primary and high school, with a focus on sharing curriculum knowledge between our very different settings while also improving transition to high school.

Assessment – Sustaining and Growing

****What this means at Rydalmere Public School*** – Teachers undertake analysis of classroom data daily to support learning, our whole staff meet fortnightly to analyse student performance via a data wall. Every student is plotted on this wall against a variety of criteria where the 'tiered-model' of learning support is used. External data sources such as NAPLAN are also plotted on our data wall. This enables us to view every student as their own 'being' and ensure all students' learning needs are met.

Reporting – Sustaining and Growing

****What this means at Rydalmere Public School*** – Our reporting format, enables us to provide parents/carers and students even more information on learning progress, as well as specifically defining learning goals set for each student in the area of English and Mathematics.

Student Performance and Measures – Delivering

****What this means at Rydalmere Public School*** – Our students' growth is measured internally via learning continuums and achievement against learning outcomes, and plotted on our data wall. External sources such as NAPLAN demonstrate that in Reading and Numeracy 100% of our Year 3 students achieved at or above the national minimum standards and in Year 5 in excess of 85% of our students achieved at or above the national minimum standards in Reading and Numeracy.

Teaching – In the domain of teaching we have achieved the following in each element:

Effective Classroom Practice – Sustaining and Growing

****What this means at Rydalmere Public School*** – Teachers effectively use student performance data as the driver for teaching and learning. Pedagogy is linked to the research embedded within our school plan. Our Principal and Assistant Principals run mentoring programs that enable teachers to critically evaluate teaching and learning programs.

Data Skills and Use – Sustaining and Growing

****What this means at Rydalmere Public School*** – All teachers use student assessment data to target student needs, and incorporate data analysis findings into their programming. All staff are an integral part of the whole-school analysis of data, where this information is translated into goals that exist within our school plan. The results of these analysis' are communicated to our community in a variety of mediums.

Professional Standards – Sustaining and Growing

****What this means at Rydalmere Public School*** –All teachers Professional Development Plans (PDP's) are supported by a whole school approach to develop professional capacity. Staff strengths and gaps are identified with many opportunities to build capacity and share expertise to improve student learning outcomes. Staff accreditation is monitored and encouraged to pursue higher levels. There is a strong link between the Professional Standards and the staff PDP's.

Learning and Development – Sustaining and Growing

****What this means at Rydalmere Public School*** – All professional learning is aligned to our school plan, with the scope for teachers to achieve personal professional learning pursuits set out in their own Performance and Development Plan. An expectation of all staff who attend self-identified professional learning is that upon their return they facilitate a professional learning session for all staff. Our core literacy and numeracy initiatives (FoR and TEN) have improved teaching methods and strategies teachers use to facilitate learning.

Professional Standards – Sustaining and Growing

****What this means at Rydalmere Public School*** – All of our teachers are professional members within our school and

our CoS. Teachers feel supported in achieving and maintaining accreditation at proficient or above. Extensive evidence of teachers working beyond the classroom exists, where every teacher has a number of additional extra-curricula roles.

Leading – In the domain of leading, we have achieved the following in each element:

Educational Leadership – Sustaining and Growing

****What this means at Rydalmere Public School*** – Capacity building at all levels is one of our Strategic Directions, and within our context is vital to the everyday running of our school. All staff have the opportunity to build their capacity to their chosen level. All staff have purposeful leadership roles based on their expertise and leadership aspirations.

School Planning, Implementation and Reporting – Sustaining and Growing

****What this means at Rydalmere Public School*** – There is a shared ownership of our Strategic Directions across all stakeholders in our school community. Input and feedback from all members of our community is sought throughout the year using a variety of methods. The evaluation of this input/feedback informs future planning and ensures ongoing improvements. All of the above, coupled with innovative thinking, ensures we have a school plan that delivers improved student outcomes for our global citizens.

School resources – Excelling

****What this means at Rydalmere Public School*** – We are a very well-resourced school where all the resources within our means are used effectively and innovatively to make it count for our students, staff and the community.

Management Practices and processes – Sustaining and Growing

****What this means at Rydalmere Public School*** – The school leadership team has built and sustained practices and processes that enable the clear articulation of school priorities, whereby systems are in place for feedback to be received from our community. This is encouraged and backed by evidence demonstrating our responsiveness to such feedback. This ensures strong partnerships exist between the school, home and community to maintain high engagement from our community.

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

Excellence in Learning

Purpose

From preschool days teachers will:

- * Plan rich learning experiences to establish high expectations
- * Engage and develop vital skills for now and the future
- * Use student's prior knowledge and skills, to develop individual learning plans and programs
- * Facilitate the learning of foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.
- * Use formative and summative assessment to measure student's performance and inform students, parents, carers and community.

This is underpinned by a whole school approach towards wellbeing and is developed through a positive learning culture.

Overall summary of progress

All staff have a good understanding of and commitment to the essential link between wellbeing and developing a positive learning culture. Our whole school approach to excellence in learning is underpinned by this premise. 'Tiered Levels of Support' Continue to be fully operational with every student receiving differentiated learning at their level. All students receiving adjustments and/or who have an Individual Learning Plan have been included in the National Data Collection. Targeted students receive intervention in their area of need, provided by specialist teachers and classroom teachers. Visible learning is evident in all classrooms with learning intentions and success criteria clearly articulated through personal learning goals.

Flexible learning spaces are established and flexible furniture, classrooms permanently redesigned and two outdoor learning spaces continue to be used. Teachers continue to develop student's understandings of how to work effectively within fluid learning spaces.

Literacy and numeracy are embedded in the preschool program in line with the EYLF(Early Years Learning Framework) where the core principles are being, belonging and becoming. Literacy has been enhanced by the ELLA: Mandarin program of which we were the only DoE preschool in the program.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase the proportion of students in the top two NAPLAN bands by 14% (2019) as per 'Bump It Up' measures.		Literacy and Numeracy Data Wall updated twice each term with the data informing programs designed to meet student needs. PAT and SENA assessment data is used to inform 'Bump It up' grouping with individual needs identified. The percentage of students in the top 2 bands of NAPLAN: <ul style="list-style-type: none">• Year 3 Reading 56.3% (state 51.6%)• Year 3 Numeracy 50% (state 40.8%)• Year 5 Reading 23.5% (state 36.3%)• Year 5 Numeracy 5.9% (state 30.2%)
60% of students making greater than or equal to expected growth in Reading.		Bump it Up groups running all year with adjustments made each term if required. Words Their Way assessment Yrs 1–6

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
60% of students making greater than or equal to expected growth in Reading.		<p>Supervisors and staff carry out peer observations modelling and sharing best practice.</p> <p>Yr 3 NAPLAN Reading results having 87.6% of students at or above expected growth.</p> <p>Yr 5 NAPLAN Reading results having 87.5% of students at or above expected growth.</p>
50% of students making greater than or equal to expected growth in Numeracy.		<p>K–6 SENA assessments conducted twice a year</p> <p>Supervisors and staff carry out peer observations modelling and sharing best practice</p> <p>Yr 3 NAPLAN Numeracy results having 87.5% of students at or above expected growth.</p> <p>Yr 5 NAPLAN Numeracy results having 50% of student at or above expected growth.</p>
100% of students using individual learning goals in literacy and numeracy.		<p>All students K–6 have a folder with learning goals for Reading, Writing, Number plus another area in maths, stated as 'I statements'. Learning goals are taken from the Literacy and Numeracy continuums.</p> <p>Each student has a clear understanding of what they need when identifying their goals and all achievements are recorded.</p> <p>The learning goals achieved and the next step are reflected in all Student progress Reports.</p> <p>Partial implementation of key rings for goals so that the goal goes with each child as they move to other learning spaces.</p>

Next Steps

- The introduction of the Learning Progressions will require all staff to collaborate and adjust the learning goals Folder to reflect the progressions. Initial training commenced this year. In 2019 the staff will need to carefully address this whilst ensuring students still have their learning goals throughout this process.
- use NAPLAN item analysis to identify trends in areas of need in Numeracy and have Professional learning teams research share and model best practice in these areas.

Strategic Direction 2

Excellence in Leading

Purpose

To build an instructional leadership team who have a shared responsibility for:

- * all students learning
- * sustained and measurable whole school improvement
- * being responsive to the community.

High quality professional learning will focus on continuous improvement in the areas of:

- * technology
- * pedagogy
- * active leadership at all levels

This is underpinned by a high expectations culture of mentoring, coaching and community engagement.

Overall summary of progress

The school continues to recognise and value the importance of leadership at all levels. The school leadership team have been provided with time to effectively lead, manage and implement the DoE reforms. This time has been used to: develop and lead professional learning; design and implement educational programs; coaching, mentoring and shadowing programs; performance and development; and target student learning and welfare outcomes. Succession planning and distributed leadership are an integral part of the Rydalmere PS leadership strategy in building the capacity of all staff.

In liaison with staff the school leadership team have changed the structure of the professional learning teams to further enable more effective collaboration in programming and assessment. We have continued to build and sustain the professional learning of all staff members, in line with our school plan, complemented by the professional learning needs of individual staff as defined in Professional Development Plans aligned to the professional standards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Leaders drive improvement and implement processes and practises that reflect data-informed goals.		Leadership team provided with time to effectively lead, manage and implement the DoE reforms including: <ul style="list-style-type: none">• develop and lead professional learning;• design and implement educational programs;• coaching, mentoring and shadowing programs;• performance and development;• target student learning and welfare outcomes. Succession planning and distributed leadership are an integral part of the leadership strategy in building the capacity of all staff.
100% of staff are engaged in high quality professional learning as reflective leaders of learning.		All teachers as Leaders" presentations from QTSS at SDD. All staff trained in FoR (Focus on Reading) Staff completed introduction to Quality Literacy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff are engaged in high quality professional learning as reflective leaders of learning.		<p>All staff released using QTSS funding to research quality teaching strategies.</p> <p>QTSS quality teaching rounds commenced Term 2.</p> <p>Professional learning on programming to meet student needs.</p> <p>Beginning Teacher Support Program commences in Term 1.</p>
Community of Schools leadership team evidence increased satisfaction from staff involvement in professional learning.		<p>100% of staff attended differentiated professional learning Twilight sessions of their choice. All session content linked to PDP goals and the schools strategic directions.</p> <p>The principals oversee this initiative with a team of executives and aspiring leaders representing all school taking on the responsibility for both the SDD and Twilight sessions. Building leadership capacity and tapping into a large base of teaching expertise.</p> <p>Over 250+ staff from 10 schools participate with the overwhelming success of the initiative ensuring it continues in 2019.</p>

Next Steps

- Continue the Community of School differentiated professional learning 'twilight' sessions

Strategic Direction 3

Excellence in Teaching

Purpose

Teachers will demonstrate personal responsibility for:

- * Capacity building
- * Improving teaching practices in line with Professional Teaching Standards
- * Working individually and collaboratively with support to evaluate the effectiveness of their teaching
- * Regularly analysing and collecting data to inform future teaching
- * Giving priority to evidence based teaching strategies.

This is underpinned by high quality teaching programs promoting student engagement.

Overall summary of progress

The school has looked at structures that best support teachers having many opportunities to further enhance their teaching practices and to tap into and share expertise within the staff. Working in collaborative teams creates an environment where honest feedback and constructive advice are welcomed as a tool for aspiring to excellence in teaching. One of the important aspects to effective collaboration is time to work with peers and executive in coaching and mentoring capacities within the learning environment.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of Teachers accredited by NESA at Proficient level.		Four staff receive accreditation at Proficient level and one staff preparing to submit documentation.
100% of staff reflect on their success of goals achieved as part of annual PDP process.		<ul style="list-style-type: none">• Staff develop PDP's considering the schools strategic directions when setting goals.• Staff have discuss PDP's with the executive and this information forms part of the professional learning program.• Supervisor and peer lesson observations occur with reflection time on completion.• Supervisors check PDP goal progress mid year and adjust professional learning if required.• Terms 4 reflection on PDP success.
Shared culture of high expectations in programming and assessment with increased engagement in collaborative practices.		<ul style="list-style-type: none">• Changed structure of Professional Learning teams to K–2 and 3–6 with a focus on collaborative planning in programming and assessment.• All staff K–6 form the Learning Support Team which proactively monitors learning including adjustments to PLP's and Support plans.

Next Steps

- The changed structure to the Professional learning teams has seen excellent collaboration and will continue in 2019. The focus will continue on programming and the development of quality open ended assessment tasks and the use of this data for programming to meet student needs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6215	All students have a Personalised Learning Plan (PLP) where learning goals were designed in conjunction with the students' parent/carer.
English language proficiency	\$63295	<p>All students eligible to receive EAL/D support were assessed against the ESL Scales and plotted on the EAL/D progression. Of those 80 students plotted, the following growth was achieved through this targeted support:</p> <p>Feb 2018</p> <p>Beginning = 24</p> <p>Emerging = 9</p> <p>Developing = 13</p> <p>Consolidating = 32</p> <p>Dec 2018</p> <p>Beginning = 7</p> <p>Emerging = 16</p> <p>Developing = 21</p> <p>Consolidating = 46</p>
Low level adjustment for disability	\$58087	<p>All students requiring adjustments received these (as evidenced in students' welfare files) through adjustments in teaching and learning programs and also PLPs where appropriate. 66 of our students require adjustments with the following breakdown:</p> <p>Extensive = 16</p> <p>Substantial = 29</p> <p>Supplementary = 46</p> <p>Support = 4</p> <p>School Learning Support Officers were employed to work in classrooms alongside targeted students requiring additional support.</p>
Quality Teaching, Successful Students (QTSS)	Staffing Allocation – 0.295	<p>Enabled school timetable to allow for teacher mentoring through the use of this staffing allocation.</p> <p>All teachers were provided with a mentor.</p> <p>Mentors were trained in a DoE coaching philosophy to provide authentic and effective feedback to staff.</p> <p>Mentors demonstrate best practice and staff are provided with opportunities to implement these practices.</p> <p>Time is built in for reflection and further</p>

Quality Teaching, Successful Students (QTSS)	Staffing Allocation – 0.295	planning.
Socio-economic background	\$44150	<p>Additional classroom teachers were employed to support classroom and student welfare programs.</p> <p>Funds were also allocated for all P–6 teachers to receive professional learning in literacy and numeracy to support student outcomes..</p> <p>Bump It Up initiative – teacher employed 1 day per week to support moving students from the middle to the top bands in Reading and Numeracy.</p> <p>Students from families experiencing financial hardships are provided with the same curriculum related resources and opportunities including excursions and uniforms.</p>
Support for beginning teachers		<p>Provided with mentor.</p> <p>Additional release provided to support professional development. and beginning teachers.</p> <p>In class mentoring support provided each week.</p>
Targeted student support for refugees and new arrivals	Staffing provided as need arises.	<p>New Arrival teaching allocation provided.</p> <p>Support given to newly arrived students from our EAL/D specialist teacher in the area of English language and social skill development.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	59	60	82	87
Girls	57	54	64	67

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.8	93.8	95.8	93.6
1	92.8	94.1	91.2	95.3
2	91.1	94.4	95.5	93
3	93.7	92.6	93.3	90.4
4	94	94.8	91.4	90.8
5	91.5	93.4	93.5	94.5
6	95.2	95.7	95.4	92
All Years	93	94.1	93.8	92.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

At Rydalmere Public School students are encouraged to attend at all times and parents must explain absences on every occasion. If no explanation of an absence is given, the parent will be phoned or a letter sent asking for an explanation. Persistent absenteeism will be referred to the Home School Liaison Officer (HSLO) for further follow-up.

.Parents are reminded that it is the law that students attend school regularly. Absences of over 10 days may seek application for leave. However, parents are strongly encouraged to arrange family holidays in school vacation periods. Management is per Department of Education policy and guidelines

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	12.27
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	3.21

*Full Time Equivalent

No staff identify with Aboriginal Heritage.

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 teaching and administration staff undertook mandatory and targeted professional learning. A wide variety of differentiated professional learning was offered in response to the ongoing implementation of Professional Development Plans (PDP). These included:

*CPR

*Anaphylaxis Training

*Code of Conduct

*Child Protection

*WHS Induction

*All staff trained in Phase 1 FoR (Focus on Reading)

*Seven Steps to Writing Success – all staff

*NAPLAN Analysis

*Trauma training – informed practices

*Autism Spectrum

*Words Their Way training for all staff

*Leadership – Franklin Covey

*Early Learning Languages Australia: Mandarin

*School Excellence Framework version 2

Training in Learning Progressions

Four teachers achieved accreditation at proficient level and One teacher is preparing to submit their accreditation. at proficient level.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	301,498
Revenue	2,576,694
Appropriation	2,513,288
Sale of Goods and Services	1,889
Grants and Contributions	58,170
Gain and Loss	0
Other Revenue	781
Investment Income	2,565
Expenses	-2,445,229
Recurrent Expenses	-2,445,229
Employee Related	-2,238,540
Operating Expenses	-206,689
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	131,465
Balance Carried Forward	432,963

Funds carried over are targeted for expenditure in 2019.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,387,382
Base Per Capita	30,166
Base Location	0
Other Base	1,357,216
Equity Total	171,657
Equity Aboriginal	6,215
Equity Socio economic	44,150
Equity Language	63,205
Equity Disability	58,087
Targeted Total	96,122
Other Total	759,522
Grand Total	2,414,683

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

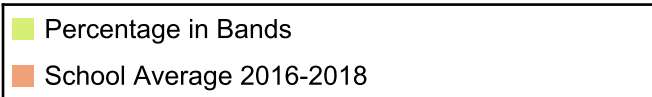
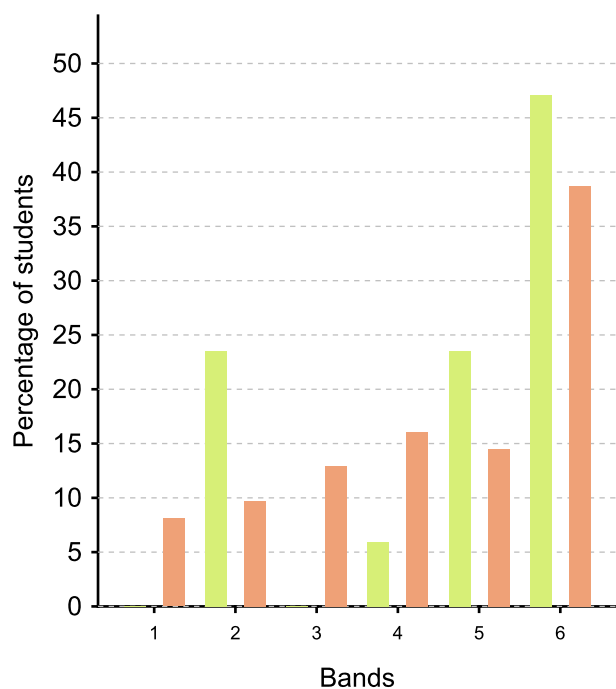
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

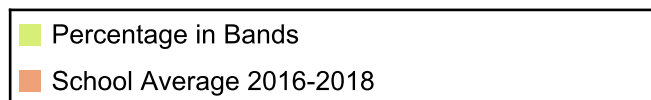
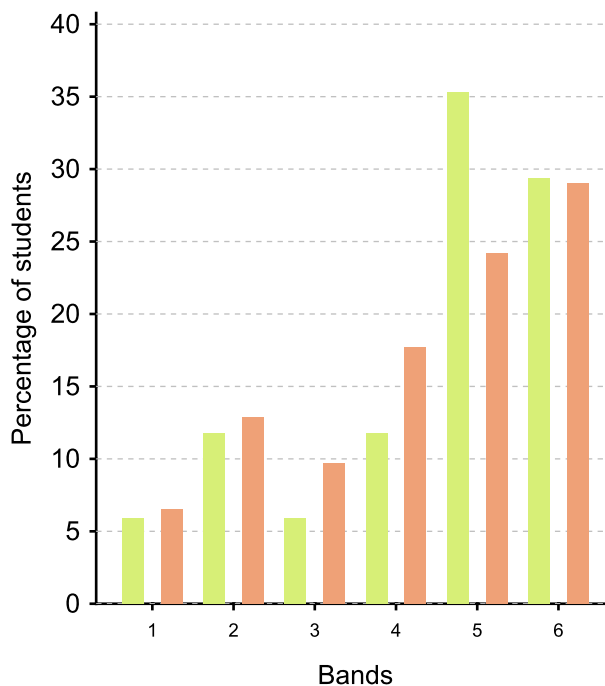
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In Reading, Year 3 had 87.5% of students achieving at or above national minimum standards. In Year 5 Reading 88.2% of students achieved at or above the national minimum standard.

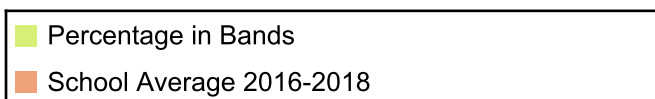
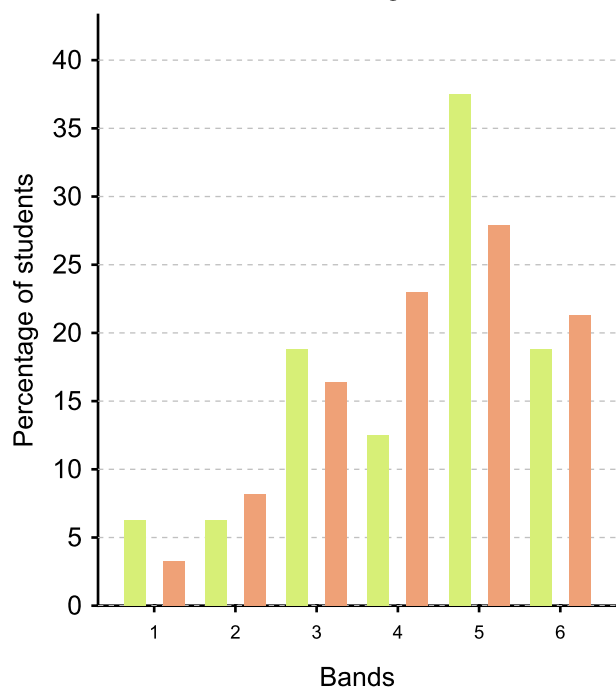
Percentage in bands:
Year 3 Grammar & Punctuation



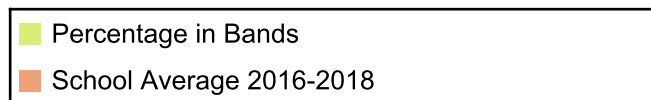
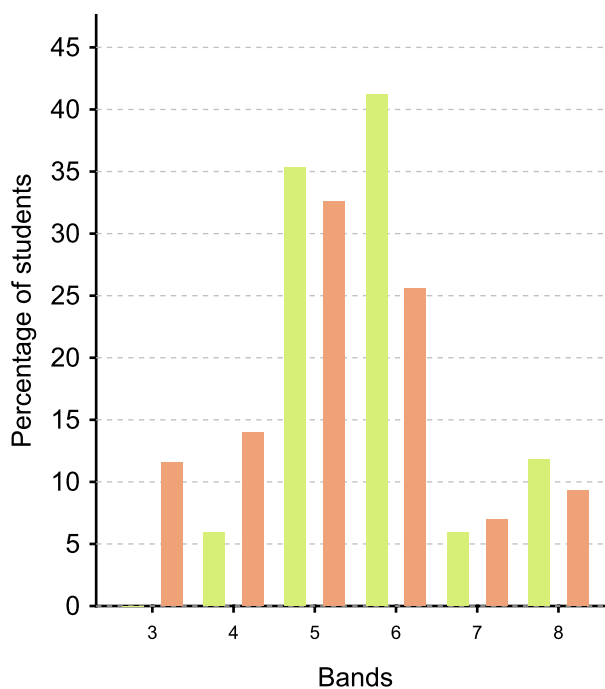
Percentage in bands:
Year 3 Spelling



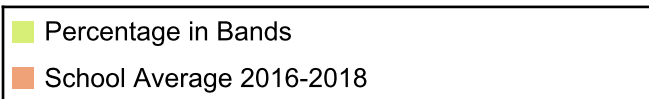
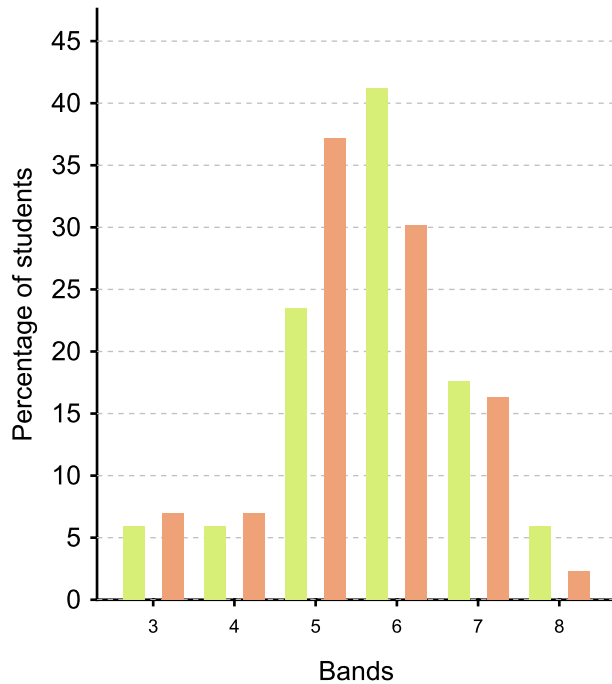
Percentage in bands:
Year 3 Reading



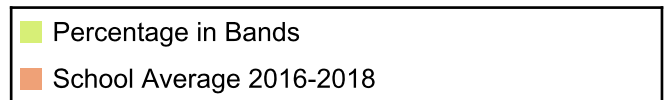
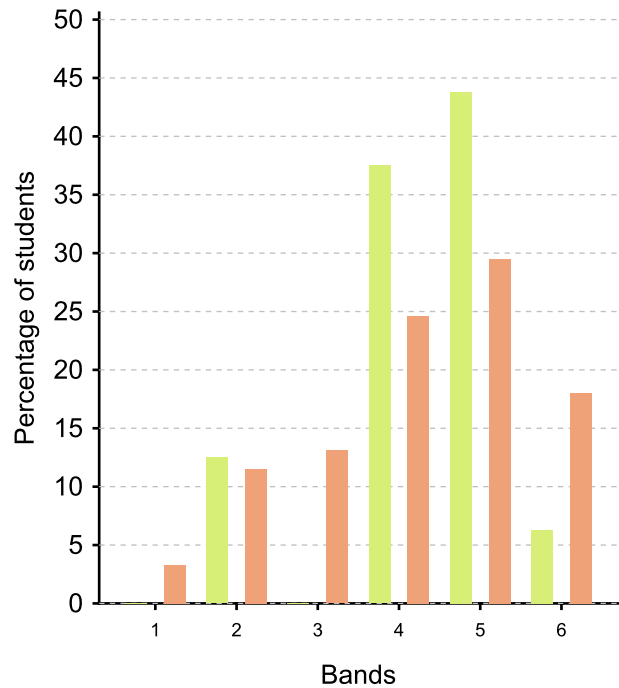
Percentage in bands:
Year 5 Grammar & Punctuation



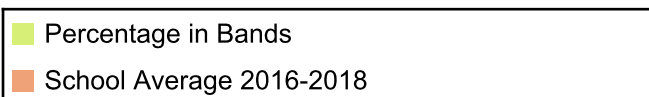
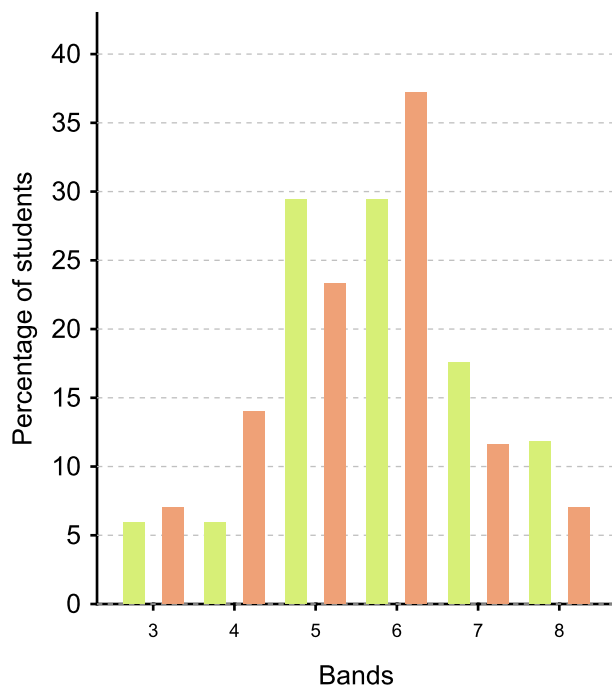
Percentage in bands:
Year 5 Reading



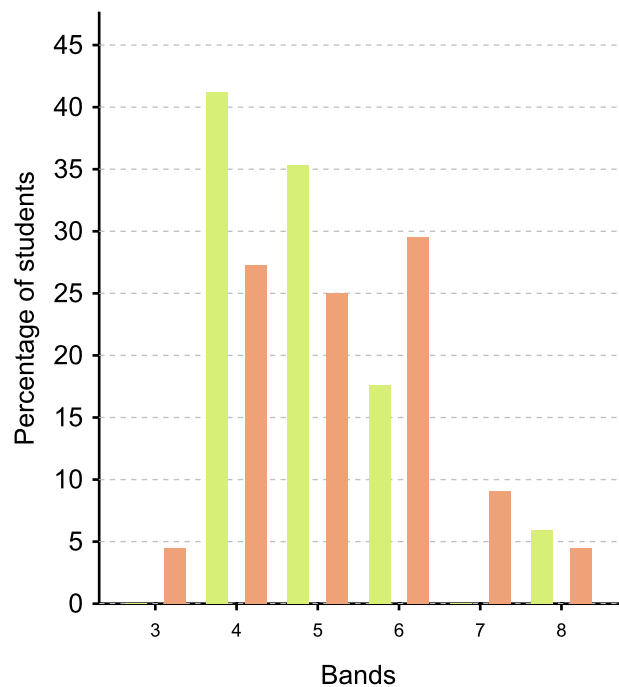
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Numeracy



In Numeracy, Year 3 had 87.5% of students achieving at or above national minimum standards. In Year 5 Numeracy 58.8% of students achieved at or above the national minimum standard.

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.>

Rydalmere Public School continues to use effective assessment and the analysis of both external and

school based data to inform school programs, in Literacy and Numeracy, with a focus on moving students from the middle to top bands in NAPLAN (Bands 5 & 6 in Year 3 and Bands 7 & 8 in Year 5).

Year 3 Reading in 2018 saw 56.3% of students in Bands 5 & 6 (state average of 51.6%).

Year 3 Numeracy in 2018 saw 50% of students in Bands 5 & 6 (state average of 40.8%).

Year 5 Reading in 2018 saw 23.5% of students in Bands 7 & 8 (state average of 36.3%).

Year 5 Numeracy in 2018 saw 5.9% of students in Bands 7 & 8 (state average of 30.2%).

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.

Students – A random sample of students from 1–6 were chosen for the purpose of surveys. The surveys were carried out as forums where small groups of students were asked to talk about our school. Over 28% of the student population were interviewed with the results of their responses as follows:

The three things the students loved most about Rydalmere Public School were:

*Hip Hop, having friends, Sport, the playground, the big oval, Infinities, handball, the teachers, the netball court, science, and maths.

What would you like to change that would make your school better?

*More fixed equipment for older students, fixed equipment on oval, nets on both goals on oval, a variety of equipment on the oval, more shade areas in playground, better shade over fixed equipment, more handball courts, more sports equipment available at lunchtime in both the top and bottom playgrounds, school handballs so everyone gets a fair go, keep revisiting the rules for playing handball, more Infinities, try to get improved Wi-Fi access to some of the classrooms, to be able to play on grassed area outside Kinder room, to have some handball courts shaded and to be able to play under 'the big tree' again.

What do you most enjoy learning at school?

- Year 1 – Maths, Science and Reading
- Year 2 – Computers, Maths, Infinities and Art
- Year 3 – Computers, Maths and Reading
- Year 4 – Technology, Maths, Science and Music.
- Year 5 – Sport, Maths and Art.
- Year 6 – Sport, Maths and Art

Do you find your work in English and Maths, too easy, too hard or just right?

English

- Year 1 – 57% too easy, 29% just right and 14% too hard
- Year 2 – 86% too easy, 0% just right and 14% too hard
- Year 3 – 29% too easy, 71% just right and 0% too hard
- Year 4 – 14% too easy, 57% just right and 29% too hard
- Year 5 – 0% too easy, 83% just right and 17% too hard
- Year 6 – 0% too easy, 100% just right and 0% too hard

Maths

- Year 1 – 43% too easy, 57% just right and 0% too hard
- Year 2 – 86% too easy, 14% just right and 0% too hard
- Year 3 – 29% too easy, 71% just right and 0% too hard
- Year 4 – 86% too easy, 0% just right and 14% too hard
- Year 5 – 33% too easy, 33% just right and 33% too hard
- Year 6 – 75% too easy, 25% just right and 0% too hard

Students were asked to rate their learning.

The children were asked to use a scale from 1–10 with 10 being the highest to rate different aspects of learning. Their responses indicated:

I enjoy learning Mathematics – 38% very highly rated and 14% high

Are maths activities interesting and challenging? – 15% very highly rated and 22% high

Do many of your maths activities make you think to find solutions? – 15% very highly rated and 7% high

I enjoy learning Reading – 48% very highly rated and 7% high

Are reading activities interesting and challenging? – 15% very highly rated and 4% high

Do many of your reading activities make you critically think and reflect to find answers? – 4% very highly rated and 15% high.

Parents

Parents were offered the opportunity to respond to an online survey about school culture. The parents responses showed:

- 70% of parents responded that the school usually knows about the families and community it serves.
- 80% of parents responded that the school usually achieves excellent student results.
- 70% of parents responded that the school principal and executive usually have a positive influence on the school.
- 50% of parents responded usually, that teaching

programs are innovative, engaging and focussed on the overall potential of students.

- 70% of responses indicated that the school almost always or usually praises and rewards individuals who are successful.
- 90% of responses indicated that the school almost always or usually places the students as the school's main concern.
- 60% of responses, almost always or usually, agreed that parents support what is happening at the school.
- 60% of responses, almost always or usually, agreed that they are proud of their child's school and 30% sometimes.
- 60% of responses, almost always or usually, agreed that the school encourage student to achieve their best.
- 60% of responses, almost always or usually, agreed that the school is continually finding ways to improve what it does and 30% sometimes

When asked to comment about something the parents love about Rydalmere PS numerous responses indicated; small school community where everyone knows each other, and children play with and have friendships across all ages; it's a great community; mostly friendly staff; feeling of community; the large playground and great dance performances.

In noting things parents might like to see changed they indicated: to work on improving communication including regular newsletters, cut down on late notice of events and provide more time to discuss student reports and better ways to communicate with teachers: and for the principal in the playground to chat with parents..

Policy requirements

Aboriginal education

Rydalmere Public School implements the Aboriginal Education and Training Policy through the targeting of resources and professional learning to promote quality teaching and the inclusion of Aboriginal perspectives and content across all areas. We ensure teaching and learning programs are designed to educate all students about and for them to develop a deeper understanding of Aboriginal histories, cultures, languages, perspectives and current Aboriginal Australia.

All Aboriginal students have a Personalised Learning Plan (PLP), incorporating the eight ways of learning, where learning goals were designed in collaboration with the students' parent/carer. These home/school partnerships are positive and result in our Aboriginal students achieving the highest possible outcomes. We work in partnership with our Aboriginal Student Liaison officer to support Aboriginal students and their families.

NAIDOC Week was celebrated with a whole day incursion called 'Aboriginal for a day' where all students were engaged in activities which helped further build students knowledge and appreciation of cultural awareness,

Multicultural and anti-racism education

Rydalmere Public School celebrates our multicultural composition, and as such enjoys a rich and harmonious environment for our students, staff and community to thrive in. Within our school, 56% of students come from Language Backgrounds Other Than English (LBOTE). Our predominant language backgrounds are Arabic and Korean. An additional 23 languages are represented within our context. To assist families in their communication efforts, we arrange face-to-face and phone interpreters.

Teaching and Learning programs foster intercultural understanding and address cultural differences throughout the world. As a school community we celebrate Harmony Day together where we wear traditional clothing, bring food to share from our culture for our 'Multicultural Feast', add an orange tree to our 'Harmony Orchard' annually, plant 'Harmony Hands' in our Harmony Garden and celebrate that everyone belongs.

Our school has an anti-racism policy supported by one trained anti-racism officer (ARCO). There were no incidences of racism notified to our ARCO during the year 2018.

Other school programs

The school continues to provide a wide variety of extra-curricula programs including:

- Preschool
- City Country Alliance
- Mungo leadership experience for student leaders
- ELLA – Early Language Mandarin program in Preschool
- Mandarin program K–6
- Peer Support K–6
- Band Years 2–6
- Hip Hop dance group
- Multicultural Public Speaking
- Community Hub
- Choir
- Premier's Reading Challenge
- PSSA Competition – Soccer and Netball
- Premier's Sporting Challenge
- ICAS competitions
- Technology – one laptop for every child
- MULTILIT (Making Up Lost Time In Literacy)
- Playgroup

Detailed information about these programs is available at the school office.