

Rye Park Public School Annual Report



2018



3024

Introduction

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

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School background

School vision statement

Rye Park Public school is committed to providing quality education in a nurturing learning environment so that all students can become active participants in our complex and ever changing society.

School context

Rye Park Public School is a small school located in the village of Rye Park, 21 km from Boorowa and 40 km from Yass.

The staff and students from Rye Park PS also work collaboratively with staff and students from other small schools in our district. The Principals meet regularly to share planning and curriculum resources. There are combined cluster days, excursions and camps throughout the year, so that our students have the opportunity to experience working with larger groups of students and to lessen the disadvantage of distance and isolation.

Rye Park PS has strong community connections and involvement. We have nearly 100 people attend our Public Education Day/Grandparents Day and Graduation Concert.

Our P & C meets regularly and most families attend these meetings.

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.

Within the Learning domain the school is at the delivery stage. This domain has improved and with the introduction of the Learning Progressions will continue to do so. Creating a positive and productive learning culture amongst staff and students has helped build a culture of trust and respect and increased the engagement of all students in the learning process. Attention to individual learning needs has been another component of our progress throughout the year. Students with high learning needs are being identified early and their parents are increasingly involved in planning and supporting the learning directions for them.

The Teaching domain has continued to improve and the school is at the delivery stage. Our major focus in the domain of Teaching has been on collaborative practice for staff members including planning, programming, teaching and learning as a team. Changes in teacher practice, including the use of technology, data analysis, classroom observations, feedback and syllabus knowledge, has resulted in increased levels of student learning and engagement. Staff members are developing evidence based practice through their reflections and evaluations of their work and the work of their colleagues.

In the domain of Leading the school, the school has continued to make strong progress towards sustaining and growing. In particular school planning implementation and reporting has improved considerably. This is due to the increased communication and input from students, parents and the wider community to develop and support the underlying processes and objectives.

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

Quality Teaching & Quality Learning

Purpose

To create a stimulating and engaging learning environment underpinned by researched based teaching practices and high expectations to accelerate learning with a differentiated curriculum that is flexible and relevant to meet the diverse needs of our students in our small rural school.

Overall summary of progress

In 2018, the Learning and Support Team has worked to implement systems for identifying, assessing, referring, supporting and monitoring students with additional needs. School policies and procedures for assessment and reporting have been strengthened through collaborative work of staff to promote consistent teacher judgement of student performance.

Also in 2018 staff attended training to enhance their teaching skills for writing and teaching of reading. The school has also began to implement Visible Learning strategies and to plan with students to write their own learning goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>All students are making a years growth for a years schooling in Literacy as evidenced by internal and external assessments</p> <p>All students are making a years growth for a years schooling in Numeracy as evidenced by internal and external assessments</p> <p>Increase use of evidence based strategies as demonstrated in teaching programs and classroom practise.</p>	<p>Funds were used to employ teaching and support staff so that there were two–three adults in our multistageclassroom each day.</p> <p>\$52 000</p>	<p>Feedback from students shows that they do not know what a good learner looks like so that will be our focus for 2019.</p> <p>Visible Learning training was undertaken BUT not implemented due to time. This year we had 3 extra teachers who did not have any training in VL. They were trained in other PL eg. Effective Teaching of Reading and Seven Steps Writing.</p> <p>In 2019 another staff member will be joining the VL training and then</p> <p>This is a big project that will take at least the next two years to implement.. this year it was more about developing teachers learning so that it can begin to be implemented into the the classroom in 2019 and beyond.together we will share our knowledge with other classroom staff.</p>

Next Steps

- Maintain a whole school focus on improving student outcomes in Writing and Mathematics
- Implement assessment practices which are used flexibly and responsively as an integral part of daily classroom instruction
- Continue to collaborate with other small schools to enhance the teaching and learning programs
- Provide professional learning experiences in evidence-based teaching methods and quality feedback to optimise learning



Strategic Direction 2

Connecting, Creating and Communicating

Purpose

To ensure a student centred environment that nurtures, guides and inspires all students to become skilled, motivated and confident learners as well as to be successful emotionally, physically and socially.

To increase community partnerships so that our students are supported to grow into confident, creative and resilient citizens of our society.

Overall summary of progress

The students, staff and community have come together to learn and develop their skills in resilience and cooperation. Teachers have undertaken quality professional learning that has enabled them to engage students in their learning. The school has achieved most of its Milestones in regards to this Strategic Direction and is evaluating current practises to embed these into future goals and directions for 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved levels of student wellbeing and engagement. Improved scores in the area of collaboration on surveys.	\$5000	To continue to be developed in 2019 within our BBLC and SSN (Laggan, Binda, Bigga, Dalton & Rye Park Schools) All classroom staff attended relevant professional learning throughout the year. It will be a focus in 2019.

Next Steps

- The school will develop a more outward facing approach to the education of its students and the involvement of the community to enhance student learning as well as enhance the small community in which we live.



Key Initiatives	Resources (annual)	Impact achieved this year
Socio-economic background	\$6976	These funds were used to employ School Learning Support Officer's to provide a range of targeted interventions to directly address student needs. The Student Learning and Support Officer has delivered specific programs that have consequently had a positive impact on student learning.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	9	8	6	6
Girls	10	8	7	7

Student attendance profile

School				
Year	2015	2016	2017	2018
K	89.1	90.3	95.7	89.7
1	85.7	93.5	93.9	94.6
2	97.4		96.8	92.1
3	98.5	96.8	93.8	98.3
4	97.8	98.4	95.7	91.6
5	92.7	40		95.1
6	96.7	94.1		
All Years	94	93.6	94.6	93.2
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	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9		93.2
6	93.5	93.4		
All Years	94	94	94	93.5

Management of non-attendance

Non Attendance is managed by following our School Attendance Policy. Parents are contacted by staff if a student is not in attendance and no notification has been received from family after two days absence. Most absences are reported to the school by telephone or by Private Message to the Principal. An absentee form is then filled in by staff and recorded in the school roll.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

*Full Time Equivalent

Rye Park Public School has no employees who identify as Aboriginal or Torres Straight Islander.

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

The teachers and administrative staff have undertaken a wide range of Professional learning throughout 2018. The focus of the professional learning was to equip teaching and non-teaching staff with all of the skills and knowledge required for them to excel in their role within our school and the wider school community.

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	89,756
Revenue	482,056
Appropriation	474,306
Sale of Goods and Services	337
Grants and Contributions	6,061
Gain and Loss	0
Other Revenue	0
Investment Income	1,352
Expenses	-371,703
Recurrent Expenses	-371,703
Employee Related	-335,461
Operating Expenses	-36,242
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	110,352
Balance Carried Forward	200,109

There is a bigger surplus than expected due to the fact of an overpayment for an above establishment Principal. This error will be manually adjusted by the Department's Finance section sometime during 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	274,656
Base Per Capita	2,514
Base Location	2,170
Other Base	269,972
Equity Total	18,305
Equity Aboriginal	0
Equity Socio economic	6,976
Equity Language	0
Equity Disability	11,329
Targeted Total	14,368
Other Total	21,139
Grand Total	328,468

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.

The number of students who sat NAPLAN in 2018 was too small to be able to report results. Privacy regulations do not allow us to release results that could identify individual students. Results from the tests in literacy and numeracy have been analysed for the students and will be used to help determine strategies for improvement. Individual student reports were sent home to parents identifying areas of strength and aspects for improvement. Parents also had the

opportunity to discuss their child's report with the teaching staff.

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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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

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Parent/caregiver, student, teacher satisfaction

Parents, students and teachers participated in many events throughout the year, working together to achieve a positive and supportive learning environment. Along with an active P&C Association, many parents helped out at various sporting carnivals and fundraisers. They also attended our performances, Student Parliament and Education Week events.

Feedback from parents showed that all families are very satisfied with their child's learning and that the school provides a wide range of learning opportunities, students get more teacher time and our teachers really know their students. All parents are eager to be involved and have input with writing their child's learning plans, parents would like more frequent meetings to observe and discuss their child's learning and some parents would like to have a better understanding of the learning progression/continuums.

One area that we need to improve on is the communication between school and new families, who are not used to school life.– this will be improved for 2019

Policy requirements

Aboriginal education

Rye Park Public School embeds Aboriginal perspectives throughout all Key Learning Areas and recognises key celebrations and commemorative events including NAIDOC Week and Reconciliation Day. At key events we have an Acknowledgement of Country in line with departmental policy.



Multicultural and anti-racism education

Rye Park Public School embeds multicultural perspectives throughout all learning areas. We celebrated Harmony Day and focused on many multicultural perspectives by utilising the program "Behind the News". Teachers facilitated a range of activities with the aim of providing students with greater knowledge and deeper understanding of other cultures.