

Rylstone Public School

Annual Report



2018



3025

Introduction

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

Jodee Burcher

Principal

School contact details

Rylstone Public School

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School background

School vision statement

Rylstone Public School creating world ready empathetic, motivated learners through innovative, authentic and engaging education.

School context

Rylstone Public School creates future focussed students through developing application, respect and perseverance . Rylstone Public School is a dynamic, vibrant and innovative school community. It is committed to fostering the talents, skills and aspirations of all its members and ensuring that every student is able to achieve their personal best. We promote excellence and equity by ensuring all students become active and engaged learners, confident and creative individuals and world ready, informed citizens.

We promote a fair and just school in a nurturing environment that allows all members to participate, contribute and flourish.

Our school opened in 1857. It is a small, rural school located in the Lithgow School Education region. The school is located 55km from Mudgee and has strong links with neighbouring schools and the Wollemi Learning Alliance. The school caters for the needs of all K–6 students who live in the village of Rylstone and the surrounding areas.

The school currently has 72 enrolments. There are 4 classes; a straight Kindergarten, and 3 multi-staged classes. There are currently 6 teachers working at the school.

We are a school that endeavours to provide quality teaching and learning programs, particularly in the areas of Literacy and Numeracy. All students are provided with teaching and learning experiences that cater for their individual needs. It is a very cohesive and inclusive school environment. Student wellbeing is a high priority at our school with identified programs to encourage resilience and values, such as Positive Behaviour for Learning (PBL) and 'Bounce Back'. We are future focussed with embedded flexible learning spaces and STEM and computer coding activities as the norm in every class.

We are a proud member of the Wollemi Community of Practice.

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.

In the domain of LEARNING 2018 saw us rank ourselves higher in the areas of REPORTING and LEARNING CULTURE. This was due to our new student-led conference structure and our culture of high expectations. Our transition programs from preschool to Kindergarten and from Year 6 to Year 7 are strong, with collaborations between parents, students and the community that inform and support continuity of learning for all students. Our attendance is exceptional with few unexplained absences.

When reporting, our school ensures student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan. Reporting to parents has been enhanced in response to feedback received.

In the domain of TEACHING we grew in the area of Professional Standards and maintained our assessment of Sustaining and Growing in the other areas. In the area of Professional Standards we felt the school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

In the domain of LEADING we found we maintained Sustaining and Growing, except in the areas of Management Practices and Educational Leadership, where we felt we were at the Delivering level. We found the leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESA and Department of Education requirements, forming a sound basis for student learning. Our leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations. We now need to focus on developing processes to collaboratively review teaching practices.

We found all school staff are supported to develop skills for the successful operation of administrative systems and a positive customer service ethic is evident. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.

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 Teaching – curriculum

Purpose

Rylstone Public School is seen as a school of excellence in student based, future focussed learning and create a whole school culture of development and continuous learning

Rylstone Public School will deliver teaching and learning programs that support high expectations for student learning and development. Through effective teaching practice, comprehensive data skills and use, Professional Learning, collaboration and effective feedback

Overall summary of progress

Rylstone Public School is seen as a school of excellence in student based, future focussed learning and creating a whole school culture of development and continuous learning Rylstone Public School will deliver teaching and learning programs that support high expectations for student learning and development. Through effective teaching practice, comprehensive data skills and use, Professional Learning, collaboration and effective feedback

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By adhering to our Annual milestones, we will endeavour to include learning intentions, success criteria in every classroom, every day. Students model characteristics of visible learners. All students have learning goals and a Growth Mindset	PL time, Principal and staff time to implement and plan. Staff meetings to introduce Visible Learning \$5521	Principal attended How2 Learn training to implement across all classes Teachers introduced visible learning and success criteria to numeracy
Build student capacity as 21st century learners through creativity, collaboration and communication.	Staff trained in Daily 5 (online PL) and How2Learn principles. Introduction to Hatties Visible Learning PL. Staff complete. Staff attended EDUTECH and Primary Connections (Science) PL PL in iPad integration.	All teachers are using evidence based teaching strategies and analyse their students' assessment data to inform and improve practice. All K–6 students engaged in innovation curriculum units i.e STEM, PBL to develop creative thinking and problem solving skills. Increased proportion of students in Stages 2 and 3 engaged in developing their ICT skills through the use of iPads .
Increase the proportion of students achievement at or above State norms, measured by internal and external data.	PL in MiniLit /MultiLit. SLSO employed to implement MiniLit program 5 days per week. PL in writing access requests \$1000 \$18 000 (integration)	High number of Infants students accessing literacy and numeracy support or extension. School based data shows a growth in literacy and numeracy. Data is collated from Semester 1 reports. This is provided to all parents to review their child's performance according to their cohort.
Staff will implement evidence based and research informed practices that promote student	Staff PL in Learning Progressions. PL in PDP writing	7 Steps implemented in Infants classes. All staff exposed to learning progressions and data

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
learning and wellbeing.	Staff trained in 7 Steps to Writing Success. \$8994 (RAM)	collection. Underway but to be incorporated in new collaborative planning and programming strategies being developed in 2019

Next Steps

Whole staff to participate in programming teams to review and adjust exemplary programs and scopes etc for implementation as a whole school program. Completed and ready for 2019 K-6

Baseline data collected (internal measure) and PAT testing conducted to measure growth. 2019 will see the continuation of these projects and Professional Learning around Visible Learning strategies. These will focus on continuing to build and maintain a High Expectations culture.



Strategic Direction 2

Excellence in leading– connecting communities

Purpose

A positive, engaged and supportive community that celebrates and appreciates student achievement.

Establish as the norm, a school wide culture that is committed to a shared responsibility for ongoing school improvement and student achievement. Stakeholders will be empowered and engaged to take a proactive approach towards ensuring that they are a vital and active contributor to the learning process in all its facets.

To enhance community capacity to develop a supportive and dynamic school culture where the values of respect, responsibility and empathy are taught, modelled and promoted to all in order to ensure a high quality approach to student wellbeing and a productive whole school culture.

Overall summary of progress

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Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in parental and community engagement, as evidenced by attendance at school events, engagement in student learning programs and participation in school consultation and decision making.	Staff attended PL 'Communicating and engaging with your community' \$1500	Survey indicates parents feel welcome and included at school.
The school will actively support change that leads to improvement, creating opportunities where feedback about the impact of change is shared and monitored.	Grandparents day \$500 Parent information evening \$250	Implemented Instagram and posted a calendar on Facebook weekly.

Next Steps

Continuing to use a variety of social media and technological platforms for effective communication. Utilising the Wollemi Community of Practice to further enhance community programs and external agency networks to improve student outcomes and promoting strong, genuine parental partnerships. Continuing to work alongside and strengthen the P&C through recruiting new and existing parents and providing support and leadership opportunities .



Strategic Direction 3

Excellence in learning – wellbeing

Purpose

Student wellbeing, resilience and emotional intelligence strengthened to they connect, succeed and thrive. To create future focused students through promoting our PBL expectations of Application, Respect and Perseverance.

Rylstone Public School will connect character development in staff, children and young people to individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live. To support students and staff through positive relationships, to connect, succeed and thrive and to provide opportunities that are age rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.

Overall summary of progress

Student wellbeing, resilience and emotional intelligence strengthened to they connect, succeed and thrive. To create future focused students through promoting our PBL expectations of Application, Respect and Perseverance. Rylstone Public School will connect character development in staff, children and young people to individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live. To support students and staff through positive relationships, to connect, succeed and thrive and to provide opportunities that are age rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased levels of engagement and wellbeing as evidenced in internal and external data.	Purchase of SENTRAL software program to streamline data collection of playground and classroom behaviours. \$3000	More training is required for using SENTRAL. It coincided with the roll out of various LMBR technologies.
All students model social and emotional skills that reflect 21st Century non-cognitive skills such as empathy, curiosity, leadership, perseverance, ethics, and citizenship. Improved levels of student learning and engagement.	Mindfulness implemented in classrooms. 'Bounce Back' program purchased and implement across all grades. Anti-Bullying day \$1000	Students more able to articulate their emotions and feelings enabling them to discuss playground and classroom issues.

Next Steps

Continued development, review and evaluation of the school's welfare and learning and support procedures has been a priority in 2018. Rylstone Public School's Welfare procedures were updated to align with current department policies and procedures and to ensure our processes reflected the needs of our student body. The school's behaviour management flow chart will be developed in 2019 in consultation with key stakeholders and implemented in order to provide staff with clear and consistent procedures to follow in regards to student behaviour expectations. Analysis of playground and classroom data collected using new SENTRAL software, informing changes to playground and classroom routines in order to support students' social development.



Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$30 284 LST	<p>Improved literacy and numeracy results from internal data sources.</p> <p>Student needs were assessed and then supported through a wide range of school programs implemented by SLSO.</p> <p>All students requiring adjustments and accommodations continued to be catered for within the school and tracked by the Learning Support Team (whole staff).</p>
Quality Teaching, Successful Students (QTSS)	\$15 617	Principal relieved from teaching duties to observe class teachers and create whole school policies, scope and sequence. Staff knowledge of ICT was strongly and positively impacted through Principal providing ICT support and training.
Socio-economic background	\$22 037	Additional professional learning opportunities, aligned to school plan and the performance and development framework were provided both internally and externally. In 2018, a number of teachers were skilled to be heavily involved with establishing and maintaining effective literacy interventions including 7 Steps to Writing Success.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	45	53	48	39
Girls	37	35	38	37

Enrolments have been slowly declining due to loss of employment opportunities. 2019 looks like we will have to lose a teacher. A community meeting has been held to inform parents of this possibility.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.6	94.8	93.5	90.7
1	93.7	91.9	93	90.6
2	92.4	95.7	92.8	93.4
3	94.7	92.5	95.7	91.5
4	91.9	93	93.8	90.8
5	93.4	92.2	95.5	94.8
6	91.4	89.9	93.4	95.3
All Years	92.7	92.7	93.8	92.4
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

The school has a high rate of attendance K–6, where processes and practices are in place to ensure attendance is tracked and monitored. If a student has been absent for 3 days without contact from a parent, the class teacher will phone the parent. If they do not get a satisfactory answer or result, it will be escalated to the principal.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.49
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.46

*Full Time Equivalent

One staff member identifies as ATSI. All teaching staff meet the professional requirements for teaching in NSW public schools.

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 end of 2018 saw one teacher complete her accreditation process and be awarded Proficient accreditation. In 2018 all primary teachers are accredited against the NSW Education Standards Authority. The accreditation requires teachers to maintain registered and non-registered hours of professional learning over a period of 5 years. In Rylstone Public School Professional Development Plans are completed by individual staff members aligning to departmental reforms and expectation of curriculum implementation. Teachers need to set professional goals and outline how these goals will be met and monitored. Teachers need to understand that evidence needs to support their learning when the implementation, review and annual review stages occur. Their evidence must align against the continuum of the Australian Teaching Standards.

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	59,248
Revenue	911,722
Appropriation	872,058
Sale of Goods and Services	0
Grants and Contributions	39,289
Gain and Loss	0
Other Revenue	0
Investment Income	376
Expenses	-887,920
Recurrent Expenses	-887,920
Employee Related	-789,422
Operating Expenses	-98,498
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	23,803
Balance Carried Forward	83,051

The school used the new EFPT Financial Planning Tool in 2018. This system was refined as the year progressed and training was undertaken by the Principal and School Administration Manager to ensure compliance with the new processes.

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	767,249
Base Per Capita	16,630
Base Location	28,238
Other Base	722,381
Equity Total	56,979
Equity Aboriginal	1,427
Equity Socio economic	22,037
Equity Language	3,230
Equity Disability	30,284
Targeted Total	19,291
Other Total	15,630
Grand Total	859,149

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

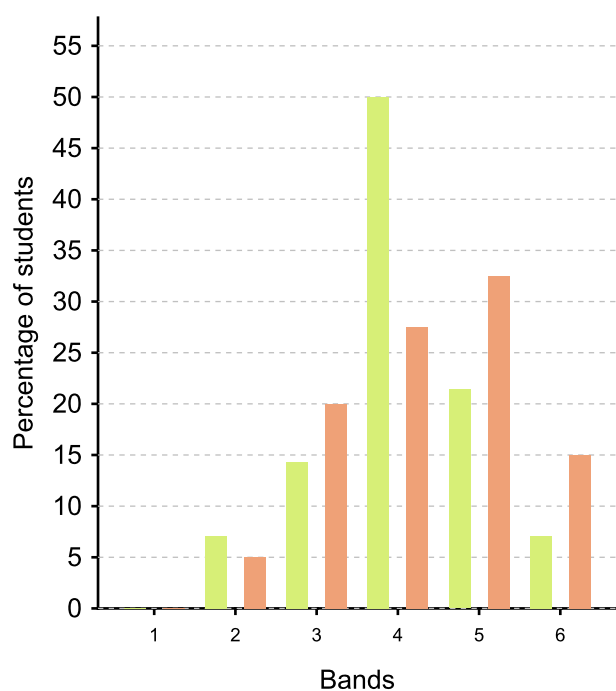
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

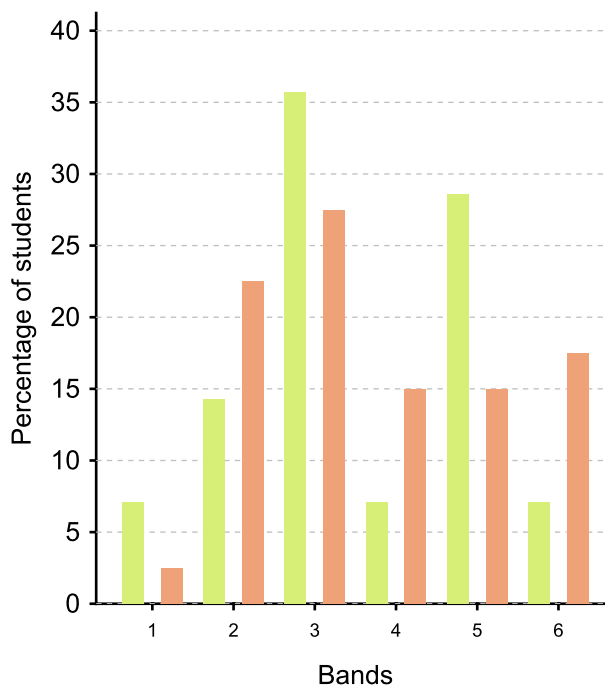
The 2018 NAPLAN results for Rylstone Public School were strong and demonstrated growth in student learning. Programs targeting specific areas of literacy have resulted in our students demonstrating good understanding across most areas.

Percentage in bands:
Year 3 Grammar & Punctuation



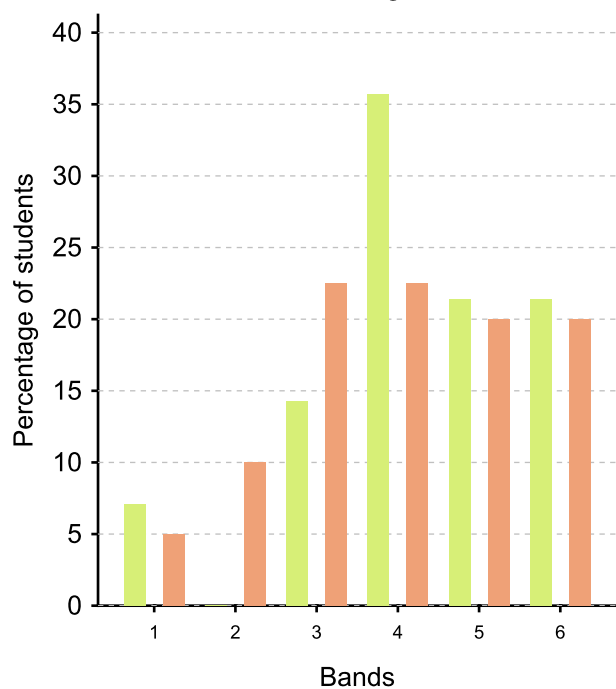
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Spelling



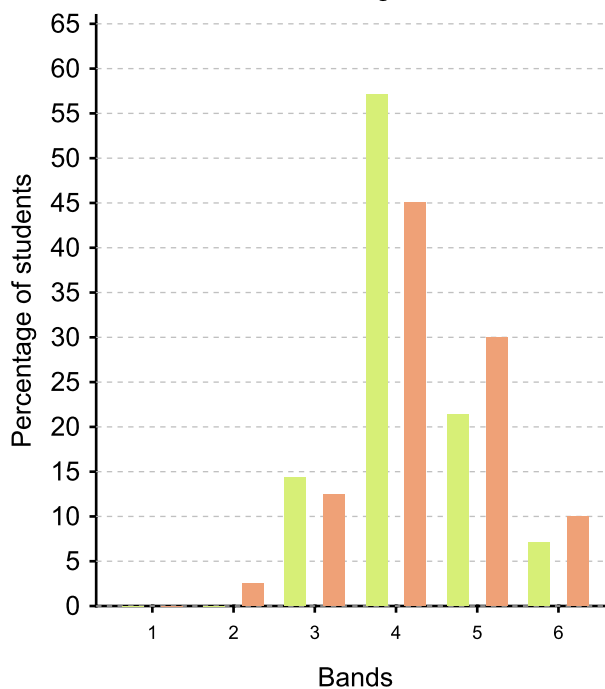
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Reading



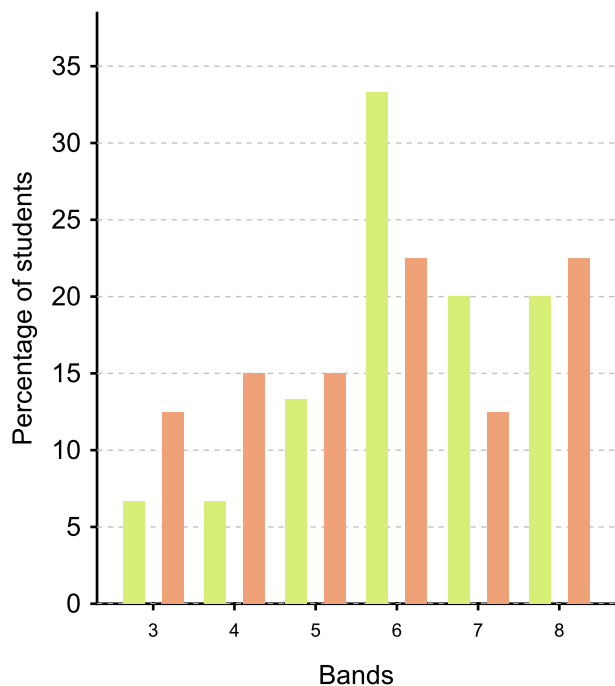
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing

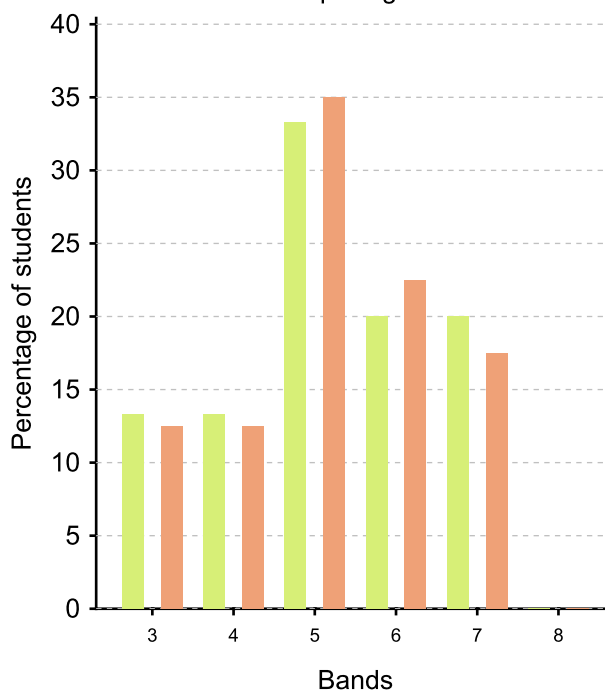


Percentage in Bands
School Average 2016-2018

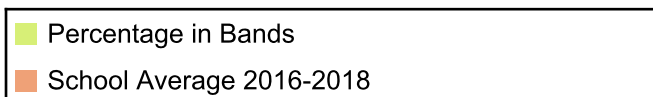
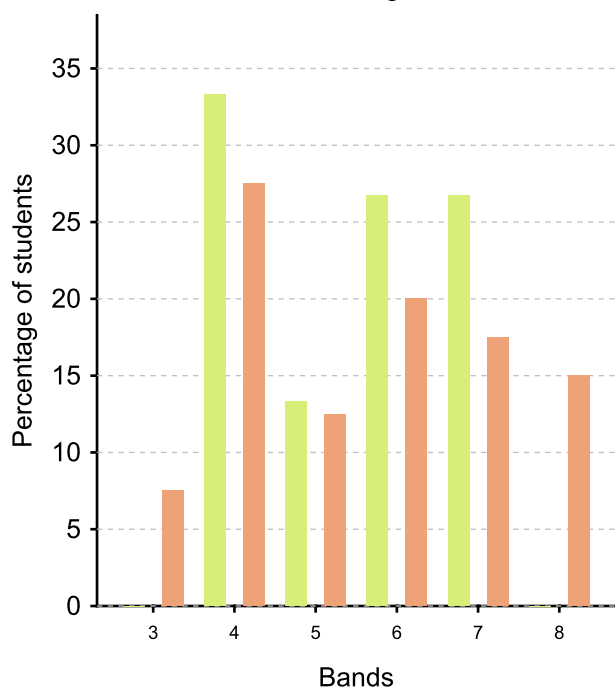
Percentage in bands:
Year 5 Grammar & Punctuation



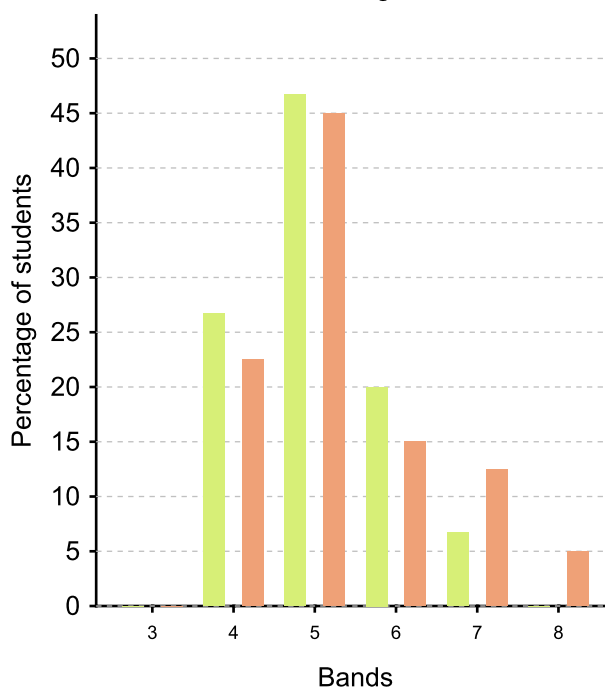
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

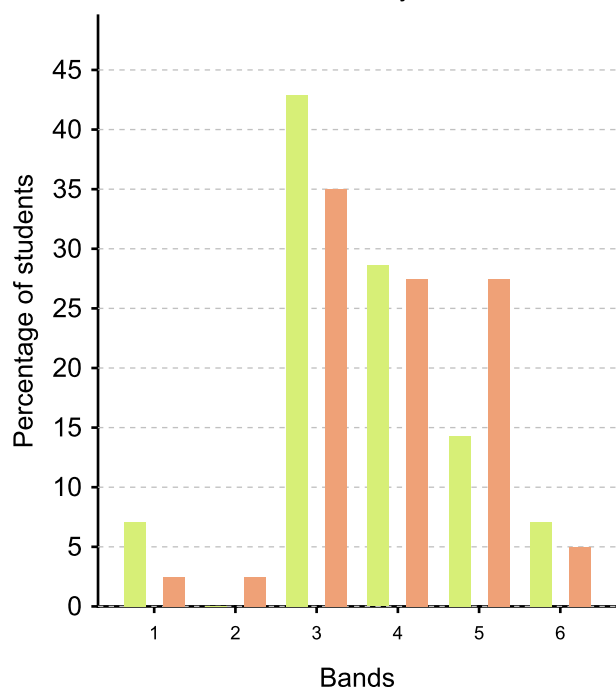


Percentage in bands:
Year 5 Writing



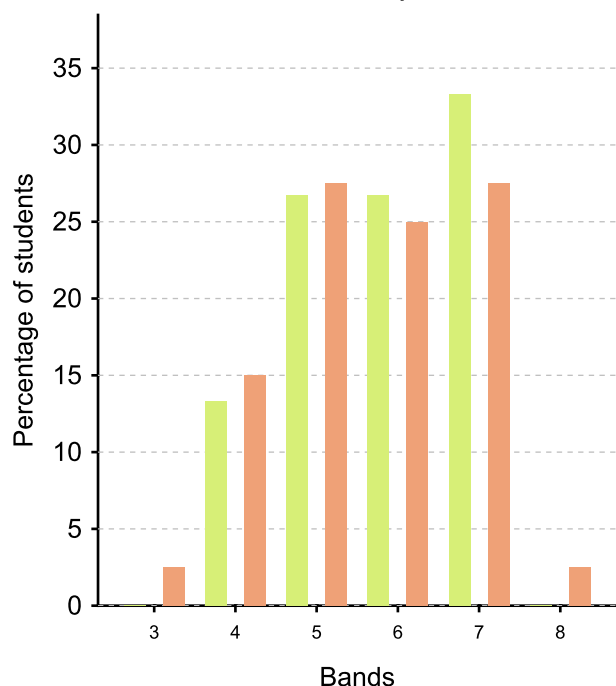
As a result of our NAPLAN results, we have chosen to work without a text book for 2019 so we can best address student need and concentrate of areas for growth.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

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.

Growth trend data indicated Year 5 students showed greater than or expected growth in writing from Year 3

to Year 5. The performance of students in Year 5 in reading and writing shows that most are performing at the state average.

Parent/caregiver, student, teacher satisfaction

Rylstone Public School is committed to building a strong relationship between students, staff, parents and the wider community. The school has put in place practices and processes to continually inform and engage the community about student learning and educational programs. The school actively seeks feedback from the P&C and various school groups. This year we surveyed 54 families, of which 20 replied. Of the 20, 100% felt Parent-Teacher meetings were helpful and that our school was a safe place for their child. 20% felt the school's expectations of students were unclear. A comment from one parent *'I think Rylstone School is a wonderful school and the teachers do a fantastic job making sure our children are exposed to a wide variety of activities, learning areas and excursions.'* Another *'I think Rylstone Public School provides a good balance of both academic and sporting activities. It is a friendly and welcoming school.'*

In the TELL THEM FROM ME surveys, Rylstone PS students indicated 100% value of schooling and having a positive sense of belonging. 100% indicated they were interested, motivated and try hard to succeed. They were significantly above Govt Norm in having positive teacher-student relations.

There is too small of a cohort for staff to complete TTFM.

Policy requirements

Aboriginal education

Rylstone Public School continues to provide programs designed to educate all students about Aboriginal Australia: its history, customs, culture and contemporary cultural issues. Whole school programming and teaching continues to reflect an integration of indigenous cultural dimensions across the Key Learning Areas. All students are made aware of the importance and value of Aboriginal traditions and culture. In 2018, the school maintained Acknowledgement to Country in all formal assemblies and celebrations acknowledging NAIDOC Week, as well as recognition of other special days in the Aboriginal and Torres Strait Islander calendar, which were integrated into the school's teaching programs for all students in K-6.

Multicultural and anti-racism education

Rylstone Public School has an Anti Racism Contact Officer who offers support within the school community. The ARCO received no formal complaints of racist behaviour within the community in 2018. The school's proud cultural diversity provides many opportunities for

students to engage in multicultural education within the classrooms. We held our bi-annual Multicultural day this year and it was a great success in raising our student's awareness of the different and diverse cultures.