

Russell Vale Public School

Annual Report



2018



3973

Introduction

The Annual Report for 2018 is provided to the community of Russell Vale 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 in providing high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from a self-assessment that reflects the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Paul Cuthbertson

Principal

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Message from the Principal

Welcome to Russell Vale Public School!

Russell Vale Public School is a small, personal, family-oriented primary school located within picturesque parklands in the northern suburbs of Wollongong. Established in 1954, it has a proud tradition of academic, cultural and sporting programs and achievements. Enrolments are currently in a slow but steady increase.

Staff work collaboratively to set high expectations for all students. A focus on explicit and effective teaching practices, coupled with a differentiated curriculum that is research and evidence-based drives student improvement. Embedded reflection on practice and engagement in ongoing professional learning is integral to our pursuit of quality teaching practices.

There is a strong involvement of our supportive parent community, including an active and interested Parents and Citizens' Association. We proudly deliver quality public education for the children and families we serve.

Russell Vale Public School sets high expectations for all students to reach their potential and develop as confident and creative individuals that are lifelong learners. Our goal is for every student, every teacher and every leader to improve every year.

The school welcomes visits by prospective families; we ask that an appointment is made on 42844396.

Paul Cuthbertson

Principal

School background

School vision statement

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School context

Russell Vale Public School is a small, personal, family-oriented primary school located within picturesque parklands in the northern suburbs of Wollongong. Established in 1954, it has a proud tradition of academic, cultural and sporting programs and achievements. Enrolments are currently in a slow but steady increase with 274 students structured into 11 classes.

Staff work collaboratively to set high expectations for all students. A focus on explicit and effective teaching practices, coupled with a differentiated curriculum that is research and evidence-based drives student improvement. Embedded reflection on practice and engagement in ongoing professional learning is integral to our pursuit of quality teaching practices.

There is a strong involvement of our supportive parent community, including an active and interested Parents and Citizens' Association.

We proudly deliver quality public education for the children and families we serve.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from a self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook a 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.

The results of this process indicated that in the School Excellence Framework domain of Learning, we are sustaining and growing in the elements of Learning Culture, Wellbeing, Curriculum, Assessment and Reporting. We are delivering in Student Performance Measures.

In the domain of Teaching we are sustaining and growing in the elements of Effective Classroom Practice, Data Skills and Use, Professional Standards and Learning and Development.

In the domain of Leading, we are sustaining and growing in the elements of Educational Leadership, School Planning, Implementation and Reporting, School Resources, and Management Practices and Processes.

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

Data Informed Evaluative Practices

Purpose

"Expert teachers are not wedded to specific teaching strategies – rather, they regularly focus on evaluating the effects they have on students, and adjust teaching methods accordingly" – John Hattie.

Teachers need to be knowledgeable about data and to be able to use it competently and confidently in order to make instructional decisions. Taking time to reflect on this rich information and to consider each student in the class on a regular basis is the foundation of good assessment and teaching. Reflection on the class as a whole and on individuals within the class is necessary if teachers are to provide effective learning experiences for students. Effective analysis of student data will help teachers identify student learning needs.

Overall summary of progress

The year 2018 began with an evaluation of current data collection and analysis processes to ensure that a timely, sequential and informative system was put in place. A whole-school system was developed to ensure that all teachers maintain accurate records, documentation and assessment data so they can analyse and interpret data and use this to inform planning, identify interventions and modify their teaching practice. A collaborative environment was established in which teachers and leaders have begun to analyse data and other evidence to assess how well students are progressing in response to the teaching.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students achieve one year of growth in literacy and numeracy for one year input of teaching as measured by internal and external measures.	\$44000 Instructional Leader \$2000 ACER OARS online Progress and Achievement Tests \$4400 implementation of the learning progressions and PLAN2 software	This target was highly aspirational. According to our ACER OARS Progress and Achievement Tests 74% of students achieved greater than or equal to one year of growth in numeracy and 78% of students showed the same result in comprehension. This is only one source of data and it may contain variances. PAT tests will be expanded to include spelling, grammar and punctuation in 2019.
Increased leadership capacity as evidenced by improved use of evaluations, assessment and data.	Continued professional learning in executive meetings, after school staff meetings, School Development Days and with external professional learning providers.	Leadership capacity was improved as evidenced by evaluations, assessments and effective use of internal and external data.
Improved effective analysis and use of data by individual teachers and teams to meet student learning needs.	Continued professional learning in executive meetings, after school staff meetings, School Development Days and with external professional learning providers.	Targeted and ongoing continual professional learning has improved the effective analysis and use of data by individual teachers and teams to meet student learning needs.

Next Steps

School leaders analysed whole-school student progress and achievement data to identify strategic priorities, and develop and implement plans for continuous progress. This data identified a need for a focus on phonics, specifically in K–2. Learning support funds will be increased in 2019 to assist in targeted intervention for all students K–6 as identified by internal and external data. Maq Lit and Multi Lit programs are to be structured in a fluid and flexible manner to support students in a timely manner.

Strategic Direction 2

Quality Teaching – Literacy and Numeracy

Purpose

Teachers share a significant responsibility in preparing young people to lead successful and productive lives. Teacher quality is the single most important in-school factor influencing student achievement. Our purpose is to create a collaborative culture that develops skilled and high performing teachers with a focus on evidence-based practices. We are particularly focused on improving instruction in literacy and numeracy because of its direct impact on student achievement as per the Premier's Priorities.

Overall summary of progress

Utilising the school's Quality Teaching, Successful Students (QTSS) allocation, structures have been put in place to ensure continuous collaboration opportunities to plan, reflect, improve and deliver upon highly specific outcomes and incremental goals. Our 'Learning Sprints' supported teachers in displaying evidence that teaching and learning programs are adjusted to address individual student needs, ensuring that all students are challenged and adjustments lead to improved learning.

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 achieving proficiency in NAPLAN in line with and to exceed the Premier's Priorities.	Continued professional learning in executive meetings, after school staff meetings and School Development Days.	For the second consecutive year, our school surpassed the Premier's Priorities with 51% of students achieving in the top 2 NAPLAN bands.
Effective, collaborative, integrated approach to quality literacy and numeracy teaching, curriculum planning and delivery, and assessment is evident in all classrooms.	\$45081 QTSS Release	Evidence has been displayed in all classrooms and teaching and learning programs.
Increased effective use of the learning progressions and formative assessment strategies, by both students and teachers, is evident in every classroom.	\$5400 professional learning for learning progressions. \$1200 Best Start 2 training.	There has been an increase in the effective use of formative assessment strategies. However, the introduction of the new learning progressions will require continued professional development as we transition from the old learning continuums to the new learning progressions.
100% Aboriginal students set and work towards individual learning goals set in Personalised Learning Pathways. Every student supported as an individual to achieve proficiency.	\$1100 meeting with parents regarding PLPs.	All Aboriginal students PLPs developed with individual goals achieved.

Next Steps

Teachers will continue to collaborate in 'Learning Sprints' to build collective teacher efficacy and to build upon an evidence-based approach to teaching and learning, which will directly impact on student growth and achievement. A specific focus will be on student growth and consistency in teacher judgement in the literacy and numeracy progressions and classroom assessments.

Strategic Direction 3

Engagement and Deep Learning

Purpose

We promote equity and excellence and that all young Australians will become successful learners, confident and creative individuals and active and informed citizens. All students need to be continuously challenged to learn new things as if this does not occur, underachievement may result. The early school years contribute to the development of the whole child, which in turn drives academic outcomes. Every child brings a different set of experiences, knowledge and skills to school with them, and understanding these is essential to planning their individual and personalised learning pathways. Our goal is to build connections and relationships so that all students, Aboriginal and non-Aboriginal come together, improving the educational outcomes and wellbeing of all so that they can excel and achieve in every aspect of their education.

Overall summary of progress

In 2018, the staff reviewed current practices and policies regarding student welfare and wellbeing. The Wellbeing Framework and the Self-Assessment Tool assisted in implementing a whole-school, integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of their development, while incorporating the 16 Habits of Mind to build social, emotional learning and life skills.

The preparation for the introduction of the new Science Syllabus led to a refinement and review of future-focused learning in which students collaborate and use critical and creative thinking to solve complex problems. Funds were further invested in technology and robotics.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased evidence of critical and creative thinking in classrooms and teaching and learning programs.	\$6000 professional learning (external providers and casual costs) Continued professional learning in staff meetings and School Development Days	Increase in critical and creative thinking as evidenced by the ACARA Critical and Creative Thinking learning continuum.
Improved student engagement and wellbeing school mean in student Tell Them From Me surveys (students who are interested and motivated, positive teacher-student relations, students with a sense of belonging) to above average for similar schools.	Continued professional learning in executive meetings, after school meetings and School Development Days.	Tell Them From Me survey results: Students who are interested and motivated: 7.9 was the school mean. Positive teacher-student relations: 70% was the school average. Students with a sense of belonging: 73% was the school average.
Increased activity in partnership meetings where information is shared and strategies to promote and improve learning are developed.	Continued professional learning in executive meetings, after school meetings and School Development Days.	Increased activity with community of schools and other networks of schools.

Next Steps

2019 will see the implementation of the new Science Syllabus which will require review and reflection as the new units and themes are taught. Professional learning will also be provided, specifically in STEM teaching and learning activities.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$9471 Staffing and student assistance.	Personalised Learning Pathways pro forma was revised in consultation with our AECG. Personalised Learning Pathways were developed and implemented in consultation with parents/carers. Aboriginal students continue to progress academically and socially through School Learning Support Officer (SLSO) assistance. Funds were also utilised for student assistance.
English language proficiency	\$9045 Staffing Principal / LST / SLSO	All EALD students achieved academic growth. Through the analysis of individual student programs and the review of internal student data and the continuums/progressions, students are supported by differentiation in the classroom and by School Learning Support Officer assistance.
Low level adjustment for disability	\$21254 Principal / LST / SLSO	Low level adjustments for students with a disability were supported in many ways. Our Learning and Support Team met fortnightly each term to discuss individual student needs and monitor their progress. The Learning and Support Teacher, employed 3 days per week, assisted classroom teachers in the provision of support structures for students with additional needs. Comprehensive support was also provided through the provision of School Learning Support Officers for students with learning needs. Development and review of Individual Education Plans for students with additional needs was completed by classroom teachers. The Learning and Support Team continue to modify the caseload by term and make adjustments for 2019.
Quality Teaching, Successful Students (QTSS)	\$45081 All teaching staff	<p>QTSS funds supported the release of all teachers to collaborate in and across stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement; and to inform the development of evidence-based programs and lessons, which meet the needs of all students.</p> <p>These funds also supported the opportunity for teachers to observe classroom practice and provide feedback as part of the Performance and Development Framework. All staff members continue to make progress on individual plans for continual improvement.</p> <p>The executive was released to facilitate professional learning, mentoring and planning.</p>
Socio-economic background	\$41918 Principal / LST / SLSO	Comprehensive support was provided through the provision of School Learning Support Officers for students with behaviour, social or learning needs. Development and review of Individual Education Plans or adjustments for students with additional needs was completed by classroom teachers. The Learning and Support Team will continue

Socio-economic background	\$41918 Principal / LST / SLSO	to modify its caseload by term and make adjustments for 2019.
Support for beginning teachers	\$4164	Provided additional time and support for a beginning teacher to complete responsibilities such as assessing student learning, programming and report writing. The funds also provided external quality mentoring and supervision to support our beginning teacher as well as opportunities to observe best practice and attend external professional learning.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	123	125	126	139
Girls	117	118	130	131

Student enrolments are currently in a slow but steady increase. Enrolments are expected to continue to rise in 2019.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96	95.9	96.6	94.9
1	94.6	94.1	94.7	93.3
2	94	95.3	94	94.1
3	95.8	94.3	95.5	91.7
4	95.1	93.8	93.2	93.4
5	94.7	93.6	94.7	92
6	93.8	93.3	94.7	94
All Years	94.9	94.4	94.8	93.3
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

Russell Vale Public School traditionally has student attendance rates that sit at or above State DoE average. Regular attendance is encouraged and the teachers, Learning Support Team and the Principal monitor poor student attendance with at-risk students being referred to the Home School Liaison Officer for further intervention. Students who have ongoing absences with no note sent or verbal communication from parents to the school are monitored and phone calls made. Notes are sent home regarding

unexplained absences and these are followed up until returned.

Class sizes

Class	Total
BLOCK D R10	23
BLOCK D - R11	23
BLOCK C R8	20
BLOCK C R7	22
BLOCK A R1	26
BLOCK D R9	24
BLOCK B R3	28
BLOCK A R2	28
BLOCK B R4	25
BLOCK B R5	28
BLOCK B R6	27

Structure of classes

The school will always form a number of composite and cross-stage classes each year purely because of its size and demographics. In 2018 there were 5 composite classes, 2 of which were cross-stage.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.4
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.47

*Full Time Equivalent

Russell Vale Public School has one teacher that identifies as Aboriginal.

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	6

Professional learning and teacher accreditation

Teacher professional learning is informed by the school plan, targets and the individual Performance and Development Plans (PDPs) of staff, with reference to the Strategic Plan for the Department of Education. The funds allocated to this area are for course fees and for providing relief for staff members from their regular duties in order to attend specialised courses or meetings. In 2018, members of staff participated in a range of professional learning opportunities including weekly staff meetings, collaborative 'Learning Sprints', in-class support, teacher observation studies and off-site learning. Staff capabilities have been developed in Habits of Mind and they are well placed to incorporate them in most lessons in 2019. Staff have continued to develop their knowledge and proficiency in apps, software and other areas of technology, including the provision for personal interest. A clearly defined focus about formative assessment, feedback, differentiation and consistent judgement for assessment was, and will continue to be, a priority. Mandatory professional learning in Child Protection, anaphylaxis and CPR was completed by staff. All staff members devised, implemented and evaluated their PDPs, which included a minimum of two observations of teaching practice.

From 1 January 2018, all teachers must be accredited to continue, return to, or start teaching in a NSW school. This is a new requirement for pre 2004 teachers. In recognition of the knowledge and skills that pre 2004 teachers have already demonstrated, they were granted full accreditation at Proficient Teacher level, meaning that they move immediately into the first accreditation maintenance phase. Maintenance of accreditation requires a teacher to demonstrate how their practice continues to meet the Australian Professional Standards for Teachers at the relevant career stage. Maintenance of accreditation is a requirement for all teachers accredited at Proficient, Highly Accomplished or Lead Teacher level. Each maintenance period is either 5 years for teachers working full-time or 7 years for teachers working part-time or casual. Teachers must complete at least 100 hours of professional development in each maintenance period to support their practice and

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	195,683
Revenue	2,393,386
Appropriation	2,294,945
Sale of Goods and Services	22,584
Grants and Contributions	73,590
Gain and Loss	0
Other Revenue	0
Investment Income	2,268
Expenses	-2,317,867
Recurrent Expenses	-2,317,867
Employee Related	-2,028,836
Operating Expenses	-289,031
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	75,519
Balance Carried Forward	271,202

Each year the Principal develops a budget consistent with expected annual expenditure. In 2018 the surplus appears greater than expected and this is mainly attributable to planned classroom and facility upgrades. These upgrades have begun and will continue to be carried out into 2019 in consultation with Assets Management. The surplus is not a true reflection of what was planned. A plan to expend the balance carried forward will be developed in 2019 in coordination with the school plan.

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	1,950,707
Base Per Capita	49,503
Base Location	0
Other Base	1,901,205
Equity Total	144,147
Equity Aboriginal	9,471
Equity Socio economic	41,918
Equity Language	9,045
Equity Disability	83,713
Targeted Total	67,770
Other Total	47,165
Grand Total	2,209,789

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

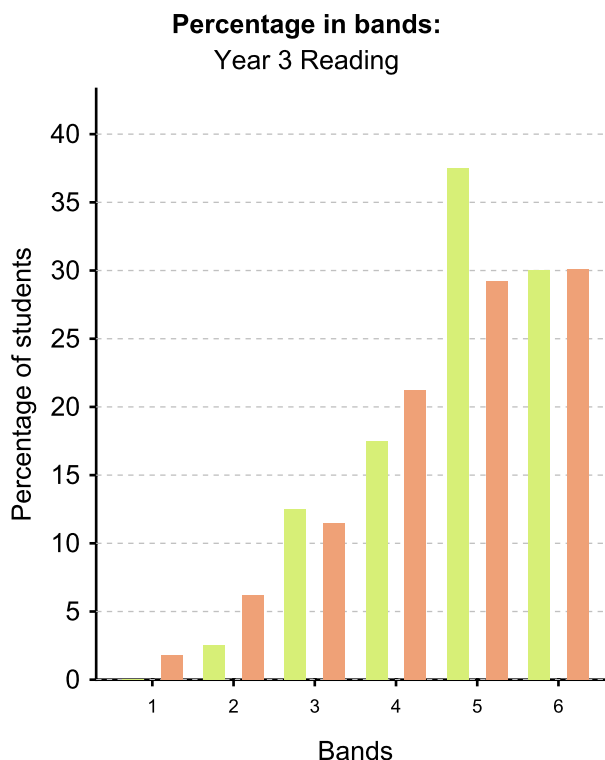
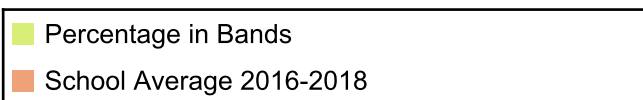
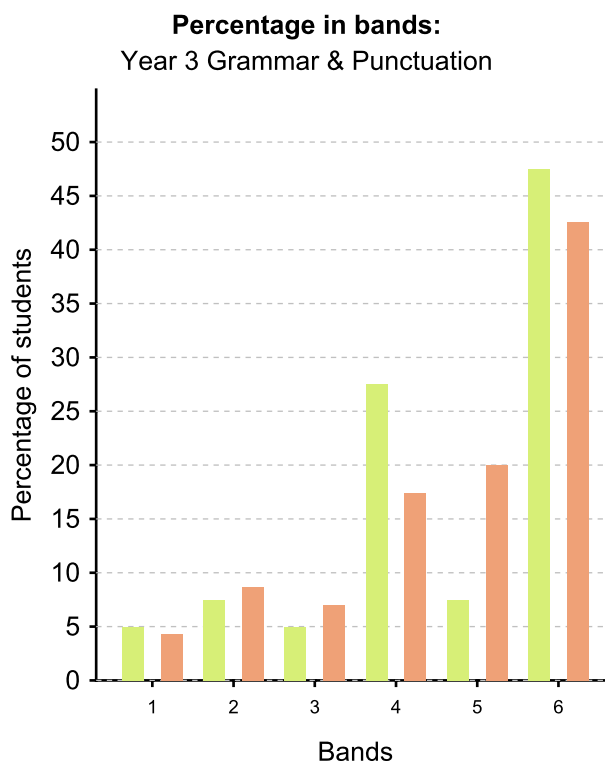
NAPLAN

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.

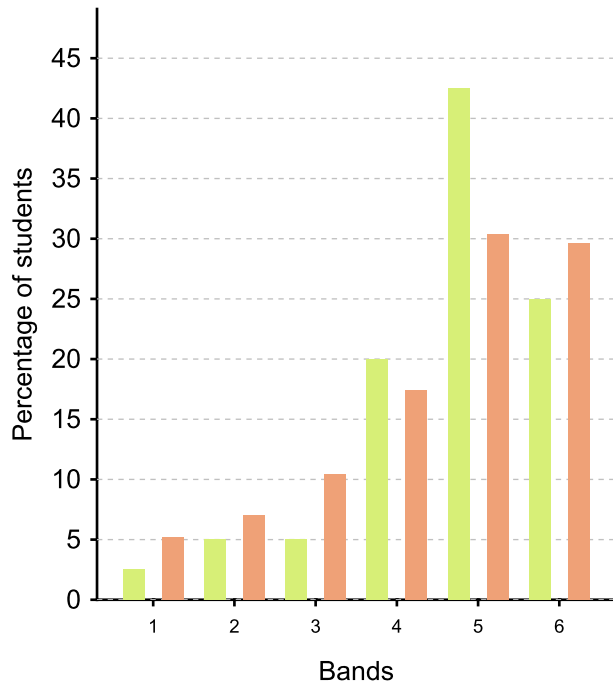
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

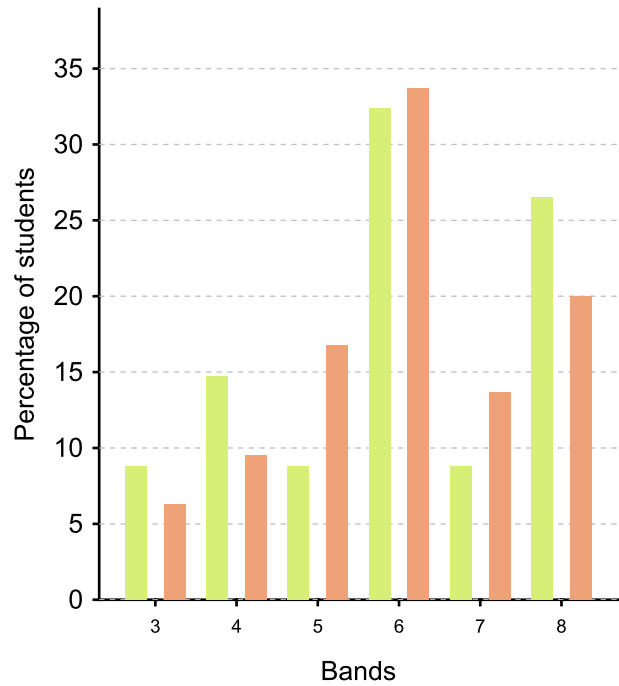
There were some excellent results in NAPLAN this year with the majority of our students achieving above or well above State averages in proficiency. As a cohort, Years 3 and 5 were above the State averages in all areas (Grammar and Punctuation, Reading, Spelling and Writing).



Percentage in bands:
Year 3 Spelling



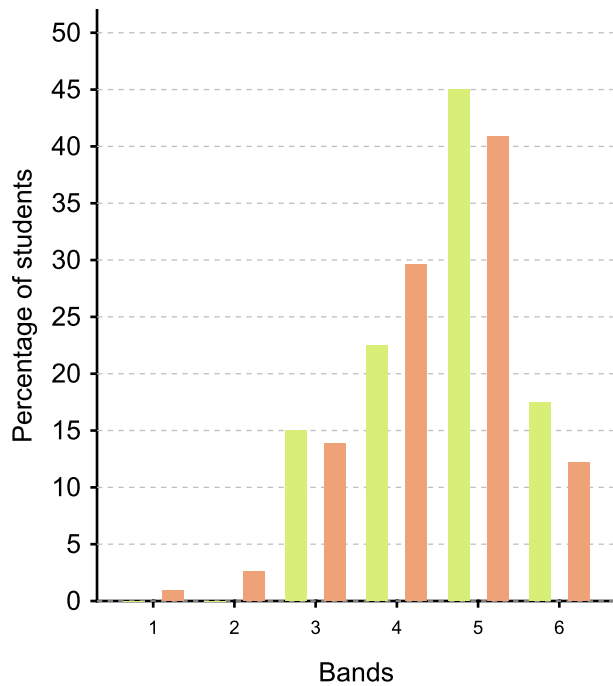
Percentage in bands:
Year 5 Grammar & Punctuation



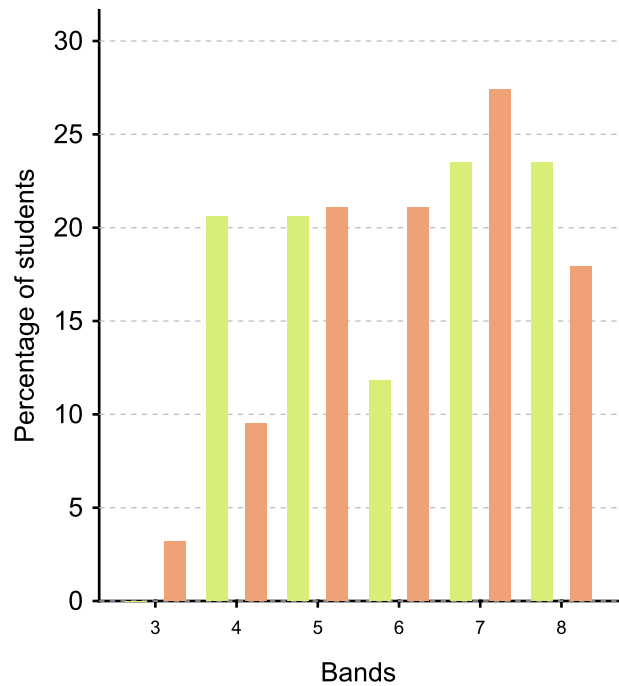
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



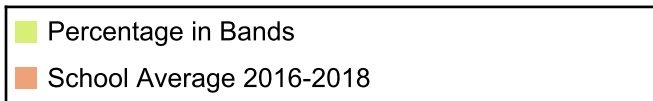
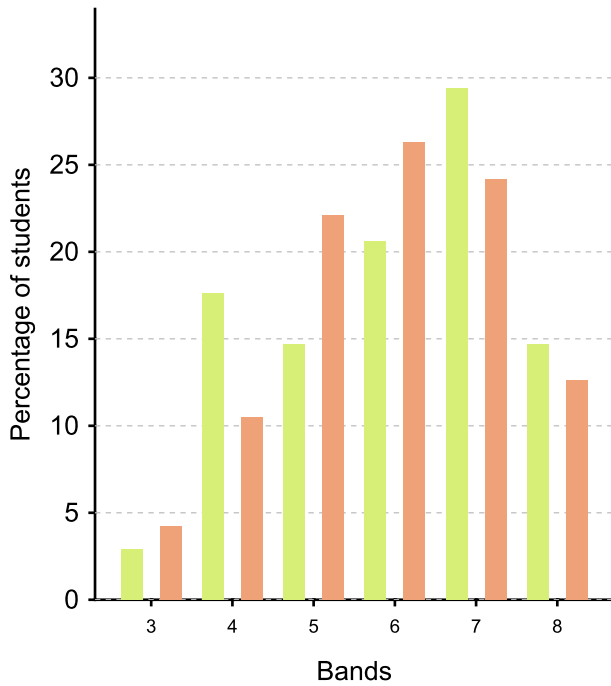
Percentage in bands:
Year 5 Reading



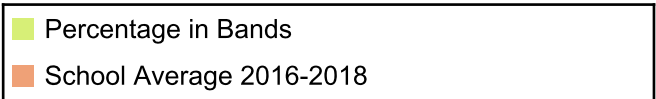
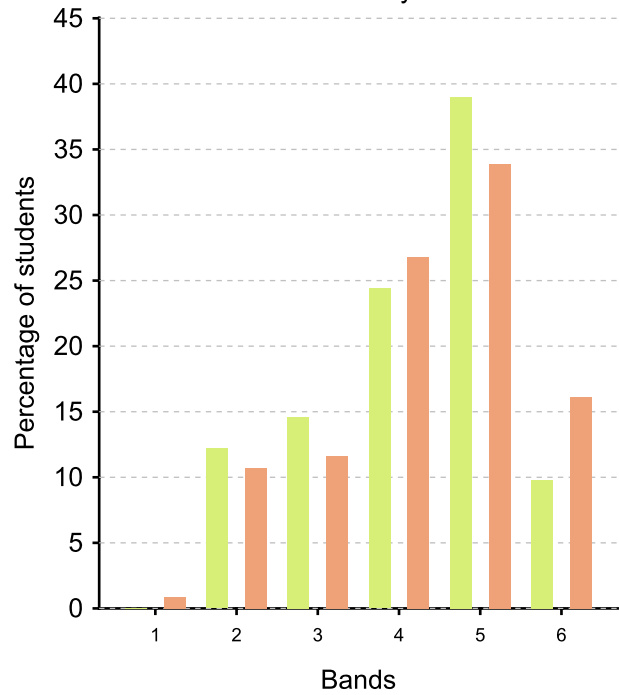
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

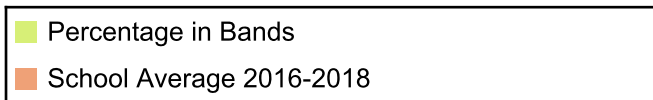
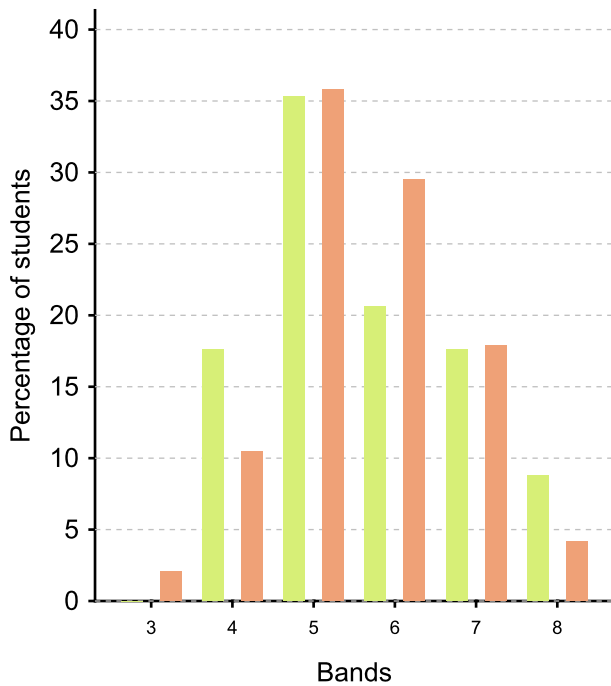
Percentage in bands:
Year 5 Spelling



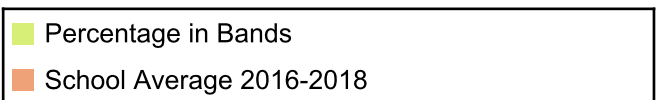
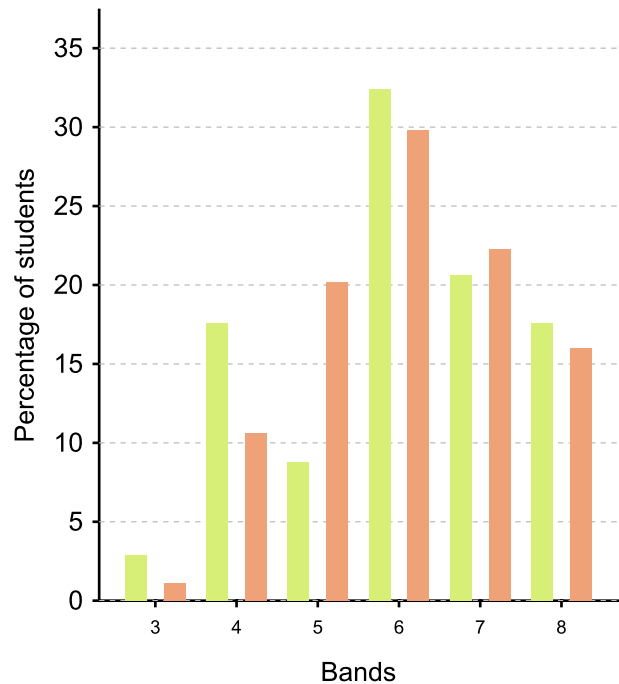
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Our numeracy results were outstanding this year. 48.8% of our Year 3 students were at proficiency compared to 39.6% of the State. 38.2% of our Year 5 students were at proficiency, compared to 29.2% of the State.

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.

The school achieved the *Premier's Priorities: Improving education results* by achieving a school-wide average

of 51.01% in the top 2 bands in Reading and Numeracy.

Year 3 Numeracy – 48.78%

Year 5 Numeracy – 38.24%

Year 3 Reading – 67.50%

Year 5 Reading – 47.06%

As there are few Aboriginal students (one student sat NAPLAN in 2018), performance and trends as a group are difficult to track. All students are supported individually to set, track and achieve the *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands.

Parent/caregiver, student, teacher satisfaction

All parents and carers were surveyed about their satisfaction with Russell Vale Public School.

26 parent/carer replies were received, representing 14% of families.

There were 13 questions enquiring about areas regarding resources, connection to the community, contact with teachers, acceptance of all students, student welfare and discipline, challenging programs, high expectations, extracurricular programs, reporting to parents and our strategic directions. Out of a possible 338 responses, only 4 disagreed, meaning that 99% of respondents either agreed or strongly agreed.

Throughout 2018, Russell Vale Public School utilised the Tell Them From Me survey provided by the Department. This survey was provided to students, teachers and the community, but did not directly request satisfaction data.

Policy requirements

Aboriginal education

Russell Vale Public School continues to display a strong commitment towards Aboriginal Education. There is a shared emphasis on high expectations for all Aboriginal students. All staff members are committed to a deep and engaging curriculum across all areas, particularly in establishing links to the Aboriginal and Torres Strait Islander histories and cultures and the concepts of place, people, culture and identity.

Staff members work with parents to discuss and set shared goals for students. Goals were discussed as the year progressed and evaluated for recommendations in 2019.

In 2018, we continued to acknowledge all significant Indigenous special days through a valued acknowledgement and/or celebration. This valued

engagement in and celebration of the experiences of Aboriginal and Torres Strait Islander peoples, past and present, assists students, staff and the community in developing, creating and maintaining part of the shared history belonging to all Australians. This knowledge and understanding will deepen and help to enable reconciliation with Aboriginal and Torres Strait Islander peoples.

All students in Years 2–6 participated in the "Walk for Reconciliation" in Bellambi. All students K–6 celebrated NAIDOC week led by the Aboriginal students from Wollongong High School of the Performing Arts.

Multicultural and anti-racism education

In line with the school plan, the school has reviewed its teaching and learning programs this year to ensure that culturally inclusive classroom and school practices are embedded in its operations. Further to this, our programs foster students' understandings of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

Guided by the professional learning gained in the implementation of the new syllabuses in Science, History, Geography, Mathematics and English, there is an increase in the focus on students developing an intercultural understanding as they learn to understand their own identity in relation to others from different cultures and backgrounds. Especially in English, there has been a focus on an increase in opportunities for intercultural understanding and exchange. Students have experienced a range of literature from different cultures, including the inscriptional and oral narrative traditions of Aboriginal and Torres Strait Islander peoples. Students have also read/viewed classic contemporary world literature, including texts from and about Asia. There will continue to be an increased focus on the purchase of these resources for classrooms and the Library.