Rydalmere East Public School

Annual Report

2018

4123

Introduction

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

John Carters

Principal

School contact details

Rydalmere East Public School

Spurway St

Ermington, 2115

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

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

9638 2250

School background

School vision statement

Inspiring lifelong learners through a nurturing and innovative environment

School context

Rydalmere East Public School is a school of approximately 220 students with a culture of high expectations and inclusivity. We actively promote the values of honesty, resilience, responsibility, empathy and respect for others. Our school promotes equity and excellence, delivering quality programs in our preschool, support classes and mainstream K–6 classes. The dedicated staff make a strong team, who work collaboratively to provide quality learning experiences that contribute to and support each student's cognitive, physical, social and emotional wellbeing through the Positive Behaviour for Learning framework. We pride ourselves on the ability to address the complexity of changing demographics and a diverse community, including 30% defence families. The school has a strong focus on the innovative use and integration of various forms of technology in classrooms. Our active P&C support the school in many ways, including fundraising for school resources, supporting school initiatives and programs. Our school is a member of the Cumberland Community Connection working with other local primary and high schools to share expertise and resources and connect students to the wider community.

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, there is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. There is school–wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

In the domain of Teaching, explicit teaching is the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives. 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. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

In the domain of Leading, the leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. The leadership team allocates non–educational administrative tasks to appropriate non–teaching staff. All staff use technology available to streamline the administrative practices of the school. Technology is effectively used to enhance learning and service delivery. Longer–term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals. The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required. Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction. The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its 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

Wellbeing

Purpose

To create an environment where every student is known, valued and cared for.

Overall summary of progress

PBL: Reinvigoration of PBL – evaluated and rewrote expectations matrix, behaviour flow charts, positive rewards to suit current students/staff/community. 5–weekly Privilege days were extremely successful and a great motivator for students.

Community Engagement: Mother's Day and Father's Day breakfast – highly popular with parent community (especially defence community) Highly promoted ANZAC day and Remembrance Day events. REPSTRAVAGANZA, our two–yearly performance evening, was an enormous success and something our school should be very proud of. Defence coffee morning teas continued with our DSTA and provide excellent networking opportunities. P&C have been more engaged with the community.

Learning Support: LST team focusing on student needs with refined referral processes. We increased interventions on offer for our students. Throughout the year, 70% of students in the school received some form of Learning Support Intervention. All students referred have a case worker to follow up with classroom teacher.

Interest Groups: We trialled student selected interest groups which was extremely successful. Students were really engaged in the activities and it is something we will try again in 2019.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school demonstrates an increase of at least 10% each year in annual PBL Benchmarks of Quality Survey, with a view to achieve at or above 90% at the end of the 3–year plan.	$5000 (PBL Implementation)	BoQ marked at 70% suggests we are on track to achieve this target. Strong systems established in relation to PBL.
All staff demonstrate an understanding of identifying and referring students to school based structures for learning and support.	$30000 (Learning Support Interventions and staffing)	We increased interventions on offer for our students. Throughout the year, 70% of students in the school received some form of Learning Support Intervention. All students referred have a case worker to follow up with classroom teacher.
Parent feedback demonstrates growth in community connectedness with an understanding of school wellbeing practices.	$10000 (Wellbeing Teacher)	P&C regularly comment and are informed of PBL practices and other wellbeing practices within the school. Our Wellbeing teacher is open in the communication provided to parents about interventions children receive.

Next Steps

1. What do we need to keep doing?

- Promote PBL across the school
- Promote events for the community
- Build on Learning Support Systems and Processes
- Student Centred Learning opportunities e.g. Peer Support, SRC and Interest Groups throughout the year.

2. What do we need to do differently?

- Privilege day needs to maintain it's integrity and to do so we will need to keep the activities interesting. Using student voice to capture what the students want as rewards for Privilege activities.

- Increase PBL signage
- Develop PBL mission statement
- LST team caseworkers more active to support workload
- Increased engagement with Facebook/twitter to engage community in all school events

3. What new initiatives are on the horizon?

- Increased Defence School Mentor hours. More time working in classrooms with Defence students
- Initiative groups for students who need additional support e.g. gardening around school, building projects
- Got It! Program with Western Sydney Health to support student and home wellbeing
- Event day at the end of semester possibly with Ryde–Eastwood Leagues Club movie
- Ask Gran not Google. (investigating)

Strategic Direction 2

Literacy and Numeracy Achievement

Purpose

All students continue to develop their literacy and numeracy skills to reach their individual learning potential.

Overall summary of progress

1. Ongoing consistent collection of student achievement data across literacy and numeracy

- Data collected every 5 weeks throughout K–2 for:
- Early Arithmetical Strategies
- Creating Texts – Progression Levels
- PM Reading Levels
- Data collected every 5 weeks throughout 3–6 for Creating Texts Progression Levels.
- PLAN data uploaded for majority of K–2 students in Quantitative Numbers and all students for Creating Texts.
- Best Start and NAPLAN results collected and used to inform programming.

2. Ongoing professional learning around evidence–based practices relating to differentiation and embedded formative assessment

- K–2 teachers participated in 13 sessions of Professional Learning with readings and other between–session tasks and 5 observations for the Language, Learning and Literacy program.
- Twilight sessions offered for all staff, differentiated to staff individual needs and goals through Cumberland Community of Schools.
- Opportunities to lead Professional Learning through Cumberland Community of Schools offered.
- Weekly Professional Learning meetings scheduled throughout the year on term planners.
- Staff given opportunity to observe a colleague or be observed by a colleague. This is timetabled.
- Time scheduled during weekly communications meetings for colleague sharing.
- Sharing afternoon – teachers offered the opportunity to share what works well in their classroom and learn from their colleagues.
- Aspiring leaders offered mentoring time which was scheduled in timetable.
- Consistent Teacher Judgement Sessions and Stage Professional Learning offered throughout the year as needed.

3. Modelling instructional leadership and supporting a culture of high expectations.

- Time scheduled during weekly communications meetings for colleague sharing.
- Opportunities to lead Professional Learning through Cumberland Community of Schools offered.
- 5 Observation sessions offered for 4 teachers training in L3.
- Data collected.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Consistent collection and analysis of quality data to inform teaching practice and track student achievement.

8% increase of students in the top two NAPLAN bands.

Students achieve a year's worth of growth for a year's worth of instruction.

Targeted and responsive, individual and whole–school | $30000 (Additional Support Staff and Interventions) | Students in K–2 have made considerable gains when compared with data from the previous years. Next year's data will be the result of 2 years instruction using the L3 program and should show further growth. Kindergarten data indicated 65% of students achieving or exceeding the expected benchmark as of Term 4 Week 8. Stage 1 has had 61% meet or exceed the expected benchmark.

With 57% of Stage One students having begun the year under the expected benchmarks for reading, this has meant significant growth over the year.

Daily differentiated numeracy lessons being taught |

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
professional learning opportunities to build teacher capacity and offer leadership opportunities to all staff.		throughout the school
	$30000 (Additional Support Staff and Interventions)	As indicated above
sdf	$30000 (Additional Support Staff and Interventions)	50% indicated they were confident or extremely confident in their use of the Literacy Progression and 42.9% with the Numeracy Progressions. 85% of teachers felt confident with their ability to teach and effectively differentiate Literacy and Numeracy.
zz	$30000 (Additional Support Staff and Interventions)	There was improvement and growth in our overall NAPLAN results, however, we did not achieve an 8% growth in the top two NAPLAN Bands. However, internal assessment data suggests we have more students achieving at or above expected benchmarks in literacy and numeracy.

Next Steps

What do we need to keep doing?

- Celebrating student literacy and numeracy achievement with parents and providing parents with opportunities to learn about classroom practices and how they can assist in their child's learning.
- Continue to collect data.
- L3 to continue for all K–2 teachers with 2 teachers continuing onto their OPL year.
- Offering targeted professional learning.
- Offering opportunities for observation.
- Offering opportunities for mentoring.
- Offering opportunities for professional learning sharing sessions.

What do we need to do differently?

- Differentiated spelling program school–wide.
- Data collection for Quantitative Number, Understanding Texts and Creating Texts on a 5–week basis. To be uploaded onto PLAN2 at the end of each term.
- Data to be analysed and used to form whole–school, stage and individual student goals.
- Increase of parent–helpers in the classroom.

What new initiatives are on the horizon?

- Numeracy Building Blocks Program
- Tea and Tim Tams Information Sessions for Parents.
- Fortnightly stage collaborative programming sessions in numeracy.
- Words Their Way implemented throughout K–6.

Strategic Direction 3

Producing Successful Innovative Global Citizens

Purpose

To engage students in developing their understanding of an evolving world through innovative pedagogies and strong community connections.

Overall summary of progress

- 3D STEM share kits– Students were introduced to 3D printing. To familiarise the students on online applications called Tinkercad. Focus on mathematical concepts of angles, position and 3D shapes/space.
- StemShare Robotics kit– Students utilised robots such as Lego WeDo 2.0, Dash and BeeBots to support students in their computational thinking (trial and error and algorithm). They learnt to work collaboratively with others and improve their general capability.
- iPad Intensive Learning Experience: We participated in the 'ILE' with Apple, which saw one classroom experiment with a 1:1 iPad ratio in their classroom with an Apple Educator in there supporting teaching and learning.
- There was a weekly timetable for a technology support within the classrooms. Teachers were able to use this support flexibly to work with our ICT expert to effectively integrate technology into their classroom.
- The STEM leader created a future focused learning environment with flexible learning spaces for both kindergarten classrooms. Open, collaborative teaching occurred in the Kindergarten classrooms for literacy and numeracy. Engine room tables were provided for all classrooms.
- Technology purchases were included seven iPads per mainstream classrooms and five iPads for the support unit.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in student engagement and satisfaction.	$2000	Student centred learning continues to be driving force. Large focus on student engagement trialled with Term 4 Interest Groups.
Increase in parent and community involvement in student learning and whole school planning.	$2000	Major Community events included. – Mother's Day Breakfast – Father's Day Breakfast – REPSTRAVAGANZA – Community Discos – Easter Hat Parade P&C involved in major decision around the school at monthly meetings.
Partnerships between the school and wider educational community continue to strengthen to connect relevant and meaningful student and staff learning.	$4000	CCC remains strong within our school at all levels. The creation of the CCC executive leadership team has given great leadership opportunities for our executive as well as meaningful PL for all staff. Staff contributed well to CCC twilight professional learning sessions. CCC Student Leadership days, CoSFest, CHS Science program, high school transition programs and other Community of Schools events have all had sound benefits for students, staff and community.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Funds Expended (Resources)**	**Progress achieved this year**
Internal survey data demonstrates a regular increase in staff confidence and ability to: – Integrate effective use of technology into regular classroom practice – Incorporate effective inquiry based approaches to student learning – Incorporate effective future focused learning environments that foster creative, critical thinkers, collaborative workers and effective communicators.	$5000	–iPad Learning Experience, Technology Team Teaching, CoS Twilights and other PL has all helped deliver confidence integrating technology effectively into classrooms. – 40% of staff feel confident incorporating future focussed and inquiry based learning environments

Next Steps

1. What do we need to keep doing?

- Updating and Increasing technology in classrooms. The plan is to purchase a further Twenty three iPads so that 1:2 students within infants will have access to technology and 1:3 students in primary. We will also purchase four Chromebooks to be used within Stage 3 so that we have an understanding of its capabilities before purchasing any further.
- Build on collaborative learning spaces from Kindergarten
- Using Department STEM Share kits
- Professional Learning around concepts in this direction
- Continue strong relationships with all levels of the Cumberland Community Connection

2. What do we need to do differently?

- Using flexible furniture effectively
- Integrating technology effectively into teaching and learning
- More opportunities for Professional Learning for teachers (in–class)
- Regularly engage student voice

3. What new initiatives are on the horizon?

- STEM partnership with Sydney University in Stage 2
- Students re designing Library Space as part of a STEM challenge
- Team Teaching with ICT expert across classes to integrate concepts teachers need support with e.g. STEM, Project Based Learning, iPad integration, etc.
- Connecting with NSW Rural Communities of class name initiative (All 2019 classes to be named after NSW rural towns)
- The learning environment within the staffroom is currently being refurbished. It will contain a Smart TV, additional work stations and a collaborative learning area.
- Further changes will occur within the library as the librarian, teachers, parents and students will work together to renovate the learning space in the library.
- Organise a parents information session in relation to technology (knowledge of using Oliver or other educational programs at home).

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	• Aboriginal background loading ($5 198.00)	* PLPs developed in consultation with key stakeholders * PLPs discussed in review meetings with the school counsellor and the parents/carers of the student
English language proficiency	• English language proficiency ($46 950.00)	EAL/D program ran through both team–teaching sessions and one–on–one sessions with the EAL/D teacher
Low level adjustment for disability	• Low level adjustment for disability ($78 270.00)	• Increased level of student participation and engagement in learning and effectiveness of classroom organisation with extra teachers and SLSO support available for literacy sessions • Refined learning support processes with 70% of students recieving some form of learning or social intervention • Increased wellbeing teacher allocation • Targetted writing interventions continued to be successful • L3 results years K–2 large improvement • School implemented MiniLit for first time for Year 1 students
Quality Teaching, Successful Students (QTSS)	• Quality Teaching, Successful Students (QTSS) ($39 355.00)	• Ongoing Mentoring sessions part of regular timetable between experienced and beginning teachers. • Time provided for colleagues to observe eachother and give constructive feedback to improve teaching styles • Formal Coaching training taken up by executive and formal coaching and mentoring processes for current and aspiring executive
Socio–economic background	• Socio–economic background ($32 934.00)	• Increased level of student participation and engagement in learning and effectiveness ofclassroom organisation with extra teachers and SLSO support available for literacy sessions • Refined learning support processes with 70% of students recieving some form of learning or social intervention • Increased wellbeing teacher allocation • Targetted writing interventions continued to be succesful • L3 results years K–2 large improvement • School implemented MiniLit for first time for Year 1 students • DSTA time increased (school funded)
Support for beginning teachers	• Support for beginning teachers ($14 000.00)	Ongoing Mentoring sessions part of regular timetable between experienced and beginning teachers
Targeted student support for refugees and new arrivals	• Targeted student support for refugees and new arrivals ($20 000.00)	New Arrivals Program ran in conjunction with EAL/D program and as mentioned in EAL/D,this operated through both team–teaching sessions and one–on–one sessions with the EAL/D teacher.

Rydalmere East Public School 4123 (2018)

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	93	97	100	110
Girls	77	75	77	85

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93	94	92	91.7
1	95.4	92.3	92.7	92.7
2	90.2	94.1	93.9	93.1
3	95.9	91.8	93.6	94.8
4	92.1	94.3	92.6	91.6
5	94.6	92	92.8	93.9
6	91.7	91.8	92.8	93.3
All Years	93.5	93	92.9	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

Rydalmere East Public School has a school Attendance Policy which has been developed with reference to the DEC *School Attendance Policy (2010),* Student Attendance in Government Schools. Our policy details Attendance Procedures, Referral for Home School Liaison Support, Home School Liaison Program Guidelines, Guidelines for Exemption from School, Phone Intervention Program Guidelines, Attendance Register Codes, Common Leave Pass, Absentee Notices and a Special Circumstance Register.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.35
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	6.22

*Full Time Equivalent

In 2018, no staff identified as being 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	0

Professional learning and teacher accreditation

Staff at Rydalmere East Public School has been involved in professional learning programs that have focused on building capacity of all teachers including early career teachers, experienced teachers and aspiring and substantive school leaders. As well as designated whole school professional learning sessions one afternoon each week, teachers were involved in off–site and in–school professional learning opportunities designed to develop identified areas for growth, and to support the achievement of school priorities as set out in the school plan. Professional Learning for all staff has strong links with our community of schools.

In 2018, one teacher succesfully completed their accreditation at the proficient level. A number of staff joined networks to collaborate in maintaining their accreditation status.

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	267,402
Revenue	2,752,919
Appropriation	2,655,302
Sale of Goods and Services	-38,328
Grants and Contributions	129,911
Gain and Loss	0
Other Revenue	1,725
Investment Income	4,310
Expenses	-2,755,222
Recurrent Expenses	-2,755,222
Employee Related	-2,489,709
Operating Expenses	-265,513
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-2,303
Balance Carried Forward	265,099

	2018 Actual ($)
Base Total	1,405,000
Base Per Capita	38,469
Base Location	0
Other Base	1,366,532
Equity Total	168,731
Equity Aboriginal	5,198
Equity Socio economic	32,934
Equity Language	46,950
Equity Disability	83,648
Targeted Total	583,853
Other Total	252,032
Grand Total	2,409,616

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.

Literacy results have been analysed by the school. Individual Growth was demonstrated by all students in Year 5. More information can be obtained on the MySchool Website.

Numeracy results have also been analysed by the school. Individual Growth was demonstrated by all

In 2018, the school undertook an official audit with the Department of Education. The following was found:

- Budgeting and Financial Position: Qualified
- Receipting and Banking: Satisfactory
- Procurement and Payments: Qualified
- Assets and Equipment: Qualified
- Journals: Satisfactory

Financial summary equity funding

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

students in Year 5. More information can be obtained on the MySchool Website.

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.>

In accordance to the *Premier's Priorities, we are required to report on "Improving education results* and *Improving Aboriginal education outcomes* for students in the top two NAPLAN bands"

In 2018, 0 Aboriginal students participated in NAPLAN.

Parent/caregiver, student, teacher satisfaction

In 2018, the school conducted a survey for parents in relation to communication from the school. The results indicated:

– The majority of parents and carers are happy with the level of communication between the school and home, particularly in relation to information about school events.

– The School newsletter, School Facebook page and emails are the preferred communication methods from the school.

– Parents and teachers are engaging more readily in class apps such as See–Saw and Class Dojo as a communication tool.

In 2018, teachers also participated in a review of progress in relation to their professional development and the school plan. The results indicated:

– The majority of staff feel confident teaching high quality literacy and numeracy programs.

– The staff would like to further develop their ability to use the Literacy and Numeracy Progressions to guide teaching and learning.

– 100% of staff feel confident in providing a highly differentiated teaching and learning program.

– 100% of staff feel confident in managing the wellbeing of each student in their class.

– Staff would like further professional learning related to future focussed learning and the effective integration of technology.

– Our range of Wellbeing initiatives are an identified strength of the school

In 2018, students were given multiple opportunities to have more voice in their learning.

– They formed an active SRC which made various contributions across the school

– They selected Student Choice Interest Groups to participate in on a Wednesday afternoon in Term 4

– They selected activities for Privilege Days

– Had multiple inputs into school based activities and special days.

–

Policy requirements

Aboriginal education

Personalised Learning Plans (PLPs) for all students who identify as Aboriginal are developed in consultation with parents and progress is monitored by the class teachers and Learning Support Team. In 2018, the school refined the process used to create PLPs which was highly succesful. School funds were used to support Aboriginal students in class with literacy and numeracy. Funds were also used to ensure Aboriginal perspectives are recognised and for all students to develop their knowledge and understanding of Aboriginal Culture.

Multicultural and anti-racism education

At Rydalmere East Public School the staff, students, parents and community members are committed to creating a school environment that is harmonious,tolerant and welcoming of diversity. As well as participating in community events such as Harmony Day, teaching and learning programs Preschool – Year 6 promote intercultural understanding and respect for diversity.

The EALD (English as an additional language or dialect) teachers provide programs and support for English language learners K–6 . This year extra staffing was received to implement a program for newly arrived students.

The school has 1 trained Anti Racism Contact Officer (ARCO). Their role is to promote respect and understanding of all cultures.