

# Rutherford Public School

## Annual Report



2018



4561

## Introduction

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

Andrew Brown

Principal

### School contact details

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4932 5900

### Message from the Principal

2018 was a busy year for the students, staff and community of Rutherford Public School! Planning for the new capital upgrade of school facilities was a major focus in 2018, as demountable buildings were relocated, plans prepared for consultation and, by the end of the year, the demolition of the school's hall and canteen. The completion of the new 19 classrooms, hall, canteen, toilet facilities and administration buildings is much anticipated! Due for completion in Term 4, 2019, the school will benefit from new facilities and landscaping which will provide modern and well-resourced rooms in which students and staff can learn and thrive.

Despite the ongoing building project, the school remained fully functional and operational due to the hard work and dedication of the staff, students and community. The school continued to see a rise in enrolments throughout the year, and an additional class was formed in Term 3, 2018. The school closed in December with an enrolment of 951 students.

Rutherford Public School continued to have a sharp focus on teaching and learning, with strong gains in national and school based student assessment results. The school has encouraged collaborative planning and co-teaching opportunities whenever possible. The EAfS program provided the school with two Instructional Leaders who coached and mentored staff in the K–2 school to lift student performance and teacher professional knowledge and skills. The school also continued its sharp focus on literacy and numeracy in the 3–6 school, as part of the 'Bump it Up' program.

As a large school, emphasis was placed on providing support for all students and keeping the 'feel' of the school as small as possible. The school implemented a K–2 and 3–6 timetable, where starting and finishing times, as well as play breaks, were separated. This has allowed for more space in the playground and during transition times, and was generally well received by the school community. With the additional funding through the Resource Allocation Model (RAM) the school created an Assistant Principal Learning and Support position to oversee the school's student support systems. This has provided a more consistent approach to managing school processes to ensure students receive necessary support and teachers can obtain advice and professional learning on how to best meet students' needs.

Rutherford Public School continued to provide many extracurricular activities to promote student engagement and interest. We were proud of the many programs we were able to provide to students throughout 2018 including; Aerobics, PSSA Sport, Debating, Choir, Band, Gymnastics and Dance. These programs and others were afforded through the dedication of staff who were prepared to give up their time to coach and mentor— all outside their classroom responsibilities.

I would like to take the opportunity to thank everyone for his or her contribution to our school in 2018. As we see our school grow and change, I am confident Rutherford Public School is well placed to embrace the exciting new changes and the challenge of educating students in a rapidly changing world.

Andrew Brown – Principal

## School background

### School vision statement

Our school vision at Rutherford Public School is to create an environment and opportunities where all members of the school community collaborate in their learning, enabling everyone to reach their potential through innovative curriculum that challenges and supports all. The vision is enacted through high academic standards, a culture of innovative and engaging classrooms, a safe and supportive learning environment and a commitment to community consultation and collaboration.

### School context

Rutherford Public School was established in 1985 and is a large primary school catering for a diverse community of learners. The school is situated within a large residential area within the Maitland district which has experienced significant growth over the last decade. The school is located in the Maitland School Education Group in Hunter/Central Coast Region. The school's enrolment at the conclusion of 2018 was 951 students, from diverse socio-economic backgrounds, including 16% Aboriginal students. The teaching staff is a mix of experienced and early career teachers who value teamwork and are committed to delivering quality teaching in a nurturing environment. The staff provide quality teaching and learning within inclusive and differentiated learning environments in all aspects of the curriculum. Rutherford Public School has a proud tradition of providing quality and highly successful programs in the creative arts, sport and extra curricula activities. The school has strong ties with the Aboriginal community and a close association with the Aboriginal Education Consultative Group (AECG). Positive Behaviour for Learning (PBL) is an integrated part of the school welfare ethos focusing on respect, responsibility and personal best. The school values the input of community members through the Parents and Citizens' Association. Rutherford Public School is one of seven schools who are part of the Rutherford Learning Community (RLC).

Rutherford Public School joined the Early Action for Success (EAfS) Program in 2017–2020 and was also identified to be included in the "Bump It Up" strategy in 2017–2020 to lift student performance in the top two bands of NAPLAN testing.

The school is undergoing a major redevelopment in 2018–2019 with the construction of 19 new classrooms, new hall, canteen and administration facilities.

## 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.

2018 Results:

LEARNING:

Learning Culture: Sustaining and Growing

Wellbeing: Sustaining and Growing

Curriculum: Sustaining and Growing

Assessment: Sustaining and Growing

Reporting: Delivering

Student Performance Measures: Delivering

The school evaluation team identified that the school has a strong commitment to providing the best possible learning environment for students. There is a strong data collection process across the school to ensure students are monitored and supported where needed. Student attendance is monitored closely and followed up when necessary. Learning Support Team processes are strong, with opportunities for staff to seek help and support when there are concerns for

student learning and wellbeing. Teaching and learning programs are regularly monitored by school executive and the school encourages a range of teaching pedagogies to suit individual students. Differentiation in teaching programs is evident and the school has a focus on co-teaching and collaboration to support innovation and teacher professional growth. Assessment practices are clear, but there is a need to develop better systems around including students and parents in the assessment and reporting process. School performance in NAPLAN has been strong over the last two years with the school exceeding its 'Bump it Up' targets. Over 30% of students placed in the top two bands of NAPLAN testing. Student Growth is also rated as 'exceeding' when compared to like schools.

## TEACHING

Effective Classroom Practice: Delivering

Data Skills and Use: Delivering

Professional Standards: Sustaining and Growing

Learning and Development: Sustaining and Growing

Teacher programs in 2018 reflected evidence-based pedagogy to meet the needs of students. Explicit Teaching remains a focus for the school, as well as project-based learning opportunities. The school has a school-wide approach to effective and positive classroom management through the Positive Behaviour for Learning (PBL) approach. The use of data across the school is strong, but there is a need to review the quality and quantity of the data being collected and reviewed. All teachers in the school are accredited with the National Education Standards Authority (NESA) and are working towards various levels of accreditation. There is a need to promote and encourage staff members to seek higher levels of accreditation in 2019. All staff complete Professional Development Plans (PDP) to target areas for professional growth and improvement.

## LEADING

Educational Leadership: Sustaining and Growing

School Planning, implementation and Reporting: Delivering

School Resources: Delivering

Management practices and processes: Sustaining and Growing

There was a strong focus on effective instructional leadership, management and leadership to facilitate whole school improvement in 2018. Assistant Principals were able to lead and support their teams through the Quality Teaching Successful Students funding. Co-teaching opportunities and team collaboration was a focus in 2018. There is still a need to refine the school's approach to strategic planning and the use of the Department of Education's SPARO software, identifying milestones and measureable improvement targets. The new SAP financial management system in 2018 was implemented and the school is looking to maximise these financial tools to their potential.

The school will undergo External Validation in 2020 as part of the Department of Education's commitment to School Improvement and Excellence.

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

### High Academic Standards

#### Purpose

**To provide all students with a relevant and engaging curriculum which allows students access to higher levels of achievement and understanding.**

**Our systems track and monitor student progress while also allowing students to self monitor their learning and be active partners in their education.**

#### Overall summary of progress

The school continues to improve in all internal and external testing measures. The school utilised Equity Funding to employ additional teachers, purchase resources and support teacher professional learning. There is still a need to encourage all students to strive for excellence and value their learning. In 2018, Year 3 NAPLAN results were strong, though Year 5 results were not commensurate with this improvement. The Early Action for Success (EaFS) program has seen more support for individual student learning and an emphasis on data and formative feedback to drive teaching and learning programs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
High 'value added' as evidenced by internal and external measures.	Socio-economic background funding(\$734427.00)	Value added measures in Years 3, 5 and 7 show strong growth, above state averages and rated at "excelling".
Achievement of 26% (or greater) of the cohort in Year 3, 5 and 7 in the top 2 bands for Literacy and Numeracy.	Socio-economic background funding(\$734427.00)	The school exceed the "Bump it Up" target of 26% in the top two bands in Literacy and Numeracy with 30.47% of students in the top two bands.
90% of students can show evidence of self monitoring of their learning.	Socio-economic background funding(\$734427.00)	Students showed strong levels of reflection and monitoring. Over 85% students received their PBL Award.
100% of teachers can show evidence of relevant and engaging curriculum in teaching programs.	Socio-economic background funding(\$734427.00)	All teacher programs met standards and reflected a high level of pedagogical understanding.

#### Next Steps

As the school transitions to the new 'online' NAPLAN platform in 2019, we will need to ensure students are well prepared for the electronic version of the program. All student engagement was generally high; there is still a need to engage students more in the learning, to set goals and to reflect upon their effort and achievement. Co-teaching and collaborative planning will be a priority as the school strives to provide innovative and challenging curriculum for all students.

## Strategic Direction 2

### Curriculum Innovation and Teacher Professional Learning

#### Purpose

**Rutherford Public School provides innovative, flexible and adaptive learning approaches to suit the needs of students.**

**The school creates high level collaborative practices that produce opportunities for integrated curriculum learning.**

#### Overall summary of progress

Rutherford Public School continued to have a sharp focus on challenging every teacher to bring out the best in every single student. The school supported Explicit Teaching Instruction (EDI) and project-based learning through providing professional reading, teacher inservice and mentoring. Teacher professional learning was a key feature in developing collaboration and school cohesion. The K–2 school's involvement in the Early Action for Success (EAfS) provided training in L3 and the mathematical program, TEN. The 3–6 staff continued to refine the 'Comprehension Corner' and Writing Rounds' to ensure consistency across the school. All teachers developed Professional Development Plans (PDP) to identify potential areas for development and refinement. A range of teacher professional learning opportunities were organised on Staff Development Days and before and after school.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School wide practices reflect and support flexible and adaptive learning approaches.	Quality Teaching, Successful Students (QTSS) (\$153000.00)	All teachers undertook training in EDI practices and pedagogy. All classrooms utilising flexible approaches to student needs and interests.
All collaborative opportunities produce high level integrated curriculum.	Quality Teaching, Successful Students (QTSS) (\$153000.00)	100% Collaborative Planning in Stage Teams with a focus on innovation.

#### Next Steps

The large school context requires the school leadership team to constantly look for ways to improve the schooling experience for all students, staff and parents/carers. As the school grows, so too does the need to look at ways to communicate key messages to all stakeholders. In 2019 a "Curriculum Reference Team" (CRT) will support the consistent approach of pedagogy and curriculum across the school. Experienced classroom teachers will work with the school executive to select key learning experiences for teaching and learning programs. The CRT will drive teaching and learning to ensure curriculum is responsive and challenging for all students K–6.

## Strategic Direction 3

### Wellbeing

#### Purpose

**To promote good mental health and wellbeing in all students.**

**Our consistent and positive approach to student welfare ensures students have clear expectations and high standards are maintained.**

#### Overall summary of progress

Rutherford Public School continued to promote the social and emotional wellbeing of all students and staff. Over 85% of students were awarded their PBL badge in 2018, recognising their ability to consistently display our school values. The school explored the Social and Emotional Wellbeing Framework based on the research of the Collective for Academic, Social and Emotional Learning (CASEL 2017). The PBL team were able to produce explicit lessons for the K–6 school, which aimed at reinforcing school values and responding to school needs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
High levels of student engagement and self reflection is evident.	Socio-economic background (\$734427.00)	92% of students believed that schooling is useful in their everyday life and will have a strong bearing on their future.  (TTFM Survey 2018)
High levels of students successfully demonstrating school core values.	Socio-economic background (\$734427.00)	85% of students were awarded their PBL badge in 2018.
Consistent approach by all staff members to promote student wellbeing and engagement.	Socio-economic background (\$734427.00)	PBL lessons were developed each week for the K–6 school. 100% of classes engaged in lessons.

#### Next Steps

The school's PBL team continues to refine and revisit PBL school-wide systems and practices. Suspension rates remain low for 2018, although as the school population increases, so too does the pressure on infrastructure, resources and the physical environment. As the school capital works program is concluded in 2019, the school will need to revisit its PBL messages and practices to ensure fidelity and the approach meets the needs of the school.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>		
<b>English language proficiency</b>	English language proficiency (\$1,292)	The school employed an ESL teacher two days a week from Term 2 to work with 5 students from and ESL background.
<b>Low level adjustment for disability</b>	Low level adjustment for disability (\$340,136)	The school employed additional SLSO staff to support students in classrooms. The 2.1 staffing allocation was used to provide intensive literacy and numeracy support to students identified through the school's Learning Support Team.
<b>Quality Teaching, Successful Students (QTSS)</b>	Quality Teaching, Successful Students (1.5 Staffing Allocation \$153000)	Assistant Principals led teacher professional learning and development with a sharp focus on Literacy and Numeracy. APs were able to mentor and support teachers in each morning session.
<b>Socio-economic background</b>	Socio-Economic background (\$734,427)	Socio economic funding provided for the additional teachers to support the school plan. ICT resources (in excess of \$100000) were also purchased to update the school's aging technology.
<b>Support for beginning teachers</b>	Support for beginning teachers QTS (\$43000)	Five early career teachers were given support through school inductions, additional release from teaching load and mentoring.
<b>Community Partnerships</b>	Socio-Economic background (\$75000)	Employment of CLO (1.0) allowed for building of strong community programs and initiatives e.g playgroup, large scale community events, attendance monitoring, breakfast club.
<b>Early Action for Success</b>		



## Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	384	411	451	489
Girls	393	405	429	461

School enrolments continued to grow throughout the year. A class restructure was necessary in Term 3 to create another year 2 class. The anticipated enrolment for Term 1 2019 is 960 students. Rutherford Public School is currently the largest regional school outside of the Sydney metropolitan district.

## Student attendance profile

School				
Year	2015	2016	2017	2018
K	93	93.6	93.3	92.4
1	91.9	91.4	93.6	91.5
2	93.4	91.5	91.5	92.7
3	92.4	92.7	92.4	92.1
4	91.2	92	92.3	89.8
5	92.1	90.5	92	90.7
6	91.1	90	90.5	89.1
All Years	92.1	91.7	92.3	91.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	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

Attendance in 2018 was recorded electronically by the school's EBS4 computer roll marking system and through the Sentral software application. Attendance was monitored by class teachers, school executive and school community liaison officer to ensure students attended school. Students with unsatisfactory attendance were referred to the school's Learning

## Class sizes

Class	Total
R 01	20
R 05	19
R 36	20
R 04	20
R 03	20
R 02	20
R 06	20
R 37	23
R 29	20
R 40	22
R 39	23
R 21	22
R 38	23
R 32	27
R 08	26
R 31	26
R 07	26
R 30	25
R 10	25
R 14	30
R 09	30
R 12	28
R 11	30
R 27	30
R 22	27
R 26	30
R 25	26
R 24	29
R 19	28
R 23	30
R 18	30
R 13	30
R 17	31
R 16	32
R 20	30
R 15	33

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	36.68
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	2.1
Teacher Librarian	1.4
School Administration and Support Staff	6.87

\*Full Time Equivalent

Eight staff members in 2018 identified as Aboriginal. This represents 8% of the school workforce.

### 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	20

### Professional learning and teacher accreditation

Each year the school is allocated funding for the professional development of teachers. Our priorities for professional learning throughout 2018 have been aligned with the school's strategic plan and have targeted literacy, numeracy and student wellbeing.

The school planned and conducted five (5) staff development days over 2018. Staff meetings were also held each week and some additional staff meetings were offered as elective training opportunities.

#### Training and development in 2018 for staff centred on:

**Literacy:** Explicit Direct Instruction, L3, Writing and Reading (Focus on Reading)

**Numeracy:** Concept acquisition, mental computation, problem solving, TEN

**Wellbeing:** PBL, Trauma informed practice, Social and

Emotional Wellbeing

**Syllabus Implementation:** English, Mathematics, Science, Geography, History;

**Mandatory training** included anaphylaxis, child protection updates, chemical handling, first aid and CPR;

**Cultural:** Connecting to Country

100% of staff members engaged in mandatory and elective professional learning activities.

A total of \$86000 was spent on teacher professional learning which represents an average of \$955 on each staff member.

75% of staff (36) are currently 'new scheme teachers' who are working towards or maintaining professional competence.

All teachers became part of the "*Great teaching: Inspired Learning*" initiative which saw every teacher responsible for maintaining professional standards and accreditation with NESA (formerly BOSTES).

One (1) teacher is currently accredited at LEAD status with NESA.

No teacher is currently seeking accreditation at HIGHLY ACCOMPLISHED status with NESA

The impact of the professional learning afforded to staff has been significant, with the school realising significant improvement in NAPLAN and internal school measures. Staff feedback is also very positive with staff

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	772,525
<b>Revenue</b>	8,972,856
Appropriation	8,673,417
Sale of Goods and Services	24,474
Grants and Contributions	270,162
Gain and Loss	0
Other Revenue	0
Investment Income	4,804
<b>Expenses</b>	-8,453,825
Recurrent Expenses	-8,453,825
Employee Related	-7,657,044
Operating Expenses	-796,781
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	519,031
<b>Balance Carried Forward</b>	1,291,557

In 2018 the school transitioned to a new finance SAP system. The SAP system is a new system to the Department of Education, replacing the OASIS system of some 20+ years. The school is now responsible for managing staff costs (previously managed centrally by the department).

The school budget is managed by the school principal, executive and School Administration Manager. The school budget is presented and discussed at the school's P&C meetings and all expenditure is allocated and aligned to the school plan.

Some key points of this year's financial position include:

- voluntary school contributions remains low.
- the school is being upgraded in 2018/2019. The school has been cognisant of the need to replace ageing air conditioning, as well as make provision for new resources for buildings not earmarked for refurbishment.
- the school had allocated some funds to the air-conditioning of the new buildings, but the

announcement of the Air Cooling policy means that the school will be able to spend this resource in other areas of the school

- the school will look at upgrading desperately needed improvements to school grounds and playground equipment.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	5,845,696
Base Per Capita	171,329
Base Location	0
Other Base	5,674,367
<b>Equity Total</b>	1,251,779
Equity Aboriginal	175,924
Equity Socio economic	734,427
Equity Language	1,292
Equity Disability	340,136
<b>Targeted Total</b>	677,125
<b>Other Total</b>	576,594
<b>Grand Total</b>	8,351,194

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 2018

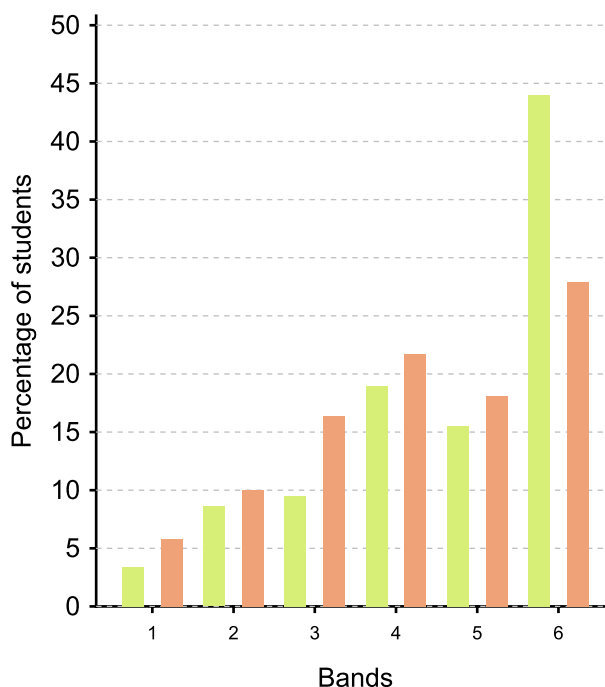
#### Year 3– 116 Students

Students in Year 3 performed well in the national testing program. 54.3% of students placed in the top two bands for reading (compared to 51.6% state). 9.5% of Year 3 students placed in the lower two bands of the NAPLAN reading test. (Compared to 13.3% state). The results show a general overall improvement in all of the four literacy testing areas. The school has seen pleasing progress over the last five years, with Year 3 results improving each year.

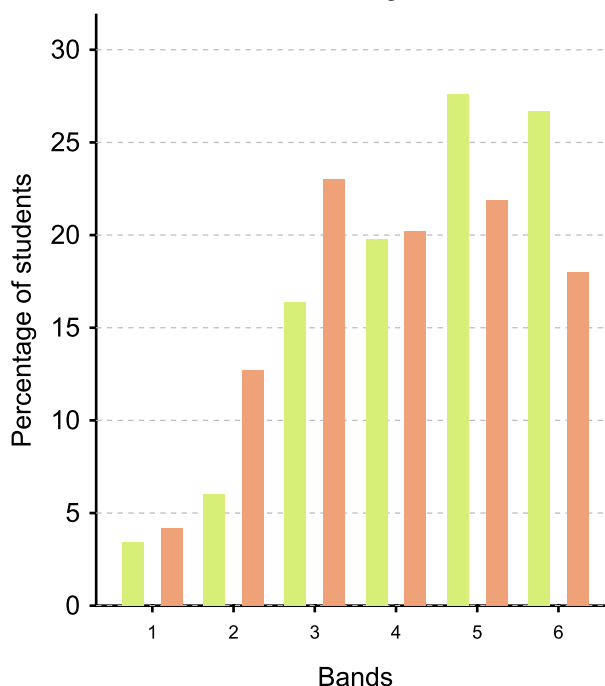
#### Year 5– 129 Students

Students in Year 5 generally performed well in the national testing program but there is still a need to lift student mastery and understanding of Literacy concepts. 20.3% of students placed in the top two bands for Reading (compared to 36.3% state). 34.4% of Year 5 students placed in the lowest two bands of the NAPLAN reading test. (Compared to 19.9% state). Writing is an area for whole school focus.

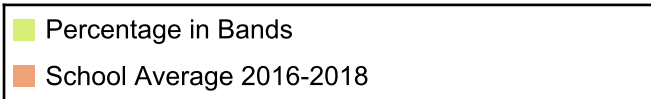
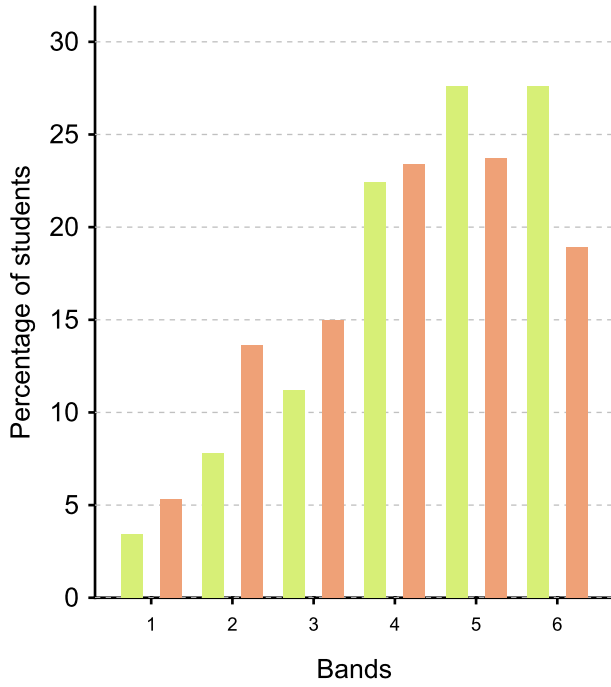
Percentage in bands:  
Year 3 Grammar & Punctuation



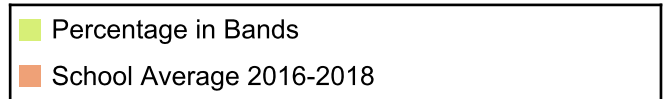
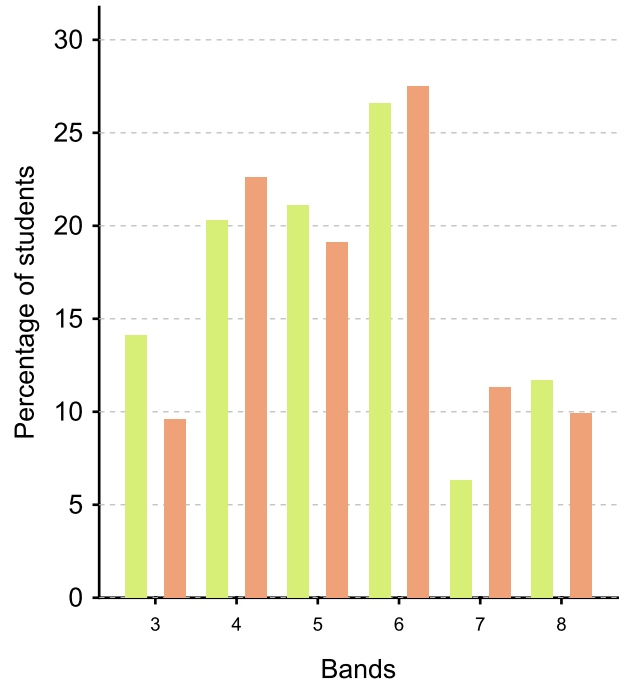
Percentage in bands:  
Year 3 Reading



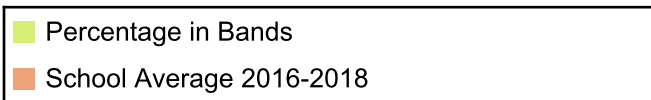
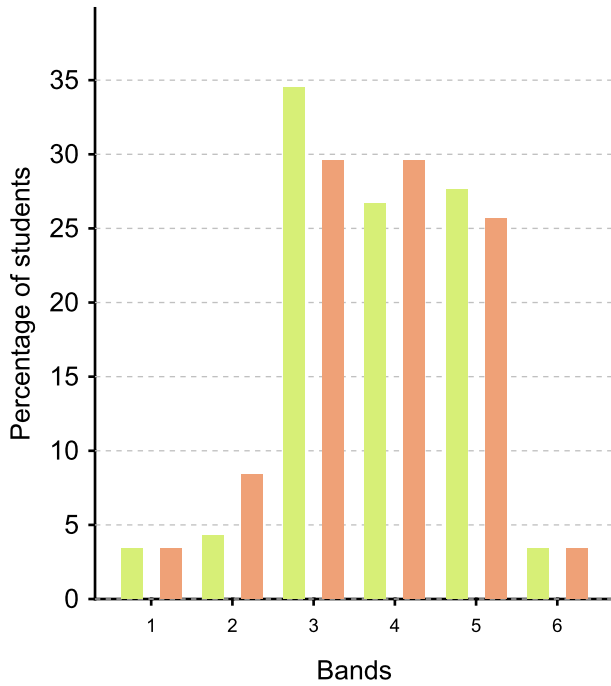
**Percentage in bands:**  
Year 3 Spelling



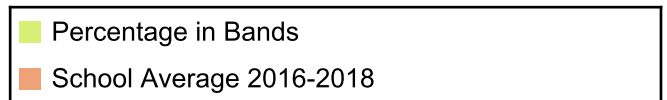
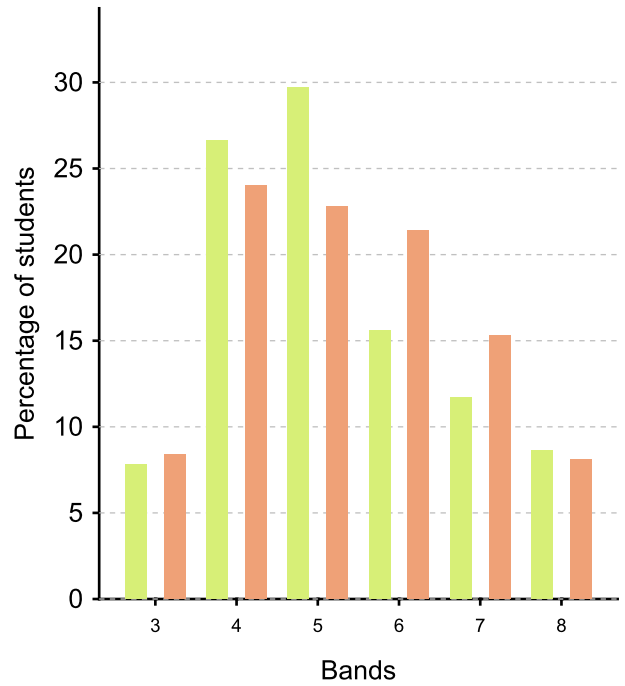
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 3 Writing

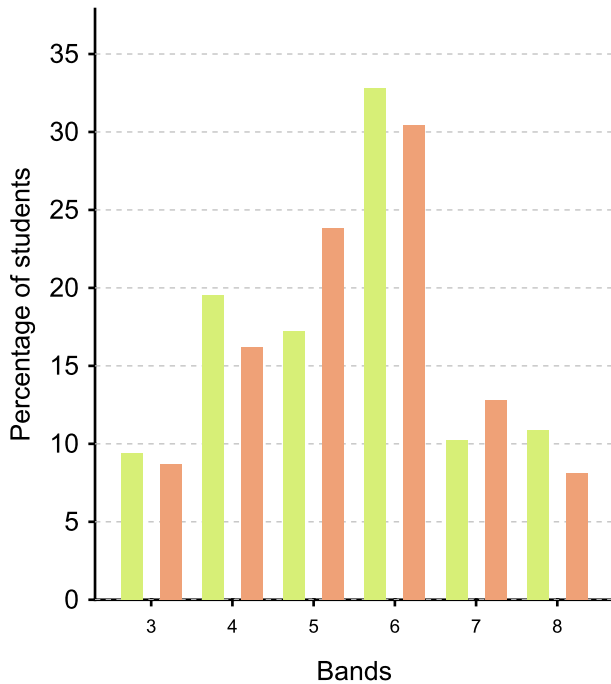


**Percentage in bands:**  
Year 5 Reading



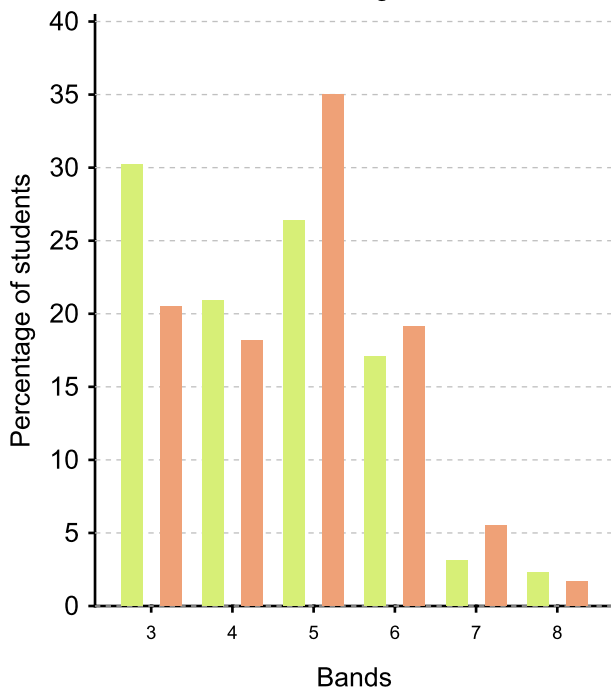


**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2016-2018

## NUMERACY RESULTS 2018

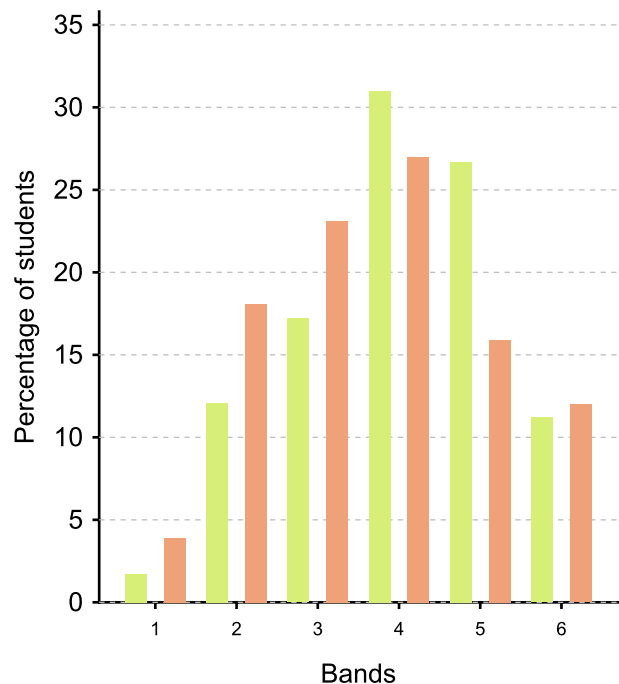
### Year 3– 116 Students

37.9% of students placed in the top two bands for Numeracy (compared to 40.8% state). 13.8% of Year 3 students placed in the lowest two bands of the NAPLAN Numeracy test. (Compared to 14.9% state). The school has seen pleasing progress over the last five years, with Year 3 results improving each year in Numeracy testing.

### Year 5– 129 Students

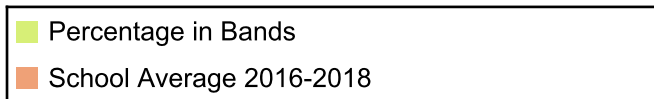
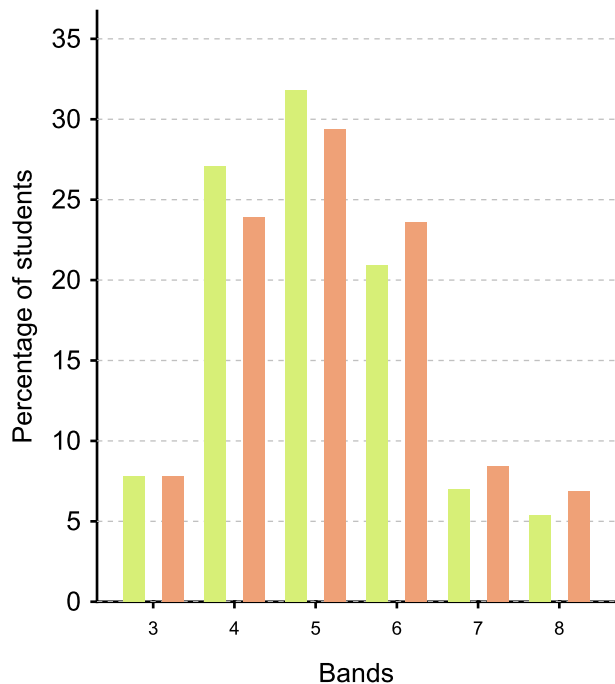
Students in Year 5 generally performed well in the national testing program but the school needs to examine ways to lift student performance to gain higher levels of mastery. 12.4% of students placed in the top two bands for Numeracy (compared to 30.2% state). 34.9% of Year 5 students placed in the lowest two bands of the NAPLAN Numeracy test. (Compared to 18.1% state). Stage 2 and 3 numeracy programs are an area for development and refinement.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2016-2018

### Percentage in bands: Year 5 Numeracy



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

### Student Performance : Top two NAPLAN bands

Rutherford Public School was selected in Term 4 2016 to be part of the Premier's ***Bump It Up 2016–2019*** strategy which is aimed at raising the overall achievement of students in the top two bands of NAPLAN testing. The school realised significant growth in the 2017 NAPLAN results and exceeded the school's target. In 2018 the school maintained this overall result, but closer scrutiny of the Year 5 results are needed, particularly in numeracy.

Overall 2018 results are:

Year 3 Reading: 54.31 % (2017 40.15%)

Year 3 Numeracy: 37.93% (2017 29.93%)

Year 5 Reading: 20.31% (2017 30.51%)

Year 5 Numeracy: 12.40% (2017 19.33%)

**Overall: 30.33%**

### Aboriginal Student Performance: Top Two NAPLAN Bands

The school has over 140 students who identify as having Aboriginal or Torres Strait Islander heritage.

Overall 2018 results are:

Year 3 Reading: 42.86% (2017 24.00%)

Year 3 Numeracy: 23.81% (2017 20.00%)

Year 5 Reading: 10.00% (2017 25.00%)

Year 5 Numeracy: 9.52% (2017 12.50%)

**Overall: 21.69% (2017 20.73 %)**

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2018 the school again elected to be part of the 'Tell Them From Me' survey run by the Learning Bar Company.

Contracted by the Department of Education, the online surveys aim to measure satisfaction with various aspects of the schooling experience.

### Student Result 2018

All random selection of students in Years 4, 5 and 6 (n= 272) were surveyed in Term 4 2018.

Results are summarised below:

% of students with a high rate:

- Participation in school sports: 77% (State Norm=83%)
- Participation in extracurricular activities: 48% (State Norm=55%)
- Positive sense of belonging: 73% (State Norm=81%)
- Students with positive relationships: 84% (State Norm=85%)
- Students that value schooling: 92% (State Norm=96%)
- Positive homework behaviours: 53% (State Norm=63%)
- Students with positive behaviour at school: 86% (State Norm=83%)
- Students who are interested and motivated: 66% (State Norm=78%)

### Parent Results 2018

Fifty-three (53) parents completed the online survey in Term 4, 2018.

Results are summarised below:

Score out of 10 point scale:

- Parents feel welcome: 6.9(State Norm= 7.4)
- Parents are informed: 6.5 (State Norm= 6.6)
- Parents support learning at home: 6.7 (State Norm= 6.3)
- Support for learning: 7.1 (State Norm= 7.3)
- School supports positive behaviour: 7.8 (State Norm= 7.7)
- Safe school: 6.7 (State Norm= 7.4)
- Inclusive school: 6.3 (State Norm= 6.7)

### Teacher Results 2018

Thirty-four (34) teachers completed the online survey in Term 4 2017.

Results are summarised below:

Score out of 10 point scale:

- Leadership: 6.3 (State Norm= 7.1)

- Collaboration : 7.5 (State Norm= 7.8)
- Learning culture: 8.3 (State Norm= 8.0)
- Data informs Practice: 8.1 (State Norm= 7.9)
- Teaching strategies: 8.2 (State Norm= 7.9)
- Technology: 6.8 (State Norm= 6.7)
- Inclusive school: 8.5 (State Norm= 8.2)
- Parent involvement: 7.6 (State Norm= 6.8)

# Policy requirements

## Aboriginal education

Rutherford Public School remained committed to Aboriginal Education and recognising and celebrating the traditional owners of the land. In 2018, over 140 students identified as Aboriginal.

Highlights in 2018 include:

- Completion of Personalised Learning Plans (PLPs) for all students who identified as Aboriginal
- Aboriginal Parent Education Committee to discuss and plan for Aboriginal education improvement
- Week-long NAIDOC celebrations including: Opening Ceremony, flag-raising, cultural performance, classroom activities and a special NAIDOC Week Assembly
- Employment of a literacy and numeracy support teacher for Aboriginal students at risk;
- Regular staff attendance at local AECG meetings.
- Three staff members were trained in the AECG "Connecting to Country" Course training.
- Cultural and social support for ATSI students through the Sista Speak and Bro Speak programs

## Readiness for School Programs

The school offered an extended Kindergarten Transition Program to all indigenous and non-indigenous families in 2018. 2018 Kinder students were invited to come along to "big school" in Terms 2, 3 and 4 every Thursday over twenty five weeks. Individual student interviews were conducted with families to gather student information and cultural backgrounds.

## Engagement and connections

In 2018 the school's Community Liaison Officer and Aboriginal Education Teacher worked with the Aboriginal Education Group to meet and discuss Aboriginal education and programs within the school. The Committee met each term. The group planned a highly successful NAIDOC celebration.

## Literacy and Numeracy

All Aboriginal students were monitored through a school database. Learning and Support Teacher (LAST) time was allocated to students on the basis of need and available resources. 80% of Aboriginal students in Years K–2 have reached the regional target for oral reading for their year level. There is still a need for the school to address formal comprehension and written skills for students to progress further.

## Attendance

The average attendance rate for ATSI students in 2018 was 87.89% compared to 91.16% for non-ATSI students. The Community Liaison Officer worked closely with Aboriginal families and students to promote better attendance and educate families about the

## Multicultural and anti-racism education

In 2018 the school maintained a focus on multicultural education in all areas of the curriculum by providing programs which developed the knowledge, skills and attitudes required for a culturally diverse society.

Key features included:

- all students participated in Harmony Day activities which helped develop a greater understanding of the contributions made to our national identity by people from different backgrounds;
- the school's Anti-Racism Contact Officer (ARCO) conducted information sessions with staff on the nature of racism and mechanisms for addressing racism.