

Russell Lea Public School

Annual Report



2018

Introduction

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

Dan Sprange

Principal

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Message from the Principal

2018 has been a year of transition and anticipation for the RLPS community. While our eyes have been focussed on the move into new learning and playing facilities the school has been quietly developing teaching, learning and leadership. Our teachers take the job of professional growth seriously and work with the leadership team and each other to be the best they can be. We use evidence based practices as the reference point for building learning that results in the best educational outcomes. Teachers develop their practice in a supportive environment which allows for personal growth and shared responsibility for the education of all students. In 2018 we focused on developing student learning skills, especially metacognitive practices relating to Visible Learning. Our administration team has refined management processes and procedures in preparation for increased student numbers and the move into the new building. We have provided an expanded range of extra curricular activities, ensuring students remain engaged, connected and in a position to discover and develop new talents. These opportunities and many others have been made possible due to the collaborative effort of staff and parents. Many of the best aspects of our school only exist because we work together to create something that is bigger than what could be achieved alone.

Dan Sprange

Principal

School background

School vision statement

Our students become life long learners filled with curiosity, high expectations and the capacity to thrive in a dynamic world.

School context

Russell Lea Public School is located 6km from the Sydney CBD and one street away from the upper reaches of Sydney Harbour. The school rests on the traditional land of the Wangal clan of the Eora Nation who have been connected to this land for thousands of years. The community is highly educated and has high expectations for student educational success. After transitioning from a K–2 environment RLPS is delivering K–6 education in 2019 and moving into in newly built facilities at the same time. The new building will cater for up to 600 students and provide the ideal platform for a rich and future focussed curriculum. RLPS has a strong reputation in the local community and beyond for quality education, especially K–2 Literacy and Numeracy. Most students achieve results in the top two bands of NAPLAN for each aspect and average results are well above the state average. All staff are committed to professional development and student success. The parent community are strong advocates for the school and significantly enhance the ability of the school to deliver quality programs and broad educational opportunity.

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 2018 RLPS invested in improved learning culture with examination of teaching and learning. A parent curriculum committee was developed with a focus on improved student wellbeing practices. Curriculum delivery included improved differentiation with the implementation of the ideas of Visible Learning and improved formative assessment. Teachers used success criteria and learning intentions to provide targeted learning and precise feedback opportunities. Student results in NAPLAN indicate strong 'value add' and outright achievement when compared to state and similar school averages. In 2018 teachers began routinely collaborating around agreed evidence based practices within whole school professional learning time. An expanded leadership team worked with teachers to refine practice. Partnerships with parents resulted in the delivery of an improved range of extra–curricula activities including Art Club, Dance Group and the String Ensemble.

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

Professional Growth

Purpose

For students to succeed, teachers and leaders need to be life long learners. Effective teaching is complex work requiring constant professional development through examination of evidence based practice, collaboration with peers, reflection on practice and celebration of success. For teachers to succeed in building their capacity, the leaders who support them need opportunities to develop skills in how to mentor, coach and lead others.

Overall summary of progress

A culture of professional growth and collaboration has been established with teachers and leaders working together in structured professional development processes. Visible Learning with a particular emphasis on Success Criteria and Learning Intentions has been the subject of teacher practice and support. The leadership team has provided instructional support and feedback to ensure implementation success resulting in more consistent practice and increased levels of student metacognition and learning capacity.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students make progress on the Visible Learning continuum.	\$46,000	Student capacity to describe their learning and the pathway to success improved throughout the year as a result of our Visible Learning focus.
Teachers and leaders can demonstrate how they have developed Visible Learning capacity within the school.	\$6,000	The distributed leadership approach has resulted in the development of teaching staff in leadership positions. Key staff have received mentoring and coaching opportunities increasing their ability to build capacity across the school.
Growth in student achievement within literacy and numeracy as measured by internal and external data.	\$20,000	Tracking of students on continuums was partially implemented for selected aspects in literacy and numeracy via data walls. Students in these contexts used individual learning goals to measure and achieve growth.

Next Steps

In 2019 teachers will work to implement visible learning with increased consistency within and across classes. Teachers will work in collaborative teams to plan, problem solve and ensure consistency in judgement around achievement. Knowledge around visible learning will be used to ensure whole school, stage and class planning provides complete coverage of content and individual student growth.

Strategic Direction 2

Student Success

Purpose

All students need to see themselves as learners and successful members of their learning community. Curiosity, a self-sustaining desire to learn and a growth mindset are essential products of a primary school education. Through the provision of quality curriculum, authentic leadership situations and a broad range of extra-curricula opportunities, students build strong identities and are deeply engaged in school life. The world beyond school is increasingly demanding. Students need high levels of resilience, social competence and future focussed skills including a capacity to collaborate, innovate and deal with situations for which they have not been specifically trained.

Overall summary of progress

In 2018 an expanded range of extra-curricular activities were offered to give students enhanced skill and disposition building opportunities. Students competed in the inter-school PSSA softball and soccer competitions and debating for the first time. Before and after school art classes and dancing were also offered along side existing chess and band. More students joined the band and the newly formed string ensemble. With the generous support of our P&C RLPS introduced coding for all students. PBL processes were reviewed and options for a whole school proactive student wellbeing approach were investigated.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students demonstrate well developed social and emotional competence.	\$nil	PBL practices were consolidated and preparations made for a whole school positive psychology approach to be launched in 2019.
Students demonstrate well developed future focussed skills.	\$6,000	Students attended structured coding classes and set up student led coding clubs. Teachers programmed whole school and class specific project based learning sequences to test and build future focussed skills.

Next Steps

In 2019 a whole school student wellbeing strategy will be designed and implemented. Staff have attended training and will be designing and implementing positive psychology resources and learning experiences. This strategy will give students the opportunity to identify and work to their strengths as they grow and graduate to life beyond RLPS.

Strategic Direction 3

Collaborative Communities

Purpose

We can achieve more when we effectively collaborate with peers, parents and external organisations. Strong relationships with the community enhance the range and quality of education experiences available to students. Our new school infrastructure needs to be matched with quality administration systems and communication structures. These ensure that the school community is united in its vision for student success.

Overall summary of progress

In 2018 school systems were evaluated to improve efficiency and communication. School staff included parents in events to build collaborative capacity and enrich educational opportunities for students. Parents engaged in curriculum meetings and partnered with the school to deliver additional learning opportunities such as coding and the string ensemble.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent responses in the TTFM survey indicate improved communication and engagement.	\$Nil	In response to parent survey and forum feedback communication and engagement practices have been adjusted. Parents are involved in more consultation in decision making such as involvement in swim scheme and uniform changes.
Increased educational opportunity as a result of the range and quality of school partnerships.	\$Nil	In 2018 several new extra-curricular activities were made available to students including PSSA sport, coding and the string ensemble.

Next Steps

In 2019 the school will engage more parents in routine learning events such as class reading and 'meet the expert' parent visits. Current private partnerships with external organisations will be maintained and expanded where demand can be serviced. School systems will be refined further with long term efficiency and sustainability in the new building the focus.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$63,305	Students requiring support beyond the scope of class program adjustments were given individual and small group instruction in line with agreed IEP goals. The majority of agreed IEP goals were achieved as a result of these interventions.
Quality Teaching, Successful Students (QTSS)	\$9,242	QTSS resources provided release for teachers to work collaboratively to implement evidence based practices. PDP goals indicated
Socio-economic background	\$1,292	School resources and access to extra curricular activities were funded or subsidised for students whose parents were unable to meet these costs.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	60	68	75	91
Girls	60	88	98	122

RLPS continues to expand with an increased number of students enrolling in Kindergarten in 2018. The school remains more highly populated in the younger years as the transition from K–2 to K–6 progresses. Mobility remains low with 98% of students remaining at the school year on year.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.5	95.8	95.1	95.9
1	95.7	96.3	95.9	94.8
2	96.1	96.5	95.3	94.4
3		96.1	96.7	95.2
4			96.3	94.5
5				95.8
All Years	96.1	96.1	95.8	95.1
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		94.2	94.1	93.6
4			93.9	93.4
5				93.2
All Years	94.1	94.1	94	93.5

Management of non-attendance

Attendance remains above state average however some minor decreases are observed due to travel related absences. Individual students have received increased intervention for excessive unexplained absences. These interventions resulted in a return to above average attendance or agreement for enrolment in a more geographically suitable school. In addition to specific interventions the school communicates the need for students to travel during school holidays and avoid discretionary absences in newsletters.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	8.08
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.42

*Full Time Equivalent

No RLPS staff identify 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	7

Professional learning and teacher accreditation

All teachers engage in weekly professional learning targeting mandatory understanding and key capacities as described in the school plan. Teachers develop their practice in a culture of collaboration and non-judgement. Working with teacher mentors we have focussed on improving our formative assessment capacity and releasing responsibility for learning to students using the theory of Visible Learning. One teacher is working towards highly accomplished accreditation and all beginning teachers have submitted or are working to submit at the level of proficient teacher.

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	18,221
Revenue	2,123,701
Appropriation	1,932,828
Sale of Goods and Services	491
Grants and Contributions	189,292
Gain and Loss	0
Other Revenue	0
Investment Income	1,090
Expenses	-1,843,936
Recurrent Expenses	-1,843,936
Employee Related	-1,629,675
Operating Expenses	-214,262
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	279,765
Balance Carried Forward	297,986

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.

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	1,658,757
Base Per Capita	33,453
Base Location	0
Other Base	1,625,304
Equity Total	65,712
Equity Aboriginal	0
Equity Socio economic	1,115
Equity Language	1,292
Equity Disability	63,305
Targeted Total	0
Other Total	31,163
Grand Total	1,755,631

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

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

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The majority of students assessed in Year 3 NAPLAN are achieving in the top two bands across the four aspects of literacy. Students are consistently performing significantly higher than state averages. For example 75% of students recorded results in the top two bands for Year 3 Reading compared to 53% for students in all Australian schools. In Year 5 Grammar and Punctuation 74% of students achieved in the top two bands of NAPLAN compared to 36% of Australian

students.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	20.8	20.8	20.8	37.5
School avg 2016-2018	1.1	1.1	9.1	13.6	20.5	54.5

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	16.7	16.7	37.5	29.2
School avg 2016-2018	0	0	9.2	19.5	31	40.2

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	0.0	4.2	4.2	33.3	25.0	33.3
School avg 2016-2018	0	2.3	6.8	23.9	23.9	43.2

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	25.0	25.0	50.0	0.0
School avg 2016-2018	0	0	11.4	23.9	48.9	15.9

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	3.7	3.7	7.4	11.1	25.9	48.1
School avg 2016-2018	3.7	3.7	7.4	11.1	25.9	48.1

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	0.0	3.7	3.7	40.7	29.6	22.2
School avg 2016-2018	0	3.7	3.7	40.7	29.6	22.2

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	0.0	3.7	11.1	37.0	25.9	22.2
School avg 2016-2018	0	3.7	11.1	37	25.9	22.2

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	3.7	3.7	11.1	51.9	18.5	11.1
School avg 2016-2018	3.7	3.7	11.1	51.9	18.5	11.1

The majority of students assessed in Year 3 NAPLAN are achieving in the top two bands in Numeracy. Students are consistently performing significantly higher than state averages. For example 60% of students recorded results in the top two bands for Year 3 Numeracy compared to 39% for students in all Australian schools. In Year 5 Numeracy 77% of students achieved in the top two bands of NAPLAN compared to 27% of students in all Australian schools.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	12.5	8.3	16.7	45.8	16.7
School avg 2016-2018	0	5.7	10.3	28.7	31	24.1

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	11.1	22.2	40.7	25.9
School avg 2016-2018	0	0	11.1	22.2	40.7	25.9

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.

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Parent/caregiver, student, teacher satisfaction

RLPS participated in the Tell Them From Me group of surveys in 2018. These surveys gave important

feedback across a range of standardised domains. The results are summarised below:

from 10 countries around the world.

Students

Students surveyed above state average in their responses to all aspects relating to social–emotional outcomes and outcomes relating to learning achievement.

Teachers

Across every domain teachers rated the drivers of learning above the state average. Of particular note was the high scores attributed to inclusivity, teaching strategy, leadership and learning culture.

Parents

Parents rated RLP above average in supporting positive behaviour, safety and supporting learning. Improvements were considered possible in communication of information, supporting education from within the home and providing inclusive learning environments.

Policy requirements

Aboriginal education

All our programs are designed to ensure that any Aboriginal and Torres Strait Islander students achieve educational outcomes comparable to their cohort. All KLAs include Aboriginal perspectives.

History units of work included a focus on current Aboriginal Australia and all students experienced Visual Arts activities with a focus on Aboriginal history and culture.

The whole school celebrated NAIDOC Week with a 'Red, Black and Yellow Mufti Day' where students brought artefacts and memorabilia, as well as information and photographs about past and present role models in sport, business, science, medicine, teaching, art, drama, film, dance, music and politics.

Multicultural and anti-racism education

The school ensured that there was an inclusive school community and a racism–free learning and working environment. Effective communication between the school, parents and community members from diverse backgrounds was encouraged.

Individual support was given in the classroom for students with English as an Additional Language or Dialect (EAL/D).

Through personal development and citizenship programs the students developed an understanding of cultural, linguistic and religious differences.

The school celebrated Harmony Day with a whole school performance celebrating the songs and dances