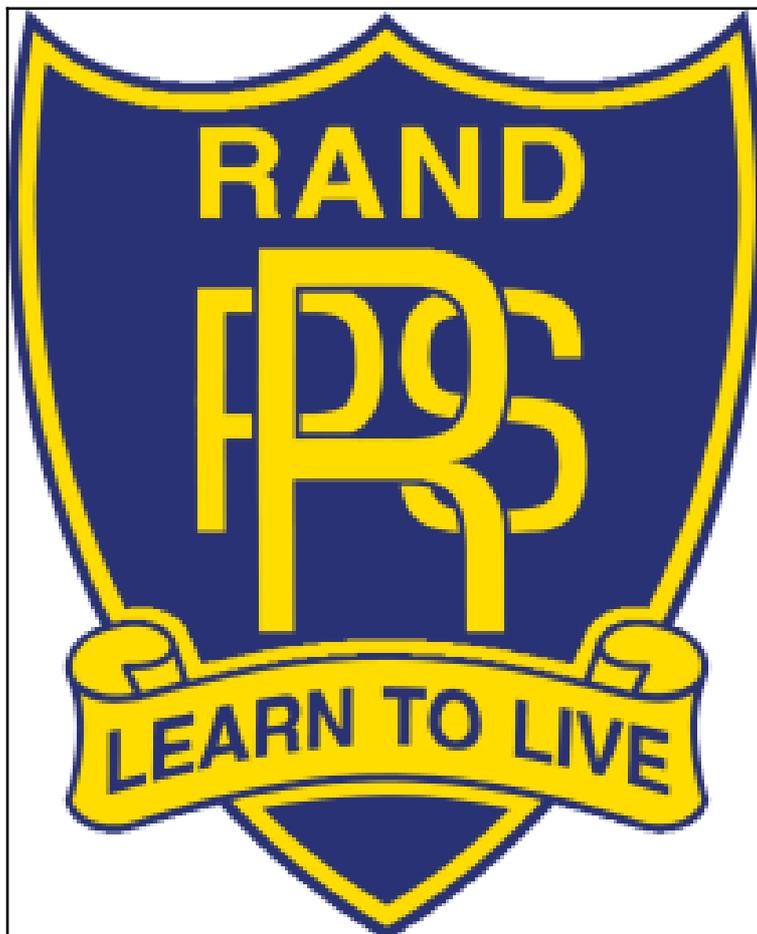


Rand Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Rand 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.

School contact details

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School background

School vision statement

Rand Public School is a community–focused school valuing a proud tradition and committed to shaping a positive future for all learners.

Our vision is for all students to achieve their personal best and become confident, collaborative and highly motivated lifelong learners.

School context

Rand Public School is a small rural school located in the Riverina area of NSW. The school provides high quality education for students drawn from the local community and surrounding rural properties. It is a proud partner of The Walbundrie Community of Small Schools.

Characterised by a sense of community and a strong welfare focus, parents, staff and community members work in partnership to support students across a range of endeavours aimed at building their self–esteem and confidence.

Our highly professional, dedicated staff team endeavours to encourage all students to achieve their personal best in all that they do through high quality, innovative teaching and learning programs.

Our school enjoys an outstanding level of support within the local community and the provision of diverse educational and extra–curricular opportunities.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

The teaching and learning team at used the process of self-assessment against the School Excellence Framework throughout the year. As a collaborative group we unpacked each element and critically reflected on our progress using evidence to support our assessment. This process allowed the team to recognise the development we have made in particular areas and identify areas the school needed to focus on. Having a clear plan, constructed as a team, has supported and strengthened the leadership across the school and created a scope for professional development and school improvement.

The results from our final self-assessment in 2019 has shown significant growth and strengths develop by implementing processes and procedures effectively.

Learning

The learning across the school from students, teachers and leaders is operating at Excelling. Feedback from the parent body has shown an increase in effective partnerships and the whole school community demonstrates aspirational expectations. This has extended to staff and students. Staff professional learning engagement has increased and capacity building across the school has been the result. Student engagement has increased with the implementation of Learning Intentions and Success Criteria motivating them to aspire to their best ability and the development of understanding, and successfully implementing, differentiation strategies has supported this. A consistent approach to assessment and effectively analysing data to inform practice has created a culture of continual learning for all members of the school.

Teaching

All teachers at Rand Public School have been involved in collaborative planning days and mentor support with the principal. This process has built capacity across the school to employ evidence-based teaching strategies resulting in the school operating at the Excelling stage for Learning development and Effective classroom management. Upon reflection and analysis of evidence the school is operating at the Sustaining and Growing stage for Data skills and use, as well as, Professional standards. Teachers are becoming more familiar with working with the Professional Teaching Standards and are using these to guide their own professional development. 2019 has seen one teacher achieve proficient accreditation and one teacher achieving permanency. Teacher development has been a high priority and commitment and this has resulted in all staff, at all levels, demonstrating personal responsibility for maintaining and developing professional standards.

Leading

The school has employed an instructional leader approach to leadership development and, thus, evidence has shown the school is excelling in the areas of Educational leadership and School resources. The development of a distributive leadership model has created a culture of high expectations and ongoing and continuing improvement. Incorporating the School Plan and Professional Standards in the development of Professional Development Plans, staff have been supported to access quality professional learning and available expertise to meet the needs of the students. The school is undergoing reflection, adjustment and change to the reporting process and is currently at the Sustaining and growing stage. Community consultation for planning and reporting is ongoing and will be a continuing focus to engage community and ensure parent input in the decision making process at Rand Public School.

Strategic Direction 1

Quality Learning

Purpose

To apply evidence based pedagogy and collaborative practice thus enriching and improving learning outcomes collectively and meet the needs of learners, within our community of schools.

Quality learning experiences will contribute to an aspirational learning culture. Students welcome feedback in order to self-regulate and reflect upon their learning. Feedback challenges, motivates and supports learners to reach their goals.

Improvement Measures

All students have achieved their identified learning goals.

Students have achieved their expected growth for reading text and comprehension.

Students have achieved their expected growth for numeracy

Progress towards achieving improvement measures

Process 1: Enriching Learning

Develop and deliver quality teaching programs and provide self-regulated learning experiences, enabling students to develop an understanding of how they learn and use this knowledge to set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
Rand Public School teachers are using progressions for Reading Comprehension, Spelling and Writing to support how learning is tailored for individual student need. The K-2 teacher has been upskilled in using Additive Strategies, working closely with the LANSAs (Literacy and Numeracy Advisor) and was able to build capacity at school level to support accurate interpretation of student achievement and place them on the Additive Strategy numeracy progressions. These skills and understandings are evident in teaching programs with clear and authentic links between progressions and the curriculum. This has had a positive impact on teacher efficacy and student engagement. Students have been guided through self-regulated learning experiences by using learning intentions and success criteria. Teachers are continuing to develop and strengthen their understanding and implementation of individual target setting to develop and promote student understanding of how they learn.	Progressions and PLAN 2 professional learning Casual Relief \$508.00 Best Start DoE 4 Day PL – Additive Strategies 3 x Surface Pros 2 x Document cameras

Process 2: Formative Assessment

Ensure students develop and understand formative classroom practices to inform areas of improvement. Build capacity of students to develop and utilise collaborative feedback skills, enabling them to independently regulate, reflect and report upon their learning.

Evaluation	Funds Expended (Resources)
Teachers have been involved in Teaching and Learning networks where collaborative skill building has been informed by Dylan Williams' Formative	Collaborative planning day (Casual x 1)

Progress towards achieving improvement measures

Assessment professional development resources. Teachers are planning for opportunities for students to be reflective and develop skills of articulating understanding. Teachers reported that through formative assessment and feedback strategies it was apparent students lacked persistence in their learning. Collaboratively staff at Rand Public School have constructed learning behaviours relevant to persistence. Students will be given formal and informal teaching opportunities to understand, develop, practice and refine behaviours and strategies when faced with new and challenging tasks. Reflective practice will be an ongoing focus for staff and students as we acknowledge the importance of bringing together theory and practice.

Network meetings with Walbundrie Teaching and Learning Community (2 x per term)

Next Steps

- Teachers collaboratively complete and engage with Learning and Teaching in Innovative Learning Environment –online. An 8 hour, self-paced online course that enables classroom teachers to develop an evidence-based understanding of pedagogies that enhance learning and teaching in innovative learning environments (ILEs).
- Create a collection of writing samples to use as a resource to support students and teachers set writing goals.
- All students develop, in consultation with the teacher, independent writing goals based on learning progressions.
- Students develop an awareness of their writing progression and are using the guide to support their goal setting.
- Students develop a good understanding of how they learn and are able to articulate strategies they use to take ownership of their learning.
- Teachers build capacity to confidently use learning progressions and Innovate Learning Environment (ILE) to create an aspirational learning culture.
- Teachers model and explicitly teach students self reflection strategies, focusing on language and in conjunction with learning reflection sessions in class
- Teachers provide ways for students to use formal and informal feedback and self assessment to help them understand the next steps in learning, using the literacy progressions.
- Students learn to articulate how they learn and identify how to move their learning forward, using self assessment and reflective practices

Strategic Direction 2

Quality Teaching

Purpose

To develop skilled and high performing educators through collaborative and capacity building practices. Teachers will apply evidence based pedagogy and consistent practices to meet the needs of learners within our community of schools.

Improvement Measures

All teachers have embedded evidence-based pedagogy in learning and teaching programs.

All teachers actively engage in collaborative and reflective practices to improve teacher capacity.

Progress towards achieving improvement measures

Process 1: Collaborative Practice

Provide opportunities for teacher collaboration and professional learning within our Walbundrie Small Schools Network to strengthen teacher capacity to ensure continuity and consistency of practice.

Evaluation	Funds Expended (Resources)
Teachers at Rand Public School have been active participants and leaders in the Walbundrie Teaching and Learning Community. They have developed a deep understanding of formative assessment through the professional learning developed by the community, based on Dylan Williams <i>Embedding Formative Assessment, Practical Techniques for K-12 Classrooms</i> . Teachers are using a variety of formative assessment strategies throughout their lessons to reflect on the teaching and learning and adjusting as required. This has increased the explicit direction of targeted teaching and teaches have reported a sense of clarity in their teaching and learning cycle. Formative assessment will be an ongoing focus to embed a culture and practice where teachers make adjustments and respond to student learning and understanding. The teachers will refine their skills to use informal and formal assessment practices to communicate understanding and combine a range of these strategies to ensure multiple opportunities for students to demonstrate their understanding is provided.	Network professional development with Walbundrie Teaching and Learning Community (2 x per term)

Process 2: Evidence Based Teaching

Provide professional learning and opportunities to build capacity of staff in the use of systematic and reliable information sources to inform their teaching practice and support consistent evidence based judgements.

Evaluation	Funds Expended (Resources)
The Walbundrie Small Schools Network have collaboratively refined the assessment schedule used by the network. This has provided consistency and opportunities for Principals to share current research based assessments. Rand Public School teachers have been upskilled in the delivery and analysis of new and current formative and summative assessments. The Fountas & Pinnell Benchmark Assessment Systems provides accurate and reliable tools to identify the instructional and independent reading and comprehension levels and The Single Word Spelling Test (SWST) provides accurate analysis of spelling errors. Analysing this data in conjunction with learning progressions and the curriculum a learning wall has been created. All students have been plotted according to their individual achievements in the areas of spelling, reading comprehension, and additive strategies. A consistent	Hayley- PL- Planning for learning using Best Start Kindergarten Fountas & Pinnell \$700 PAT -R administered across the network of schools. (\$500)

Progress towards achieving improvement measures

approach to assessment has supported the development of reliable data that is used to develop teaching and learning programs. Teachers within the network will be developing consistent approaches to moderate writing samples. A collection of work samples will be developed as a resource to provide consistency across the network of small schools.

Next Steps

- Teachers are collect and use consistent data to create learning intentions and success criteria. Collaborative meeting with Walbundrie Small School Network to moderate writing samples and develop a consistent approach.
- Connect with colleagues collaboratively using online platforms: zoom, Teams, Google Drive to develop an electronic resource to support and encourage consistency of practice across the network.
- Establish a consistent approach to assessment and analysis practice across the school and Walbundrie Small School Network.
- Teachers develop have a strong understanding of LI developed through collaborative approaches.
- Students learn to articulate where they are, where they are going, and strategies to get there.
- Teaching staff collaboratively update learning progressions data for Additive strategies.
- Collect baseline data to assess student engagement.
- Teachers use data to inform their teaching, utilising the learning wall to discuss and collaborate with colleagues.
- Evidence of differentiation based on data is evident in teaching and learning programs.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$3 135.00) 	<p>Capacity has been built amongst staff as a product of attending Professional Learning. Knowledge, skills and practical strategies for engaging Aboriginal communities and been shared during staff meeting. Reflection on how we ensure improved outcomes for Aboriginal Peoples in Australia has been a focus and staff have been given opportunities to develop an understanding about culture, family, community and cultural communication. Staff are aware of cultural respect and have developed skills in order to liaise effectively with Aboriginal families and communities.</p> <p>Hosting a combined NAIDOC day for Walbundrie Small Schools Network provided our community of schools the opportunity to interact with their peers, develop relationships with their wider community and engage in cultural activities to learn about the Aboriginal cultures of NSW. The success from this day has seen this day become an annual Walbundrie Small School Network event.</p>
Low level adjustment for disability	2 days casual relief Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$4 409.00) 	<p>Employment of an SLSO to support teachers to deliver focused teaching and learning has seen an increase in student achievement. Providing consistent routines in and outside the classroom has impacted student's engagement in learning and social activities. Implementation of adjusted individualised learning has developed fundamental skills for students to build from.</p>
Quality Teaching, Successful Students (QTSS)	casual relief Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$4 922.00) 	<p>QTSS funding has been used to support our beginning teacher, current teacher and school leader to develop their teaching and leading practice through out the year. A range of professional learning opportunities including external and internal have played an integral part in building the capacity of teaching at all levels. Having the opportunity to plan collaboratively has ensured a consistent approach to formative and summative assessments. This has led to the development of a Learning Wall where informed decisions can be made about the approach to teaching in order to achieve quality teaching and successful students.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$4 881.00) 	<p>Students have had access to cultural experiences by connecting with larger communities and events. This resource has supported students to travel to a larger centre and attend a range of musical experiences. Being exposed to a board range of activities within the arts and sporting areas broadens student's learning experiences. They have also traveled within the Small School Community network to interact with other students and their peers. Learning about themselves with same aged students is mutually beneficial as students share knowledge, ideas and experiences.. They</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$4 881.00)	develop skills in working collaboratively with others, giving and receiving feedback and evaluating their own learning.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	10	9	11	12
Girls	11	13	12	15

Student attendance profile

School				
Year	2016	2017	2018	2019
K	98.9	92.2	94.7	89.2
1	96.6	95.7	93.3	94.1
2	96.8	95.9	96.3	93
3	94.6	92.5	97.6	90.8
4	97.3	90.3	95.8	94.7
5	93.5	92.5	96.8	93
6	95.3	92.5	94.8	94.6
All Years	96.6	93.7	95.8	92.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.29
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.91

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	120,094
Revenue	559,186
Appropriation	545,867
Sale of Goods and Services	76
Grants and contributions	11,929
Investment income	1,315
Expenses	-540,359
Employee related	-467,584
Operating expenses	-72,775
Surplus / deficit for the year	18,827

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	35,506
Equity Total	18,876
Equity - Aboriginal	1,881
Equity - Socio-economic	2,547
Equity - Language	0
Equity - Disability	14,447
Base Total	474,445
Base - Per Capita	5,397
Base - Location	29,027
Base - Other	440,021
Other Total	10,232
Grand Total	539,058

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the [myschool](https://myschool.edu.au) website.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the feedback from parents, students and teachers and seek their opinions about their school. In 2019 a feedback tool was circulated to all staff and parents/carers asking for their opinions on current practices and process at Rand Public School. The questions included: 1) What was working well? 2) Even better if.

Analysis of feedback demonstrated that parents and staff felt Rand Public School catered well for students learning and well being.

Comments from 'What was working well' included:

"Supporting students to develop resilience and positive coping strategies"

"Collaborative approach to curriculum programming"

"Caring staff, flexible learning to support different learning needs"

"Staff are willing to discuss learning throughout the term"

Staff reported they felt encouraged and supported to develop their capacity as teachers to deliver quality teaching and best practice for individual student learning needs from the school leader.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.