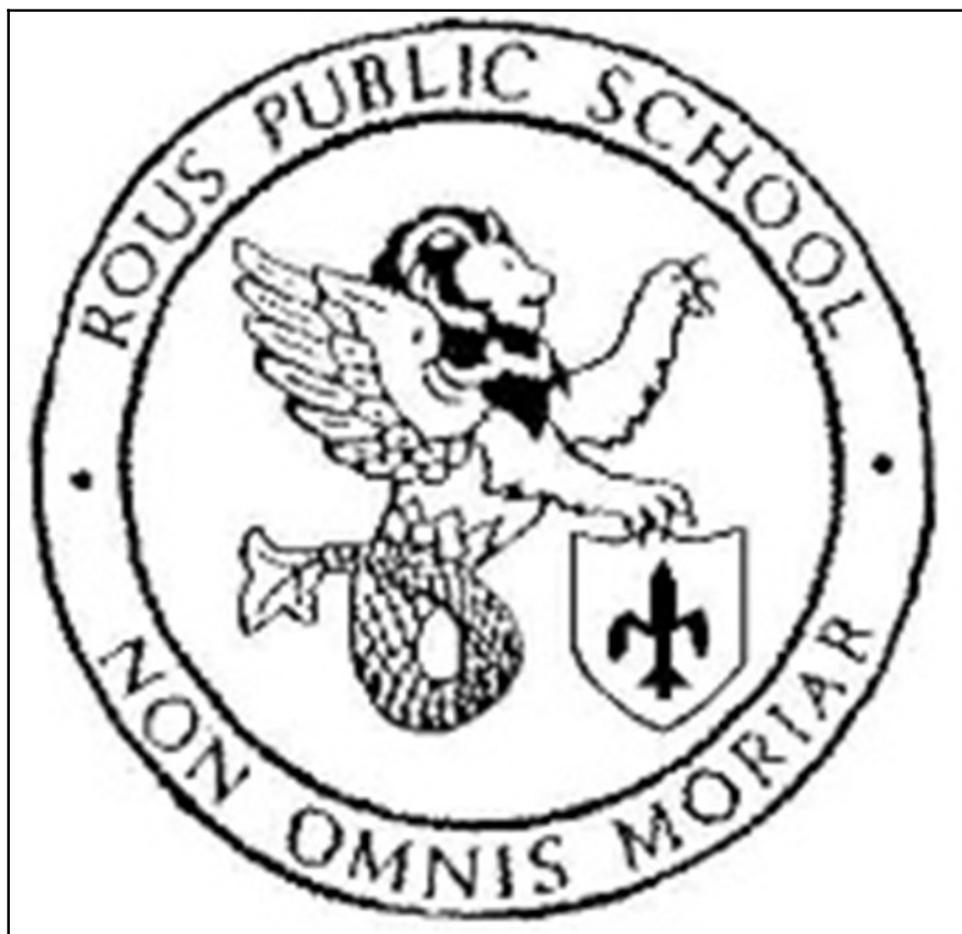


# Rous Public School

## 2019 Annual Report



3006

## Introduction

The Annual Report for 2019 is provided to the community of Rous 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

The school maintains strong links with the wider community, enhancing opportunities for all students to reach their potential in a caring and supportive environment. Rous Public School aims for students to become successful capable learners, with a commitment to nurture, guide, inspire and challenge every student. Students are encouraged to take ownership of their learning and to see learning as a life long process.

### School context

Rous Public School is situated on the Alstonville Plateau. The school has significant links and partnerships with the surrounding communities, including the Southern Cross Community of Small Schools (SCCSS).

The school seeks to provide an engaging curriculum with a focus on continuity of learning across the stages. The school's expectations and values program underpins our student welfare and learning programs. Our priorities include developing differentiated programs to cater for the individual needs for all our students, excellence in literacy and numeracy and a dynamic creative arts program. The school enjoys strong enthusiastic support from a diverse community which values consultation, creativity and collaboration.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

High expectations for all learners

### Purpose

To provide all students with access to relevant, engaging and challenging learning experiences. This includes student understanding of success criteria, (setting clear learning goals and giving regular feedback to students) leading to students becoming self-regulated learners. Staff and the school community are committed to a strong partnership, fostering high expectations and a shared sense of responsibility for student learning.

### Improvement Measures

- A significant number of students demonstrate a minimum 12 month growth per year in key measures.
  - A significant number of students are meeting stage outcomes in literacy and numeracy.
  - 80% of students in years 3 and 5 are working at proficiency in NAPLAN in Literacy and numeracy.
- 
- SET criteria indicate that all students have an understanding and can articulate schools' expectations in the various settings
  - All students understand and enact the elements of student well being framework.

### Progress towards achieving improvement measures

#### Process 1: Student ownership of learning

- Teaching and learning programs demonstrate teacher knowledge of the curriculum to ensure students are challenged and engaged in learning
- The learning environment provides for individual differences and is challenging for students. The learning progressions will provide success criteria in literacy and numeracy including feedback on where they are&hellip; and where to next...

Evaluation	Funds Expended (Resources)
<p>Class teachers are supportive through ongoing discussions focusing on student's needs. Meetings every 5 weeks demonstrate a collaborative approach in sharing of student data and setting of goals.</p> <p>Class teachers demonstrate skills and strategies in purposeful teaching of grammar across stages.</p> <p>Class teachers are familiar with the learning progressions in Literacy and can demonstrate confidence in using the progressions.</p> <p>Evidence of students as self-regulators of learning.</p>	<p>PL training on the Learning Progressions for teachers.</p>

#### Process 2: Student well-being

- Modelling and sharing strategies ensure that students participate in explicit lessons that reinforce the school's expectations in the various settings.
- Collection of students' behaviour data by teachers is consistent across the school.

Evaluation	Funds Expended (Resources)
<p>All staff are familiar with uploading information on PBL spreadsheet. This data has been used as part of LST meetings to identify student needs.</p>	<p>PL funding for staff in working with PBL coach in developing whole school spreadsheet to record student behaviour.</p>

## Strategic Direction 2

### Quality teaching practices

#### Purpose

Teachers take responsibility in collaborating to improve the quality of teaching. This includes taking a collaborative approach to planning, programming and assessing throughout the school year. Staff commit to participate in professional learning focussed on school goals as well as to provide peer support to ensure that teachers can effectively apply this knowledge in the classroom. Teachers continually evaluate the effectiveness of their teaching practices in using data to identify and respond to individual learning needs.

#### Improvement Measures

Increased use of evidence–informed pedagogy

All class teachers can provide evidence of student growth.

All class teachers are confident in collecting and analysing data

Peer observations and feedback provides evidence of pedagogy using the Quality Teaching Framework

#### Progress towards achieving improvement measures

##### Process 1: Researched informed practices

- Teacher participation in researched base professional learning in developing pedagogy.

Evaluation	Funds Expended (Resources)
Teachers observations provide for improved professional knowledge and practice.	PL funding provided for teacher collaboration.

##### Process 2: Data skills and Feedback

- Professional learning and teacher collaboration in understanding and planning assessment tasks as well as analysing student data.
- Teacher participation in collaborative inquiry meetings (NCISI). Developing guiding question and school goal.

Evaluation	Funds Expended (Resources)
Evidence of class teachers monitoring students' learning goals through collection of relevant and reliable data.	PL funding provided for teacher collaboration.
Evidence of explicit systems for collaboration and feedback to sustain quality teaching practice.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> • Aboriginal background loading (\$7 967.00)	A review of support processes for our Aboriginal cohort found that they were appropriate. Funds were used to provide additional support to these students through SLSO staffing and resources. The impact was improved learning and social outcomes for these students.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> • Low level adjustment for disability (\$29 436.00)	Support structures for those students with a disability were reviewed and found that they were meeting their needs well. These included extra staffing, resourcing and the development of individual learning plans. The impact has been enhanced learning outcomes for these students.
<b>Quality Teaching, Successful Students (QTSS)</b>		QTSS funds were utilised to support teachers in identifying specific areas of the Professional Teaching Standards to target. The impact included more targeted professional learning and improved learning for staff and students.
<b>Socio-economic background</b>	<b>Funding Sources:</b> • Socio-economic background (\$9 080.00)	A review of support processes for students attracting this funding found that they were appropriate. Funds were used to provide additional support to these students through SLSO staffing and resources. The impact was improved learning and social outcomes for these students.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	44	42	50	51
Girls	30	28	27	34

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.9	92.2	92	97.1
1	93	90.8	92.3	90.4
2	93.1	97.8	92.7	92.6
3	89.8	94	94	90.4
4	94.1	93.5	96.3	91.2
5	98.3	94.1	94.7	94.6
6	93.9	98.1	95.7	93.2
All Years	93.9	94.1	94	92.7
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)	3.46
Teacher of Reading Recovery	0.11
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.46

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	252,365
<b>Revenue</b>	974,110
Appropriation	933,120
Grants and contributions	39,635
Investment income	1,355
<b>Expenses</b>	-977,101
Employee related	-859,549
Operating expenses	-117,552
<b>Surplus / deficit for the year</b>	-2,991

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	52,071
<b>Equity Total</b>	46,482
Equity - Aboriginal	7,967
Equity - Socio-economic	9,080
Equity - Language	0
Equity - Disability	29,436
<b>Base Total</b>	768,377
Base - Per Capita	18,067
Base - Location	1,492
Base - Other	748,818
<b>Other Total</b>	50,893
<b>Grand Total</b>	917,823

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](https://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

The school sought the opinion of students, parents and staff within the Learning Domain of Learning Culture and Student Well-being using the School Excellence Framework.

The responses are presented below–

The school Staff completed the self assessment survey for 2019. In the Learning domain of Learning Culture the staff identified the school as Sustaining and Growing.

In the Learning domain of Student Well-being, the staff identified the school as Sustaining and Growing.

Student Survey–

Students in 5/6 provided feedback on Learning Culture and Well-being report.

100% of students identified that the school has high expectations of student's learning and students are encouraged to do their best.

95% of students value schooling outcomes.

100% of students agreed that the staff are there to support, provide advice and assistance on a daily basis.

85% of students have positive relationships , respectful relationships with peers at school.

Parent Surveys–

33% of parent/carers completed and returned a written survey on Learning Culture and Student Well-being. Responses presented below–

Learning Culture

100% of parents and carers agreed that the school culture is strongly focussed on learning with aspirations for students to deliver their best with the goal to continually improve.

100% of parents and carers agreed that there is evidence of continuity of programs and learning across stages, including transition points.

Student Well-being

100% of parents agreed that there is clear communication between home and school in monitoring student engagement and well-being.

100% of parents and carers agreed that the school is friendly, and all students are accepted.

Additional comments from parents include–

"Our family is so grateful of being part of such a beautiful community Rous provides to us. Thank you to all the amazing staff and teachers."

"Rous PS is a caring and inclusive environment and my child loves going to school. There's no better yard stick!"

"Teachers at Rous PS go out of their way to get to know each family."

Future directions in the area of Learning Culture include weekly teacher meetings to share student data, organising of learning activities. Information gathered is shared with students and parents with the purpose to ensure ongoing student improvement.

Future directions in the area of Student Well-being include maintaining and further building effective partnerships with parents in following the newly formalised School's Communications Procedures.

# 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.