

## Rydalmere Public School

### 2019 Annual Report



3020

## Introduction

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

At Rydalmere Public School we are dedicated to creating a dynamic and engaging school community of safe, respectful learners who belong. Our priority is developing global citizens for the future.

## School context

Rydalmere Public School and Preschool is a small metropolitan school located at the centre of population for the greater Sydney area. The school is set on expansive grounds. In 2018, the school population sits at 176, comprising 156 K–6 students in our primary classrooms and 20 preschool children each day. The preschool runs two programs each week, servicing a total of 40 preschool children weekly.

56% of our students come from a Non–English Speaking Background and 7% of our students are from an ATSI background. Overall, our Family Occupation and Education Index (FOEI) is 101. Our students are safe, respectful learners who belong. We enable them to become:

- successful learners
- confident and creative individuals
- active and informed citizens

Our school staffing consists of eight teaching positions, including two executive positions of Principal and Assistant Principal, and various part–time specialist support teachers and support staff. Rydalmere Public School and Preschool staff promote equity and excellence. Embedded in their practice is the promotion and development of all students’:

- intellectual
- physical
- social
- emotional
- moral
- spiritual and aesthetic and
- wellbeing needs.

The parents and carers of Rydalmere Public School, unite with the staff in positive partnerships to improve the learning experiences for their children. An active P&C body exists. All members of our school community are involved in key decision making, and valued as contributors.

## 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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1

### Excellence in Learning

#### Purpose

From preschool days teachers will:

- \* Plan rich learning experiences to establish high expectations
- \* Engage and develop vital skills for now and the future
- \* Use student's prior knowledge and skills, to develop individual learning plans and programs
- \* Facilitate the learning of foundation skills in literacy and numeracy, strong content knowledge and the ability to learn, adapt and be responsible citizens.
- \* Use formative and summative assessment to measure student's performance and inform students, parents, carers and community.

This is underpinned by a whole school approach towards wellbeing and is developed through a positive learning culture.

#### Improvement Measures

Increase the proportion of students in the top two NAPLAN bands by 14% (2019) as per 'Bump It Up' measures.

60% of students making greater than or equal to expected growth in Reading.

50% of students making greater than or equal to expected growth in Numeracy.

100% of students using individual learning goals in literacy and numeracy.

#### Overall summary of progress

- \* New preschool educator team in preschool. Worked with P-2 Initiatives officer in addition to mentor to develop high quality learning programs in preschool.
- \* Preschool went through formal Assessment and Rating with ACECQA in early Term 2.
- \* Programming documents and Adjustment documents reflect the differentiated teaching happening in each classroom.
- \* 77 students plotted on the NCCD as either receiving Extensive, Substantial or Supplementary learning adjustments. These adjustment levels were defined using school-based evidence including informative and summative classroom assessment data, PAT testing and LaST Assessments.
- \* Learning programs demonstrated a more integrated approach with literacy and numeracy embedded as a cross-curriculum priority in all other Key Learning Areas.
- \* Kindergarten Groups run daily with all Kindergarten teachers and specialist teachers involved.
- \* MultiLit run for targeted students in Years 1-6.
- \* Bump It Up groups run for students in Years 2-6 performing in the 'middle' with the focus to 'bump' them up.
- \* EAL/D program run providing in-class support, withdrawal and resourcing support – responsive to the learning needs of our students.
- \* Gifted and talented classes run weekly in Mathematics plus gifted and talented opportunities provided in STEM.
- \* PBL in full operation across all school settings.
- \* Introduction of Outro system to reduce behaviour incidences and increase the learning outcomes for all students.

\* Resilience and Values program was evaluated and updated. This ran the whole year in every classroom.

## Progress towards achieving improvement measures

**Process 1:** Strong Preschool Foundations Children will be provided with opportunities to apply thinking strategies and problem solve, through play. Children will be encouraged to explore and communicate concepts, with a focus on literacy and numeracy.

Evaluation	Funds Expended (Resources)
Learning programs in our preschool were play based and focused on literacy and numeracy. Our new preschool educator team developed programming proformas throughout the year to reflect not only the programming of intentional learning, but also the programming of child-driven learning experiences. Literacy and numeracy play based activities occurred both across indoor and outdoor settings, with a variety of sensory experiences for the children. All preschool programming is responsive to the outcomes in the Early Years Learning Framework. This year we went through the ACECQA Assessment and Rating process. In Quality Area 1 in STD1.1 "The educational program enhances each child's learning and development" we were rated as Exceeding the National Quality Standard. We were able to upgrade our indoor and outdoor learning spaces to support literacy and numeracy play-based learning due to the Preschool Enhancement Program.	Professional Learning Funding School and Community Funding Preschool Enhancement Program Funding

**Process 2:** Curriculum Delivery

a. Differentiated programming to reflect the diverse needs of our students. This will be supported by school-based assessment data to inform our 'Tiered Levels of Support' approach.

Evaluation	Funds Expended (Resources)
Stage Supervisors were impressed with the differentiated programming occurring for each classroom. Supervisors met with teachers each term to discuss learning programs as well as Learning Adjustments and Personalised Learning and Support Plans for targeted students. All students receive personalised English and Mathematics goals throughout the year. These are communicated to parents as well as documented in Semester Reports with progress on these goals noted. While our tiered levels of support continues full implementation, the data wall we used to represent this has been disbanded while we work to create one that is more workable for us.	

**Process 3:** b. Embed the cross curriculum priorities of literacy and numeracy in all Key Learning Areas, with an emphasis on students' wellbeing.

Evaluation	Funds Expended (Resources)
We had three across-stage classes this year consisting of a 2/3 and two 4/5/6 classes. As a result, learning programs were modified to encompass many more integrated units to assist teachers to deliver the appropriate outcomes for all stages of learning. This has been heavily documented within our scope and sequences to ensure students are not delivered repeated content in the following years.	Professional Learning Funding

**Process 4:** c. Intensive Learning and Support programs for targeted students in the areas of EAL/D, NAP, Learning Support (including Intervention Groups 3–6) and Gifted & Talented.

Evaluation	Funds Expended (Resources)
100% of students requiring Learning Adjustments and Personalised Learning Support Plans were delivered these. Specialist intervention support was provided to students requiring this through our LaST and EAL/D program. The MultiLit program had 12 students complete this program and move to	RAM Equity Funds: – RAM Aboriginal Background

## Progress towards achieving improvement measures

proficiency, while the remaining 32 students all made growth. In the EALD program we had 10 students start the year in the Beginning phase, and at the end of the year all of these students moved to either Emerging or Developing. Overall, 100% of our ESL students made growth and we now have 88% of ESL students working in either Developing or Consolidating. 72% of Year 5 students engaged in our 'Bump It Up' Intervention Groups made either expected or exceeded growth in Numeracy.

– RAM English Language Proficiency Funding  
– RAM Low Level Adjustment for Disability Funding  
– RAM Socio–Economic Background  
Professional Learning Funding

**Process 5:** Wellbeing Continued application of PBL, our Resilience Program and growth mindset strategies with a focus on consistent expectations between classroom and playground.

Evaluation	Funds Expended (Resources)
We continue to achieve excellence in the area of Wellbeing through our PBL structures which is so important for learning. We know when we get wellbeing right, that learning can happen at its best. Within this we have continued to develop and implement our Resilience Program all year round. This year we created an additional structure called our 'Outro' process which was created to assist in the management of classroom behaviour referrals. This saw a decrease in the number of classroom incidences. Complementing this is our second full year of our 'Reflection Room' initiative which aims to significantly modify the behaviour of students so they do not 're-offend'. This too has had a decrease in the number of repeat referrals.	RAM Equity Funds: – RAM Aboriginal Background – RAM Low Level Adjustment for Disability Funding – RAM Socio–Economic Background Professional Learning Funding

## Next Steps

\* **Strong Preschool Foundations** – Same preschool educator team to continue working together in 2020. This team will continue to develop their processes for developing, implementing and reflecting on individual learning cycles for all children in our preschool. While we were very proud to achieve an overall Assessment and Rating of Meeting the National Quality Standard, with many excelling standards, we are seeking to sustain those excelling levels and grow on the meeting to achieve an overall rating of excelling.

\* **Curriculum Delivery (a)** – Continue our very successful differentiated curriculum delivery, including our processes and documentation on providing Learning Adjustments and Personalised Learning and Support Plans. Complete overhaul of our current data wall that has become less functional as we have grown in student numbers.

\* **Curriculum Delivery (b)** – Ensure with the implementation of the new PDHPE Syllabus that both literacy and numeracy are integrated in to this learning for students. Professional learning will be provided to all staff in this area.

\* **Curriculum Delivery (c)** – Adjustments to be made to Kindergarten Groups after review held at end of 2019 – new changes to take place in Term 1 of 2020. Early 2020 we will review the Bump It Up Data to assess efficacy and modify the teaching strategy focus if required. LaST and EAL/D programs to continue as well as Gifted and Talented opportunities for all applicable students.

\* **Wellbeing** – Continue our PBL and Resilience Initiatives. Review how we document the Outro and Reflection Room incidents and see how we could enter this data onto our Sentral Wellbeing system.

## Strategic Direction 2

### Excellence in Leading

#### Purpose

To build an instructional leadership team who have a shared responsibility for:

- \* all students learning
- \* sustained and measurable whole school improvement
- \* being responsive to the community.

High quality professional learning will focus on continuous improvement in the areas of:

- \* technology
- \* pedagogy
- \* active leadership at all levels

This is underpinned by a high expectations, a culture of mentoring, coaching and community engagement.

#### Improvement Measures

Leaders drive improvement and implement processes and practises that reflect data-informed goals.

100% of staff are engaged in high quality professional learning as reflective leaders of learning.

Community of Schools leadership team evidence increased satisfaction from staff involvement in professional learning.

#### Overall summary of progress

- \* School Leaders have led Professional Learning across the school, within Stage Teams and beyond our school for our Community of Schools and other professional networks.
- \* School Leaders have attended professional learning themselves in the area of Quality Teaching Rounds and implemented a project as a part of that Professional Learning.
- \* An aspiring leader was given the opportunity to relieve as Assistant Principal part-time for the year. Other aspiring leaders were given the opportunity to relieve casually throughout the year.
- \* Assistant Principals attended the 'Assistant Principal's Leadership Conference'.
- \* Preschool Leaders attended relevant professional learning on 'Leading and Managing a Preschool' and embedded this knowledge into the preschool operation.

#### Progress towards achieving improvement measures

**Process 1:** Professional Learning – To build effective pedagogical practices and sustain the professional learning of all staff. This will be achieved by leaders providing targeted Professional Learning to improve teaching practice and enhance student outcomes.

Evaluation	Funds Expended (Resources)
Leadership team were provided with time to effectively lead, manage and implement the DoE reforms. This included time to develop and lead professional learning; design and implement educational programs; provide	RAM Equity Funds: – RAM Low Level Adjustment for



## Progress towards achieving improvement measures

mentoring to targeted staff; manage the performance and development of their teams; target student learning and welfare outcomes and initiatives and to; allow for succession planning and distributed leadership to build the capacity of all staff.

Disability Funding  
– RAM Socio–Economic Background  
Professional Learning Funding  
QTSS Funding

**Process 2:** Community of Schools – Develop efficacy and capacity of current leaders and aspiring leaders through high quality professional learning, structured support and coaching from Principals within our CoS.

Evaluation	Funds Expended (Resources)
100% of staff attended differentiated professional learning Twilight sessions of their choice. All session content linked to PDP goals and the schools strategic directions. The Principals in our CoS oversaw this initiative with a team of executives and aspiring leaders representing all schools who took on the responsibility of organising both the SDD and Twilight sessions. We have one Assistant Principal from our school who has been a part of this leadership team for the past two years and she plays an integral role in this team. The Twilights and SDD have enabled all schools to building leadership capacity by tapping into a large and varied base of teaching expertise. This year two of our Assistant Principals led Twilight sessions and our Principal led a Teach Meet session at the SDD. We had an additional school join our CoS part way through the year which means this initiative has involved over 300 staff from 11 schools and after surveying the staff, it is unanimous that all schools want this professional learning to continue. As a group, we received an award from the Public Education Foundation for the work we do as a Community of Schools.	School and Community Funding Professional Learning Funding

**Process 3:** Instructional Leadership and Management – Leaders will monitor and evaluate the school–wide impact of their instructional leadership and design initiatives that will support teachers to improve student achievement. Distributed leadership will build the capacity of all staff through meaningful and intuitive mentoring.

Evaluation	Funds Expended (Resources)
All teachers as Leaders have presented Professional Learning for all staff based on an area of expertise they possess. This year, school leaders were involved in two, year long projects on (1) Quality Teaching Rounds and (2) Spirals of Inquiry. The Spiral of Inquiry project required school leaders to define a focus area for the school (after evaluating current practice), design teaching strategies to improve student outcomes in this area and provide professional learning to staff on this. There was an emphasis on observation of practice to assess the efficacy of their project and the impact their instructional leadership has had on teaching practice. This culminated with them presenting their project and findings to a large group of Principals and other participants in the program. As a result, all of our classrooms now embed the 'CUBE' strategy into their teaching and this has improved student achievement in this area.	Professional Learning Funding QTSS Funding

## Next Steps

\* **Professional Learning** – we will continue to implement the current structures, however will seek to formalise mentoring sessions that occur.

\* **Community of Schools** – all Principals within this group agree we would like to continue with our current model. We will seek to grow the leadership team and look at a succession plan for this team. After a review of the twilight sessions, there will be some changes to these such as offering some earlier in the year.

\* **Instructional Leadership and Management** – This process will continue as is. Given we will be in the final year of our current school plan, this process will be extremely important in formulating our next school plan throughout 2020.

### Strategic Direction 3

#### Excellence in Teaching

#### Purpose

Teachers will demonstrate personal responsibility for:

- \* Capacity building
- \* Improving teaching practices in line with Professional Teaching Standards
- \* Working individually and collaboratively with support to evaluate the effectiveness of their teaching
- \* Regularly analysing and collecting data to inform future teaching
- \* Giving priority to evidence based teaching strategies.

This is underpinned by high quality teaching programs promoting student engagement.

#### Improvement Measures

Increased number of Teachers accredited by NESA at Proficient level.

100% of staff reflect on their success of goals achieved as part of annual PDP process.

Shared culture of high expectations in programming and assessment with increased engagement in collaborative practices.

#### Overall summary of progress

- \* Professional learning on visible learning continued.
- \* Regular data input on to data walls occurred.
- \* Online PAT testing in Reading, Mathematics and Vocabulary.
- \* QTSS Quality Teaching Rounds.
- \* QTSS teaching support and mentoring provided.
- \* Additional hour of RFF built in to the timetable to allow for genuine collaboration on teaching initiatives.
- \* PDP process completed.

#### Progress towards achieving improvement measures

##### Process 1: Assessment and Reporting

- a. A common language for visible learning is established where learning intentions are clearly articulated in all literacy and numeracy lessons.

Evaluation	Funds Expended (Resources)
Teachers continue to consolidate and refine their understanding of effective learning intentions and success criteria. Each teacher has implemented visible learning in a way that suits their teaching delivery – sometimes via hard copy and sometimes via digital means. Regardless of the mode, it is visible. Personalised learning goals for students are also made visible within our semester reports with progress on individual goals documented.	Professional Learning Funding QTSS Funding

## Progress towards achieving improvement measures

**Process 2:** b. Data walls are used for staff and students to track and monitor individual progress on learning continuums/progressions, to support a growth mindset model.

Evaluation	Funds Expended (Resources)
We continued to struggle throughout the year with the current format of our data wall. As our school has grown, our initial wall has outgrown us and is now not as user friendly as it once was. All staff have researched other ways this data can be represented, and we will start 2020 with a new type of data wall.	

**Process 3:** c. PAT online testing for Reading and Mathematics will take place in Term 1 and Term 4 to measure growth over time and plan effective teaching cycles. These will also be used to monitor targeted 'Bump It Up' students.

Evaluation	Funds Expended (Resources)
Due to a variety of reasons, we did not do the first lot of PAT testing until early Term 2. This year we also added an addition PAT test in Vocabulary as a trial. We are not yet convinced that this gave us any additional useful information on our students so we may not continue that specific test in 2020.	RAM Equity Funds:  – RAM Low Level Adjustment for Disability Funding

**Process 4:** Collaborative Practice – Collaboration between staff to provide high quality, authentic learning experiences, by evaluating and reflecting on their own practice.

Evaluation	Funds Expended (Resources)
All teachers were provided with an additional hour of relief from face-to-face teaching each week to meet in stage team to collaborate on a Writing Program initiative. Each team created rubrics for different types of texts. Following the completion of this in individual teams, the whole staff collaborated to bring all of the rubrics together to create a K–6 Scope and Sequence. QTSS quality teaching rounds continued with staff using the professional standards to identify areas for development. Supervisors and peer lesson observations occurred with time for reflection provided on completion. Teachers worked in teams to develop quality differentiated programs in literacy and numeracy. Stage Meetings have allowed for additional collaboration, particularly in the area of programming.	Professional Learning Funding  QTSS Funding  School and Community Funding

**Process 5:** Performance and Development Plan (PDP) – staff will create PDPs that are reflective of their personal goals and in line with school priorities.

Evaluation	Funds Expended (Resources)
100% staff developed PDP's considering their own development and the school's strategic directions when setting goals. Staff have discussed PDP's with the executive and this information forms part of the professional learning program. All PDP goals have been linked to a teaching standard within the Australian Professional Standards for Teachers (except SASS). Supervisor and peer lesson observations occurred with time for reflection provided on completion. Supervisors checked PDP goal progress mid year and adjusted professional learning as required. Term 4 saw the reflection on PDP success.	Professional Learning Funding  QTSS Funding

## Next Steps

\* **Assessment and Reporting (a)** – Provide professional learning for new 2020 staff in this area to ensure this continues.

\* **Assessment and Reporting (b)** – we will continue to track the data within our tiered levels of learning support in the areas of: literacy, numeracy, attendance, behaviour, speech and fine motor, however we will be creating a new way of

representing this data on a wall. We will also look at how this data can be recorded within our wellbeing module on Sentral.

\* **Assessment and Reporting (c)** – we will continue to use PAT online for Mathematics and Reading, but we will not continue with the vocabulary test. We will also look at how this data can be recorded within our wellbeing module on Sentral.

\* **Collaborative Practice** – teachers will continue to be given the additional hour of relief from face-to-face teaching in 2020 for the purpose of collaboration and whole school initiatives. These collaboration sessions will take on a new focus.

\* **Performance and Development Plan** – current processes to continue.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$7267	All students have a Personalised Learning Plan (PLP) where learning goals were designed in conjunction with the students' parent/carer.
<b>English language proficiency</b>	\$82458	<p>All students eligible to receive EAL/D support were assessed against the ESL Scales and plotted on the EAL/D progression. Of those 77 students plotted, the following growth was achieved through this targeted support:</p> <p>Feb 2019</p> <p>Beginning = 10</p> <p>Emerging = 4</p> <p>Developing = 32</p> <p>Consolidating = 31</p> <p>Dec 2019</p> <p>Beginning = 0</p> <p>Emerging = 9</p> <p>Developing = 28</p> <p>Consolidating = 40</p>
<b>Low level adjustment for disability</b>	\$61580	<p>All students requiring adjustments received these (as evidenced in students' welfare files)through adjustments in teaching and learning programs and also PLP's where appropriate. 75 of our students require adjustments with the following breakdown:</p> <p>Extensive = 17</p> <p>Substantial = 18</p> <p>Supplementary = 40</p> <p>School Learning Support Officers were employed to work in classrooms alongside targeted students requiring additional support.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>		Enabled school timetable to allow for teacher mentoring through the use of this staffing allocation. All teachers were provided with a mentor. Mentors were trained in a DoE coaching philosophy to provide authentic and effective feedback to staff. Mentors demonstrate best practice and staff are provided with opportunities to implement these practices.Time is built in for reflection and further planning.
<b>Socio–economic background</b>	\$48820	Additional classroom teachers were employed to support classroom and student welfare programs. Funds were also allocated for all P–6 teachers to receive professional learning in literacy and numeracy to support student outcomes.. Bump It Up initiative – teacher employed 1 day per week to support moving

<b>Socio-economic background</b>	\$48820	students from the middle to the top bands in Reading and Numeracy. Students from families experiencing financial hardships are provided with the same curriculum related resources and opportunities including excursions and uniforms.
<b>Support for beginning teachers</b>		<p>Provided with mentor.</p> <p>Additional release provided to support professional development. and beginning teachers.</p> <p>In class mentoring support provided each week.</p>
<b>Targeted student support for refugees and new arrivals</b>		<p>New Arrival teaching allocation provided.</p> <p>Support given to newly arrived students from our EAL/D specialist teacher in the area of English language and social skill development</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	60	82	87	85
Girls	54	64	67	60

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.8	95.8	93.6	93.4
1	94.1	91.2	95.3	92.5
2	94.4	95.5	93	94.6
3	92.6	93.3	90.4	90.7
4	94.8	91.4	90.8	90.2
5	93.4	93.5	94.5	90.3
6	95.7	95.4	92	90.8
All Years	94.1	93.8	92.9	92
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
Assistant Principal(s)	3
Classroom Teacher(s)	11.3
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
Teacher ESL	0.4
School Administration and Support Staff	3.21

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	432,963
<b>Revenue</b>	2,747,922
Appropriation	2,622,872
Sale of Goods and Services	49,994
Grants and contributions	71,852
Investment income	2,679
Other revenue	525
<b>Expenses</b>	-2,723,616
Employee related	-2,436,868
Operating expenses	-286,748
<b>Surplus / deficit for the year</b>	24,306

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>	92,603
<b>Equity Total</b>	200,125
Equity - Aboriginal	7,267
Equity - Socio-economic	48,820
Equity - Language	82,458
Equity - Disability	61,580
<b>Base Total</b>	1,441,019
Base - Per Capita	38,481
Base - Location	0
Base - Other	1,402,538
<b>Other Total</b>	828,597
<b>Grand Total</b>	2,562,345

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 website.

## 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.

**Students** – A sample of students from K–6 were chosen for the purpose of surveying their opinions about our school.. The surveys were carried out as forums where small groups of students were asked to talk about different aspects of school life. Over 35% of the student population were interviewed with the results of their responses as follows:

### **The three things the students loved most about Rydalmere Public School were:**

The computers in the lab, the infinities, the teachers, oval, playground, handball courts, sport, the Library, murals and Hip Hop.

### **What would you like to change that would make your school better?**

A playground with more things for senior students to do including 4–6 fixed equipment for older students,

- Top grassed area to be part of the play area
- More computer work with coding
- More variety of sports in school sport
- K–2 students need to take turns on the fixed equipment and not break the rules.
- Children playing handball need to follow the rules and accept when they are out.
- K–6 fixed equipment on oval,
- Concrete handball courts to the side of the oval
- No 'bindies' on the oval
- More shaded areas
- Not to have to play outside in the extreme heat – more Library days, the Tuesday Club idea expanded and maybe a games room to access on a roster
- Soccer nets on both goals on oval,
- a variety of equipment available at both recess and lunch time
- some students need more serious consequences for regular rude behaviour.
- More flexible furniture and to continue to work in flexible groupings. Not have assigned seats.

### **What do you most enjoy learning at school?**

- Kinder – Maths, Science and computers
- Year 1 – Reading, Maths, Science and Spelling
- Year 2 – Computers, Maths, Drama and Handwriting
- Year 3 – Computers, Maths, Writing and Art
- Year 4 – Technology, Science and Maths.
- Year 5 – Maths, technology, History and Sport.
- Year 6 – Sport, English, Reading and History.

### **Do you find your work in English and Maths, too easy, too hard or just right?**

#### **English**

- Kinder – 62.5% too easy, 37.5% just right and 0% too hard
- Year 1 – 37.5% too easy, 37.5% just right and 25% too hard
- Year 2 – 29% too easy, 57% just right and 14% too hard
- Year 3 – 55% too easy, 33% just right and 11% too hard
- Year 4 – 0% too easy, 100% just right and 0% too hard
- Year 5 – 0% too easy, 83% just right and 17% too hard
- Year 6 – 0% too easy, 100% just right and 0% too hard

#### **Maths**

- Kinder – 12.5% too easy, 87.5% just right and 0% too hard
- Year 1 – 62.5% too easy, 37.5% just right and 0% too hard
- Year 2 – 57% too easy, 29% just right and 14% too hard
- Year 3 – 44% too easy, 44% just right and 11% too hard
- Year 4 – 43% too easy, 57% just right and 0% too hard
- Year 5 – 44% too easy, 33% just right and 22% too hard

- Year 6 – 12.5% too easy, 50% just right and 37.5% too hard

**Students were asked to rate their learning.** The children were asked to use a scale from 1–10 with 10 being the highest to rate different aspects of learning. Their responses indicated:

I enjoy learning Mathematics – 50% very highly rated and 12.5% high

Are mathematics activities interesting and challenging? – 28% very highly rated and 19% high

I enjoy learning to and about Reading – 65% very highly rated and 8% high

Are reading activities interesting and challenging? – 12.5% very highly rated and 20% high

### **Parents:**

In an endeavour to improve opportunities for parents and teachers to work together our school trialed a new format for parent / teacher interviews. This new format combined a school disco with the parent/teacher sessions and also provided dinner which saw families and staff mingling together. The school sought the opinions of the parents on the success of this format with a view of continuing it in the future.

Of the 40 families who responded to the survey 34 attended. Of these 34 responses 33 either loved or liked the new format and 1 did not like the new format. The parents were also asked to provide feedback on what they liked about the new format and ways in which it could be improved. The responses indicated:

The things we liked/loved about the event were;

- The kids were entertained which allowed parents to listen and communicate with the teacher and other parents and coinciding this with the disco allowed us to use our time productively.
- Comfortable and relaxed and being able to listen knowing the kids were being looked after and having fun.
- This allowed for more parents to attend and to talk to teachers
- Liked the chair set up, signage and ease of finding teachers.
- Liked the opportunity to meet staff and other parents in an informal setting
- Loved that I didn't have to focus on keeping the kids quiet and still.
- We are new to the school and we loved meeting the teachers and parents early in the year.
- Loved the food – catered for all, including fussy eaters!
- Well done – not too late – food good and the children enjoyed it.
- A great night– we all enjoyed it.

How could the format be improved;

- Greater range of volunteers
- Maybe extend it by 30–60 minutes to allow more time to mingle and this would also help parents who work late.
- Better sound system please x 7
- Not sure how to change this but the wait to talk to the teacher was long. Maybe the teacher could do a general presentation to all parents first and this may cut down on repeated general information they are asked by us all. I understand that parents take this opportunity to talk with the teacher as they have time after work hours.
- Some parents cut in, in front of others.
- Provide an additional outdoor activity for the children who may find disco's overwhelming and noisy. X 2
- Maybe allow siblings to go to disco. X 4
- Release kids from the disco in groups and not all together.
- Better organisation of the food tables to prevent crowding. X 3
- Can't think of anything – loved it x 3

# 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.