

Rylstone Public School

2019 Annual Report



Introduction

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

Rylstone Public School
25-27 Mudgee Street
RYLSTONE, 2849
www.rylstone-p.schools.nsw.edu.au
rylstone-p.school@det.nsw.edu.au
6379 1404

Message from the principal

Rylstone Public School has a long and successful history of providing excellent education to the children of the Rylstone village and surrounding areas. We pride ourselves on promoting lifelong learning and aim to develop caring and enterprising members of our future society. Our learners have diverse and challenging opportunities to develop their potential in all areas of school life. Our school, which has an excellent reputation, is characterised by our motto *Effort and Honesty*, with staff and students being immersed in a positive culture of high expectations and achievement, and a general belief that everyone achieves success.

Jodee Burcher

Principal

School background

School vision statement

Rylstone Public School creating world ready empathetic, motivated learners through innovative, authentic and engaging education.

School context

Rylstone Public School creates future focussed students through developing application, respect and perseverance. Rylstone Public School is a dynamic, vibrant and innovative school community. It is committed to fostering the talents, skills and aspirations of all its members and ensuring that every student is able to achieve their personal best. We promote excellence and equity by ensuring all students become active and engaged learners, confident and creative individuals and world ready, informed citizens.

We promote a fair and just school in a nurturing environment that allows all members to participate, contribute and flourish.

Our school opened in 1857. It is a small, rural school located in the Lithgow School Network. The school is located 55km from Mudgee and has strong links with neighbouring schools and the Wollemi Learning Alliance. The school caters for the needs of all K–6 students who live in the village of Rylstone and the surrounding areas.

There are 4 classes; a straight Kindergarten, and 3 multi-staged classes. There are currently 6 teachers working at the school.

We are a school that endeavours to provide quality teaching and learning programs, particularly in the areas of Literacy and Numeracy. All students are provided with teaching and learning experiences that cater for their individual needs. It is a very cohesive and inclusive school environment. Student wellbeing is a high priority at our school with identified programs to encourage resilience and values, such as Positive Behaviour for Learning (PBL) and 'Bounce Back'. We are future focussed with embedded flexible learning spaces, STEM and computer coding activities as the norm in every class.

We are a proud member of the Wollemi Community of Practice.

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	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
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

Excellence in Teaching – Curriculum

Purpose

Rylstone Public School is seen as a school of excellence in student based, future focussed learning and creates a whole school culture of development and continuous learning.

Rylstone Public School will deliver teaching and learning programs that support high expectations for student learning and development. This will be achieved through effective teaching practice, comprehensive data skills and use, Professional Learning, collaboration and effective feedback.

Improvement Measures

By adhering to our annual milestones, we will endeavour to include learning intentions, success criteria in every classroom, every day.

Students will model characteristics and understanding of visible learners.

All students will set and monitor their own personal learning goals and demonstrate an understanding of a Growth Mindset.

Build student capacity as 21st century learners through creativity, collaboration and communication.

Increase the proportion of students achievement at or above State norms, measured by internal and external data.

Staff will implement evidence based and research informed practices that promote student learning and wellbeing.

Progress towards achieving improvement measures

Process 1: Build a whole school culture and common language of what an effective learner is and does.

Embed a culture of impact-focused teaching and learning that includes learning intentions, success criteria and effective feedback in every classroom for every student.

Embed a culture of collective efficacy that uses data to make impact focused class, stage and whole school decision making and resourcing.

Evaluation	Funds Expended (Resources)
<p>All teachers have been implementing visible learning strategies in their classes. Future goals will be to have them more deeply embedded. By the end of 2019 all teachers will provide documentary evidence in Teaching & Learning Programs of Learning Intentions / Success Criteria as a non-negotiable.</p> <p>Monitor effectiveness of Quicksmart and MiniLit programs.</p> <p>80% of staff training in '7 Steps to Writing Success'</p> <p>Students will be able to articulate what and why they are learning and explain ways they can monitor their progress and seek feedback. Students will be more readily able to assess their work by comparing it to examples given from classmates' work using a document camera.</p> <p>Students will be able to articulate and identify personal learning goals and identify areas of growth or challenge.</p>	<p><i>Quicksmart program / minilit program Training days money carried over from 2018 to supplement shortfall</i></p> <p>* Socio-economic background (\$7,820.00)</p> <p>* Socio-economic background (\$5,215.00)</p> <p>* Low level adjustment for disability (\$5,212.00)</p> <p>* Integration funding (\$19,291.00)</p> <ul style="list-style-type: none">• \$600 for document cameras for 3 classes• \$1500 3 x casual days for staff to have 1:1 meetings with students to discuss goal setting from term one and progress.

Next Steps

- All staff are to be trained in '*7 Steps to Writing Success*' and '*Spirals of Inquiry*' through extensive school based professional learning and collaboration.
- Writing and understanding texts is to be a main focus.
- Strengthen and widen Minilit and Quicksmart programs.
- Strengthen implementation of '*Words Their Way*' – word study, vocabulary and spelling program.
- Continue to build capacity to engage with data to drive teaching and learning.

Strategic Direction 2

Excellence in leading– Connecting Communities

Purpose

A positive, engaged and supportive community that celebrates and appreciates student achievement.

Establish as the norm, a school wide culture that is committed to a shared responsibility for ongoing school improvement and student achievement. Stakeholders will be empowered and engaged to take a proactive approach towards ensuring that they are a vital and active contributor to the learning process in all its facets.

To enhance community capacity to develop a supportive and dynamic school culture where the values of respect, responsibility and empathy are taught, modelled and promoted to all in order to ensure a high quality approach to student wellbeing and a productive whole school culture.

Improvement Measures

Increase in parental and community engagement, as evidenced by attendance at school events, engagement in student learning programs and participation in school consultation and decision making.

The school will actively support change that leads to improvement, creating opportunities where feedback about the impact of change is shared and monitored.

Progress towards achieving improvement measures

Process 1: Consolidate and expand effective partnerships to support student well being and school learning support systems.

Build teacher capacity and strong whole school systems to differentiate for both behaviour and learning.

Parents and community members are engaged to provide regular and open feedback about the schools responsiveness to the learning needs of students, student wellbeing, equity issues and the provision of quality learning experiences.

Evaluation	Funds Expended (Resources)
Community of practice is working closely to coordinate across the schools goals. Numerous opportunities for community to be engaged and involved with our school, such as; school vegetable garden, outdoor kitchen / pizza days, various information evenings and the End of Year play	<ul style="list-style-type: none">• Casual days release x 6• Wollemi COP to provide release for Stage 3–4 English Programming and Assessment Project. Funding Sources: <ul style="list-style-type: none">• Socio–economic background (\$3000.00)

Next Steps

- Engage parents through IT based communication such as *Class Dojo* and social media to increase involvement in school programs and opportunities to collaborate in the educational process.
- Ensure collaborative systems are present in decision–making processes.
- Ensure the school has productive relationships with external agencies and the community of schools to provide educational opportunities for students.
- Provide effective transition programs between various levels of schooling as well as successful day to day transitions. Continue to run our very successful Kindergarten orientation program 'Techno Tinkers'. Maintain close relationships with our local high school to ensure a smooth transition for our students going into Year 7.
- Students set challenging ICT goals and apply new technological skills to demonstrate achievement of syllabus outcomes.

Strategic Direction 3

Excellence in learning – Wellbeing

Purpose

Student wellbeing, resilience and emotional intelligence are strengthened so they connect, succeed and thrive. To create future focused students through promoting our PBL expectations of Application, Respect and Perseverance.

Rylstone Public School will connect staff, children and young people to develop individual and collective wellbeing, which in the longer term will shape the values and attitudes of the society in which they live. To support students and staff through positive relationships, to connect, succeed and thrive and to provide opportunities that are age rigorous, meaningful and dignified; and to do this in the context of individual and shared responsibility underpinned by productive relationships that support students to learn and successfully 'cross the stage' of learning.

Improvement Measures

Increased levels of engagement and wellbeing as evidenced in internal and external data.

All students model and are explicitly instructed in social and emotional skills that reflect 21st Century non-cognitive skills such as; empathy, curiosity, leadership, perseverance, ethics and citizenship.

Overall summary of progress

- Student led conferences (Three Way Conferences) with teachers and parents enabled students to collaboratively develop and articulate their goals. Students also had an opportunity to discuss work they were particularly proud of and work they are improving in.
- Student led goal setting in a 1:1 setting with their teacher enabled students to authentically be involved in planning their learning goals and identify weaknesses and be guided to 'next steps' by their class teacher.
- Introduction of the school's 'Rivers' program allowed authentic differentiation for students 'at risk' to move between classes depending on their abilities. It also allowed the seamless transition from a 4 class model to a 3 class model, once our student numbers dropped.

Progress towards achieving improvement measures

Process 1: Development of visible learners who can articulate how they learn, whilst setting and achieving learning goals

Evaluation	Funds Expended (Resources)
<p>Focus has been put back onto students so they demonstrate ownership of their learning and can articulate their learning intentions.</p> <p>End of year assessment data to demonstrate considerable growth when compared to beginning of year data</p> <p>Implementation knocking through of classroom wall opening has resulted in a smooth flow between the rooms and collaboration of classes. The students are comfortable in the communal space, moving seamlessly from one class to the other.</p>	<ul style="list-style-type: none">• Supplement LaST time to allow for program to run on 4 days a week.• LaST x 0.736 (0.200 learning and support + 0.536 CrT)• Top up x .060• \$7000 creating collaborative classroom <p>Funding Sources:</p> <ul style="list-style-type: none">• Low level adjustment for disability (\$6402.00)• Socio-economic background (\$7000.00)• Low level adjustment for disability (\$18000.00)

Process 2: Staff will be familiar and competent in entering data on SENTRAL program.

Evaluation	Funds Expended (Resources)
Staff were provided opportunities for training in staff meetings and at the	Allocation of training time at Staff

Progress towards achieving improvement measures

end of the year were successfully entering award levels and assessment data for their class.

All staff will be using SENTRAL to enter and collect data and wellbeing information.

Meeting

Funding Sources:

- Socio-economic background (\$500.00)

Process 3: Build a whole school culture and common language of what an effective learner is and does.

Embed a culture of impact-focused teaching and learning that includes learning intentions, success criteria and effective feedback in every classroom for every student.

Evaluation	Funds Expended (Resources)
Staff used common vocab of various learning intentions such as WILF....What I'm Looking For, WAGOLL... What a Good One Looks Like, and a self assessment wall.	1 release day for each teacher each term 3 x days per semester
Students negotiate goals based on formative assessment and data.	Quality Teaching, Successful Students (QTSS) (\$13,873.00)
	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$13873.00)

Next Steps

- Continue to implement strong welfare programs and record in SENTRAL.
- Teacher professional learning and refresher in How2learn growth mindset and Visible Learning (focus on use of data walls and assessment waterfalls).
- Introduce targeted student wellbeing session in each weekly staff meeting and follow 'Spirals of Inquiry' procedures to address students 'at risk'.
- Develop consistent streamlined systems and documentation aimed at supporting students' cognitive, emotional, social and physical wellbeing.
- Ensure differentiated learning experiences, fluid and flexible groupings (Rylstone School *Rivers* program), modelled, guided and independent approaches together with individual learning plans designed to meet student need.
- Students continue to describe a sense of connectedness, engagement and ownership of their learning and environment.
- Introduce '*2x10 Strategy*' (spend 2 minutes per day for 10 days in a row talking with an 'at risk' student about their learning).
- Student contributions and initiatives are valued and visible in school planning, routines and events.
- Effective and productive Student Representative Council continued.
- Students continue to negotiate goals based on formative assessment and data.
- Build on developing a community of learners and promote dialogue as a means of learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$30 805.00) 	SLSOs were employed to provide 1:1 or small group programs for students and run Quicksmart and Minilit.
Quality Teaching, Successful Students (QTSS)	4 days release per term 0.130 QTSS Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$13 873.00) 	Teachers were released from class so they could meet individually with each student in their class and discuss goals and learning plans. It proved very successful as the students felt more engaged and teachers had the opportunity to allow the students to feel 'seen' and heard.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$28 421.00) 	Funding was used to provide extra teaching time once we lost our fourth teacher due to declining numbers. Funding was also used to supplement many activities due to families experiencing hardship with the drought.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	53	48	39	38
Girls	35	38	37	31

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.8	93.5	90.7	95.6
1	91.9	93	90.6	90.4
2	95.7	92.8	93.4	90.4
3	92.5	95.7	91.5	95.1
4	93	93.8	90.8	90.6
5	92.2	95.5	94.8	90.3
6	89.9	93.4	95.3	91.1
All Years	92.7	93.8	92.4	91.7
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)	2.42
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 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	83,051
Revenue	850,905
Appropriation	813,182
Grants and contributions	37,377
Investment income	346
Expenses	-853,960
Employee related	-746,647
Operating expenses	-107,313
Surplus / deficit for the year	-3,055

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	19,769
Equity Total	63,148
Equity - Aboriginal	1,071
Equity - Socio-economic	28,421
Equity - Language	400
Equity - Disability	33,256
Base Total	689,104
Base - Per Capita	17,833
Base - Location	26,441
Base - Other	644,830
Other Total	31,543
Grand Total	803,563

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 website.

Parent/caregiver, student, teacher satisfaction

We did not have a big enough cohort to use the TTFM data, however we had an increased attendance to various community evenings and activities such as 'The Big Lift' weekend, Fathers Day BBQs and various information evenings. Feedback indicates the community were particularly grateful for the numerous opportunities for feedback and information throughout the year, in particular around when we lost a teaching position and had to collapse a class. Parents indicated they felt well supported and informed throughout the process.

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.