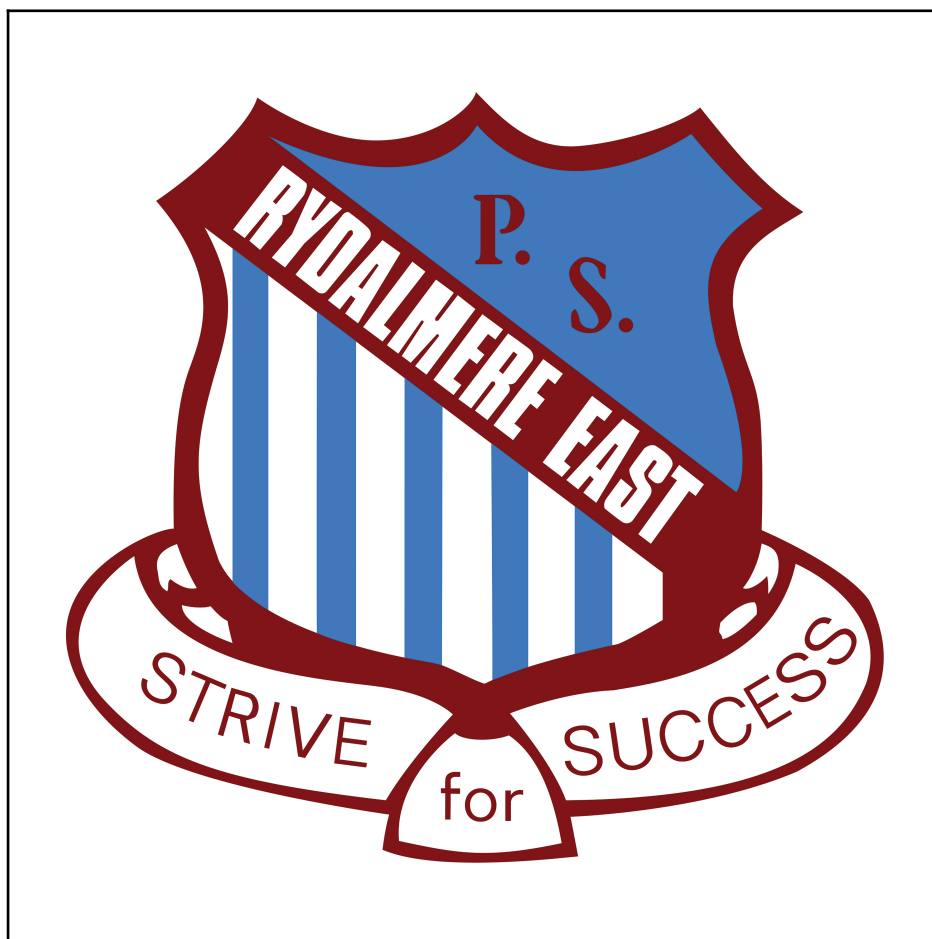# Rydalmere East Public School

2019 Annual Report

4123

Introduction

The Annual Report for 2019 is provided to the community of Rydalmere East 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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Ermington, 2115
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9638 2250

School background

School vision statement

Inspiring lifelong learners through a nurturing and innovative environment

School context

Rydalmere East Public School is a school of approximately 220 students with a culture of high expectations and inclusivity. We actively promote the values of honesty, resilience, responsibility, empathy and respect for others. Our school promotes equity and excellence, delivering quality programs in our preschool, support classes and mainstream K–6 classes. The dedicated staff make a strong team, who work collaboratively to provide quality learning experiences that contribute to and support each student's cognitive, physical, social and emotional wellbeing through the Positive Behaviour for Learning framework. We pride ourselves on the ability to address the complexity of changing demographics and a diverse community, including 30% defence families. The school has a strong focus on the innovative use and integration of various forms of technology in classrooms. Our active P&C support the school in many ways, including fundraising for school resources, supporting school initiatives and programs. Our school is a member of the Cumberland Community Connection working with other local primary and high schools to share expertise and resources and connect students to the wider community.

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

Strategic Direction 1

Wellbeing

Purpose

To create an environment where every student is known, valued and cared for.

Improvement Measures

The school demonstrates an increase of at least 10% each year in annual PBL Benchmarks of Quality Survey, with a view to achieve at or above 90% at the end of the 3–year plan.

All staff demonstrate an understanding of identifying and referring students to school based structures for learning and support.

Parent feedback demonstrates growth in community connectedness with an understanding of school wellbeing practices.

Overall summary of progress

PBL

- signage and class expectations increase,
- strong focus on 'teaching expectation of the week' continued,
- refined processes for behaviour referrals;
- re–evaluated school wide reward system and included student voice in platinum awards;
- School Mission statement completed;
- PBL team benchmarks of quality assessment completed.
- Further implemented the use of playground grids to gather behaviour data.
- Staff visibility vests.

Refine LST procedures.

- Learning support team procedures implemented for caseworkers
- Streamline communication of referrals to ensure that all members of the learning and support team are informed prior to meetings and productive conversation can take place.

GOTit Program – partnered with Western Sydney Health for targeted emotion program for selected students and their families. Whole school Professional Learning.

DSM Program – Continued to evolve and connect with Defence Community. Linking with resources, supporting students, and connecting with the whole community.

Other Wellbeing Programs included

–
Use of Wellbeing teacher for programs such as STOP, THINK, DO; small group interventions and the Gardening Club

– Term 4 Assistant Principal Wellbeing

– Kindergarten and senior buddy program reintroduced throughout the year.

Progress towards achieving improvement measures

Process 1:   Positive Behaviour for Learning (PBL) embedded throughout school practice.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
Developed PBL vision statement including student voice. Design school signage. Evaluated reward system and processes for students who reach the final levels (Gold 3 and Platinum) of the Ozzie Mozzie system. Benchmarks of Quality assessment to determine future directions and monitor progress.	**Funding Sources:** • Socio–economic background ($5000.00)

Process 2: Proactive and responsive learning and support team targeting student wellbeing and learning outcomes.

Evaluation	Funds Expended (Resources)
Learning support team procedures implemented for caseworkers Streamline communication of referrals to ensure that all members of the learning and support team are informed prior to meetings and productive conversation can take place. 70% of students received some form of Learning Support Intervention	

Process 3: Engaging activities to support student needs including with the Defence School Transition Mentor.

Evaluation	Funds Expended (Resources)
We have seen a steady increase in Defence Students at Rydalmere East over the last four years (25 in 2015 – 70 in 2019), which has seen a need to place further emphasis on this role. The success of the Defence program can be attributed to the incline in student attendance from defence force backgrounds, as there is now a level of trust in the community. The Defence program has allowed our DSM to build trusting relationships with students and many different layers of support has been provided. The DSM works closely with staff and improved, clear 2–way communication has also contributed the programs overall effectiveness. In 2019, our DSM has further connected with DSMs in the wider Sydney community, and these relationships are contributing to making our defence program more successful. These links are extending beyond this, where we are now sharing practice within our community of schools and also making principal links with other schools who also have a high defence and transient student population.	**Funding Sources:** • ($25000.00)

Process 4: Providing an engaging and inclusive environment for all members of the school community.

Evaluation	Funds Expended (Resources)
Surveys indicated parents were informed and connected to school, although more could be done for working parents. As a result we have analysed the time we have run school and community events, and events we hope would further engage our parents. Whilst the initiative of Tea and Tim Tams is a literacy and numeracy activity, parent surveys and consultation suggested these were extremely positive and that they would like these to continue in 2020. This indicates a sense of connectedness. Parent surveys also indicate that our Social Media and class APPs have proven to be a great way to stay connected; and anecdotal comments	

Progress towards achieving improvement measures	
particularly by the P&C say this has contributed to increased trust from the community.	

Next Steps

What do we want to Keep Doing?

- PBL assemblies on Monday morning.
- Privilege day.
- Behaviour referral process.
- LST processes.
- Defence club.
- Defence family morning tea.
- Defence communication.
- Use of Sentral for managing wellbeing.
- Seesaw promote positive opinions to the school community.
- Social media presence very positive.

What do we want to do Differently?

- Review Privilege Day process – Build on student voice from last year.

What do we Want to Start Doing?

- Classroom Management: Building Teacher Capacity, and streamlining support systems
- Berry Street Education Model: Professional Learning (PL) on trauma informed practice. Team of 4 to attend 4–day conference. Whole staff PL and implementation of strategies in classrooms
- Increased student induction: Tied in through Defence Support Mentor / Community Liaison Officer role
- PBL: Complete Benchmarks of Quality and develop PBL action plan to guide 2020 Directions. Other initiatives include champion of the week poster school wide. Expectation of the week poster school wide. House points systems used more regularly/ day to day. Regular tallies. Collated points mentioned at assembly each fortnight. Linked to PBL. Potentially a rewards day for that house. Five points awarded to the student's house when they are PBL champion of the week.
- Casual Teacher folders to include behaviour referral/ process for behaviour of students.
- Learning Support Team– more emphasis on the caseworkers, and how to connect better with classroom teachers
- Wellbeing Groups: Link with Parramatta District Mens Shed; School Gardening Program; Wellbeing Interventions
- Dance Project (TBC): Look at Partnering with organisation for REPSTRAVAGANZA and wellbeing

Strategic Direction 2

Literacy and Numeracy Achievement

Purpose

All students continue to develop their literacy and numeracy skills to reach their individual learning potential.

Improvement Measures

Consistent collection and analysis of quality data to inform teaching practice and track student achievement.

8% increase of students in the top two NAPLAN bands.

Students achieve a year's worth of growth for a year's worth of instruction.

Targeted and responsive, individual and whole–school professional learning opportunities to build teacher capacity and offer leadership opportunities to all staff.

Overall summary of progress

- K–2 Teachers underwent L3 training. Two teachers completed their OPL Year and 3 teachers completed their first year.
- Words Their Way spelling program implemented throughout school.
- MiniLit and MultiLit programs implemented to target specific needs based on whole–school data.
- Numeracy intervention program implemented to target specific needs based on whole school data.
- L3 Consultant observed and gave feedback to L3 trainee teachers.
- Student goal–setting
- Observation Time offered to all teachers.
- Teachers offered professional learning on:
- Benchmarking Reading
- Assessing writing and planning differentiated lessons.
- Literacy and Numeracy Progressions
- Goal–Setting
- Whole School Curriculum Sharing professional learning session
- PLAN2
- Parents and Community offered Learning Sessions on:
- Reading Strategies
- Addition and Subtraction Strategies
- STEM Lessons
- Twilight Sessions offered to cater for individual staff professional development goals.
- Aspiring leaders and expert teachers offered opportunities to present twilight sessions and SDD workshops
- Whole School data collected and analysed for Creating Texts, Understanding Texts, Quantifying Numbers and Reading Levels every 5 weeks. Data used to track whole school progression, students for targeted interventions and Future Directions document created providing individualised goals for every student.

Progress towards achieving improvement measures

Process 1:   Implementation of evidence–based differentiated teaching practices in both literacy and numeracy.

Evaluation	Funds Expended (Resources)
• Increase in teacher's feeling extremely confident in implementing	Training provided by Language, Learning and Literacy (L3)

Progress towards achieving improvement measures	
differentiated teaching practices (40%, up from 10% in 2018). There was an overall decline, however, in teachers feeling either extremely confident or confident collectively (80% in 2019, down from 100% in 2018). • 90% of teachers feel extremely confident, and 10% feel confident in their ability to teach literacy. Increase from 2018 and 2017. • 85% of teachers feel confident in teaching numeracy. Up from 2018 and 2017.	Consultants. Words Their Way: Word study for Phonics, Vocabulary and Spelling Instruction (Donald R. Bear, Marcia Invernizzi, Shane Templeton, Francine Johnston) MiniLit and MultiLit program (Macquarie University) National Literacy and Numeracy Progressions (ACARA) Classroom resources– whiteboard, dictionaries, letter mats, butterfly cards, magnetic letters, dice, playing cards.

Process 2:   Targeted and responsive, individual and whole–school professional learning opportunities to build teacher capacity and offer leadership opportunities to all staff.

Evaluation	Funds Expended (Resources)
• TTFM survey individual responses indicated that teachers felt supported in their professional learning and that some learning would not have been possible without SISA time. • TTFM individual responses and feedback offered at P&C meeting indicated that parents were interested in the learning sessions and felt that they were of value, but were unable to attend due to work commitments. suggestions for 2020included conducting some sessions at 8am and others at 5pm. • CCC Survey results indicated that teachers felt that the professional learning was useful and relevant to their particular professional goals. CCC to continue into 2020. • Increase in confidence in managing difficult behaviours from 2018 and 2017 (80% confident or extremely confident). 20% of staff feeling neutral or requiring support.	SISA Time – $40000

Process 3:   Consistent collection and analysis of quality data to inform teaching practice and track student achievement.

Evaluation	Funds Expended (Resources)
MultiLit Word Attack Assessment indicated a 28.6% increase in student growth in this area over 9 months. Average student score was 42.6% in Feb and 71.2% in November. Reading Levels Data– Overall growth in students at or above grade level. Overall large shift in students significantly below grade benchmarks into higher levels. Quantifying Numbers Data– With the exception of Years 2&3 there was overall growth in students at or above grade level. Overall large shift in students significantly below grade benchmarks into higher levels. Years 3 & 4 (2020) to focus on Quantifying number Numeracy interventions Creating Texts Data – With the exception of Year 5 there was overall growth in students at or above grade level. Overall large shift in students significantly	All teachers provided with additional 2 hours and executive support in completing PLAN2 and whole–school data.

Progress towards achieving improvement measures

below grade benchmarks into higher levels. Writing to be a focus for Year 6 2020.

Understanding Texts Data – Kindergarten to Year 3 showed significant growth of students at or above grade benchmarks and a large shift in students significantly below grade benchmarks into higher levels. 2020 Focus on Reading Strategies, Quality Guided and Modelled reading for Years 4–6

Next Steps

What do we want to keep doing?

- K–2 L3
- SISA Professional Learning Time. All staff 2 hours per fortnight of collaborative PL and planning time in relation to Literacy and Numeracy
- Words their Way
- Mini and Multi–Lit programs.
- Numeracy interventions.
- Goal setting – students have improved in their understanding of what goals are.
- Whole school curriculum sharing
- PLAN2
- Tea & TimTams – great turnout for Literacy and Numeracy.
- Continue to offer aspiring leaders opportunities to present professional learning.

What do we want to do differently?

- More time with Multilit. This is meant to be 3–4 times a week.
- Minilit to officially include all of Stage One. Currently Angelique has Year One and Two students.
- Goal setting – making Goals Specific, Measurable and Attainable. More training in this during SISA time.
- Curriculum sharing – maybe choose a KLA to focus on each term – people should share what they are passionate about, or share something simple, or pair up.
- PLAN2 – refine procedures in 2020 to eliminate double handling of data.
- Schedule Tea & TimTams at 8.30, 45 minute sessions.
- Data – Added spelling inventory.

What do we Want to Start Doing?

- Mrs Constantinou employed as AP IL. Main focus on Feedback, Curriculum Differentiation, Formative Assessment, Summative Assessment
- 3–6 focus: Literacy Explicit Teaching Focus. A link between L3 in infants and primary reading. For primary teachers to understand more about L3, how it works, and how they can continue to support the children.
- Additional teacher observations timetabled working with the Instructional leader with a focus on reading.
- More training in numeracy to gain a deeper understanding including the use of DENS activities.
- An increased focus on number.
- Whole school reading comprehension strategies

Strategic Direction 3

Producing Successful Innovative Global Citizens

Purpose

To engage students in developing their understanding of an evolving world through innovative pedagogies and strong community connections.

Improvement Measures

Increase in student engagement and satisfaction.

Increase in parent and community involvement in student learning and whole school planning.

Partnerships between the school and wider educational community continue to strengthen to connect relevant and meaningful student and staff learning.

Internal survey data demonstrates a regular increase in staff confidence and ability to:

– Integrate effective use of technology into regular classroom practice

– Incorporate effective inquiry based approaches to student learning

– Incorporate effective future focused learning environments that foster creative, critical thinkers, collaborative workers and effective communicators.

Overall summary of progress

- STEM Academy Innovate to Renovate Project – redesign of the library computer space. Cooma and Hay completed class designs.
- Exposure to a range of technologies through STEM.T4L Kit: Term 1 3D Printing, Term 2 Filming Kit, Term 3 VR Kit and Term 4 Robotics Kit
- Team Teaching Technology Across all stages: Minecraft Education Edition, Beebots etc
- STEM Challenge Day across Community of Schools
- Professional learning for iPads integration across KLAs
- Decreasing student to devices ratios across classes.

Progress towards achieving improvement measures

Process 1:   Professional learning opportunities to improve teachers' knowledge of and skills in managing future focused learning environments and innovative pedagogy.

Evaluation	Funds Expended (Resources)
1. The STEM Academy Program provided an opportunity for REPS staff to work alongside STEM professionals and to help refine our goals for our Library design program. REPS staff presented our journey in redesigning the library, addressed our challenges, strengths and review. 2. Conference Theme: Development of student character and academic growth through engagement, deep instructional practice and powerful Project Based Learning.	**Funding Sources:** • ($5000.00)

Process 2:   Students engaged in differentiated, explicit learning experiences fostering collaboration, visible learning, growth mindset and formative assessment strategies across all KLAs.

Evaluation	Funds Expended (Resources)
1. Students were engaged throughout STEM activities, particularly K–2	

Progress towards achieving improvement measures	
STEM Challenge. They enjoyed working with other students in different environments. Students had exposure to the 'Design–thinking process' and were able to develop communication skills associated with group work. 2. Students continue to consolidate their learning through using technology and are now integrating this into their learning in literacy. 3. Students are consolidating their skills in Minecraft and developing autonomy in their learning. 4. Gundagai Short Film – runners up in the CoS Shortfilm festival earning a 'Highly Commended'. Students were able to use their learned skills to apply when using BlueBots.	

Process 3: Develop communities of practice that the support the implementation of future focused learning environments, inquiry based learning and the effective use of integrated technology.

Evaluation	Funds Expended (Resources)
1. Students are beginning to develop skills in independent learning and develop their computational thinking skills as they use technology in their learning. 2. Students in this stage are using online coding during self–paced lessons where they develop computational thinking skills, learning basic coding using 'block coding' whilst undertaking explicit lessons individually. 3. Students are beginning to develop skills in independent learning and develop their computational thinking skills as they use technology in their learning. 4. Students are beginning to develop skills in independent learning and develop their computational thinking skills as they use technology in their learning. 5. Staff survey data demonstrates increased confidence from staff to support this	

Next Steps

What do we want to Keep Doing?

Implementation of iPads into classes: Apple Creatives to run workshops for senior classes and staff.
- Opportunity to engage in Professional learning to further develop ICT capabilities and technology skills.
- Team Teaching of Technology across school teams. Classroom teachers identifying areas they wish to develop as a focus for team teaching sessions
- Booking of STEM.T4L kits
- Complete STEM Academy project for a flexible future focussed Library redesign. Class representatives to pitch class design to panel of judges (principal, industry rep, TL) and proceed with refurbishment

What do we want to do Differently?
- STEM Challenge consider running alternate years
- Provide more opportunities for collaborative planning in order to make the most of Technology Team Teaching sessions

What do we Want to Start Doing?

Identify staff with expertise in iPad integration or particular apps to upskill other staff members
- Identify needs for iPad integration and organise visit to Apple Stores for tailored workshops. Available for staff as well as students
- Use Video conferencing to connect and engage with other schools, perhaps even VC class to class, as a novel

means to engage students
- Ensure that basic Desktop and PC skills continue to be developed, to prevent loss of ICT capabilities
- Opportunities for GATs students to engage with PBL or STEM projects

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($7 960.00)	* PLPs developed in consultation with key stakeholders * PLPs discussed in review meetings with the school counsellor and the parents/carers of the student * K–6 Excursion to Muru Mittigar
English language proficiency	**Funding Sources:** • English language proficiency ($42 908.00)	EAL/D program ran through both team–teaching sessions and one–on–one sessions with the EAL/D teacher
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($26 706.00)	* Increased level of student participation and engagement in learning and effectiveness of classroom organisation with extra teachers and SLSO support available for literacy sessions * Refined learning support processes with 70% of students receiving some form of learning or social intervention * Increased wellbeing teacher allocation * Targetted writing interventions continued to be successful * L3 results years K–2 large improvement * School implemented MiniLit for first time for Year 1 students
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($41 000.00)	See evaluation of SISA PL program in Literacy and Numeracy achievement – Strategic Direction 2.
Socio–economic background	**Funding Sources:** • Socio–economic background ($32 264.00)	* Increased level of student participation and engagement in learning and effectiveness of classroom organisation with extra teachers and SLSO support available for literacy sessions * Refined learning support processes with 70% of students receiving some form of learning or social intervention * Increased wellbeing teacher allocation * Targetted writing interventions continued to be successful * L3 results years K–2 large improvement * School implemented MiniLit for first time for Year 1 students In addition, we subsidise the cost for many school wide programs including but not limited to weekly PSSA, Sport in Schools, Stage 3 camp and excursions.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($28 260.00)	Teachers given time to work with mentor and additional RFF Additionally incorporated through SISA

Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($28 260.00)	Professional Learning time. Teachers involved in Carlingford Early Career Teacher Network, with meetings taking place each term. Induction processes were refined in 2019
Targeted student support for refugees and new arrivals	N/A	N/A

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	97	100	110	113
Girls	75	77	85	87

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94	92	91.7	92.2
1	92.3	92.7	92.7	89.6
2	94.1	93.9	93.1	91.7
3	91.8	93.6	94.8	89.6
4	94.3	92.6	91.6	92.2
5	92	92.8	93.9	92
6	91.8	92.8	93.3	91.2
All Years	93	92.9	92.9	91.2
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)	10.52
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	6.62

*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	265,099
Revenue	3,024,729
Appropriation	2,919,258
Sale of Goods and Services	9,335
Grants and contributions	88,720
Investment income	2,491
Other revenue	4,925
Expenses	-3,034,263
Employee related	-2,704,491
Operating expenses	-329,772
Surplus / deficit for the year	-9,535

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.

Rydalmere East Public School 4123 (2019)

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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	594,808
Equity Total	173,868
Equity - Aboriginal	7,960
Equity - Socio-economic	32,264
Equity - Language	42,908
Equity - Disability	90,736
Base Total	1,595,576
Base - Per Capita	52,280
Base - Location	0
Base - Other	1,543,296
Other Total	330,352
Grand Total	2,694,603

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.
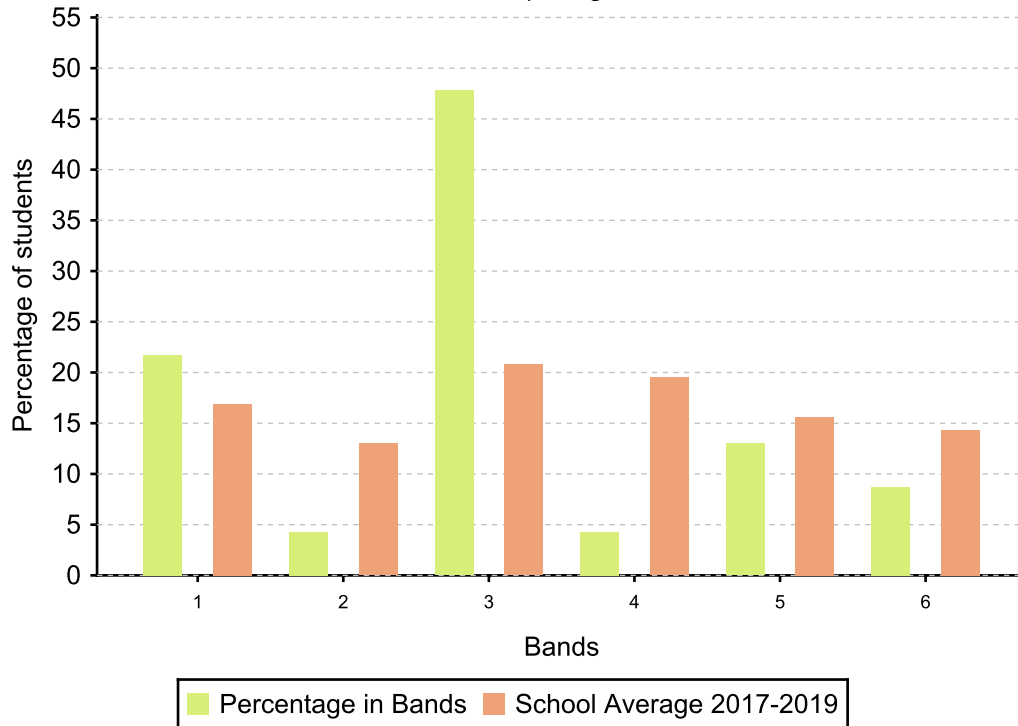
Literacy and Numeracy Graphs

Percentage in bands:
Year 3 Grammar & Punctuation
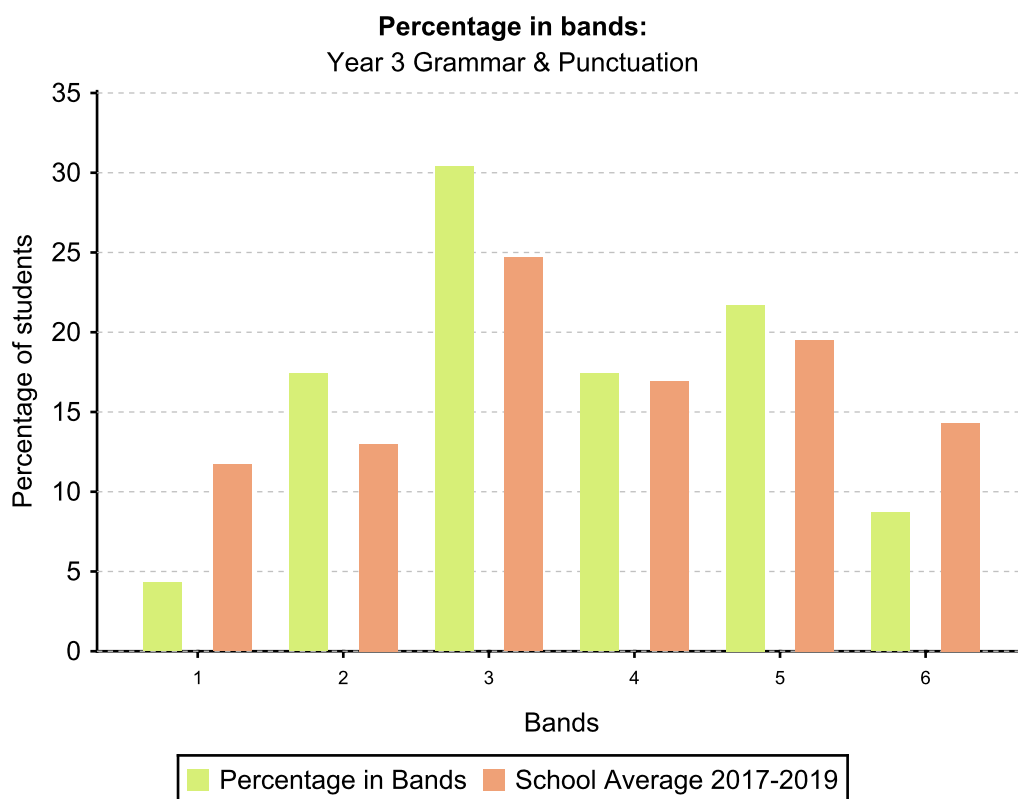
Band	1	2	3	4	5	6
Percentage of students	4.3	17.4	30.4	17.4	21.7	8.7
School avg 2017-2019	11.7	13	24.7	16.9	19.5	14.3

Percentage in bands:
Year 3 Reading
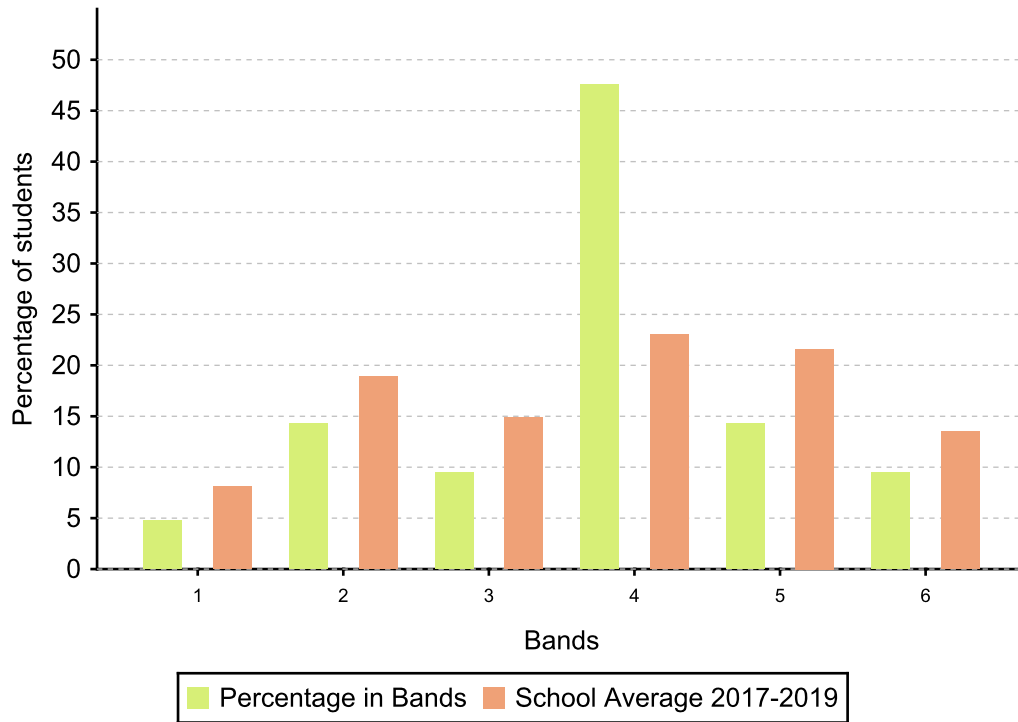
Band	1	2	3	4	5	6
Percentage of students	4.8	14.3	9.5	47.6	14.3	9.5
School avg 2017-2019	8.1	18.9	14.9	23	21.6	13.5

Percentage in bands:
Year 3 Spelling

Band	1	2	3	4	5	6
Percentage of students	21.7	4.3	47.8	4.3	13.0	8.7
School avg 2017-2019	16.9	13	20.8	19.5	15.6	14.3

Percentage in bands:
Year 3 Writing
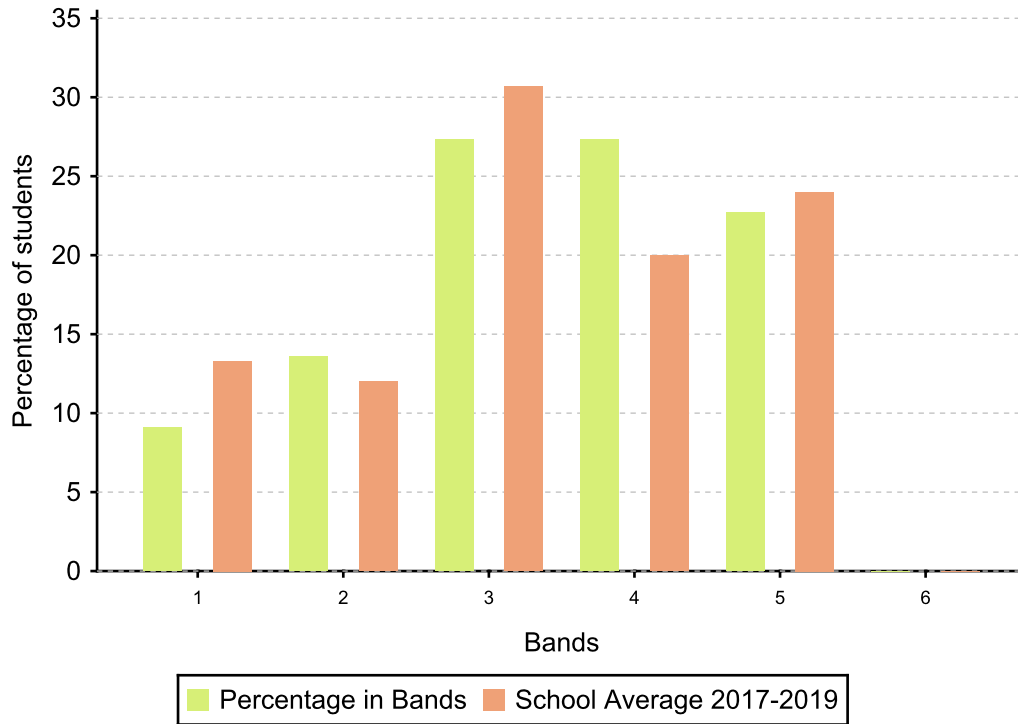
Band	1	2	3	4	5	6
Percentage of students	9.1	13.6	27.3	27.3	22.7	0.0
School avg 2017-2019	13.3	12	30.7	20	24	0

Percentage in bands:
Year 5 Grammar & Punctuation
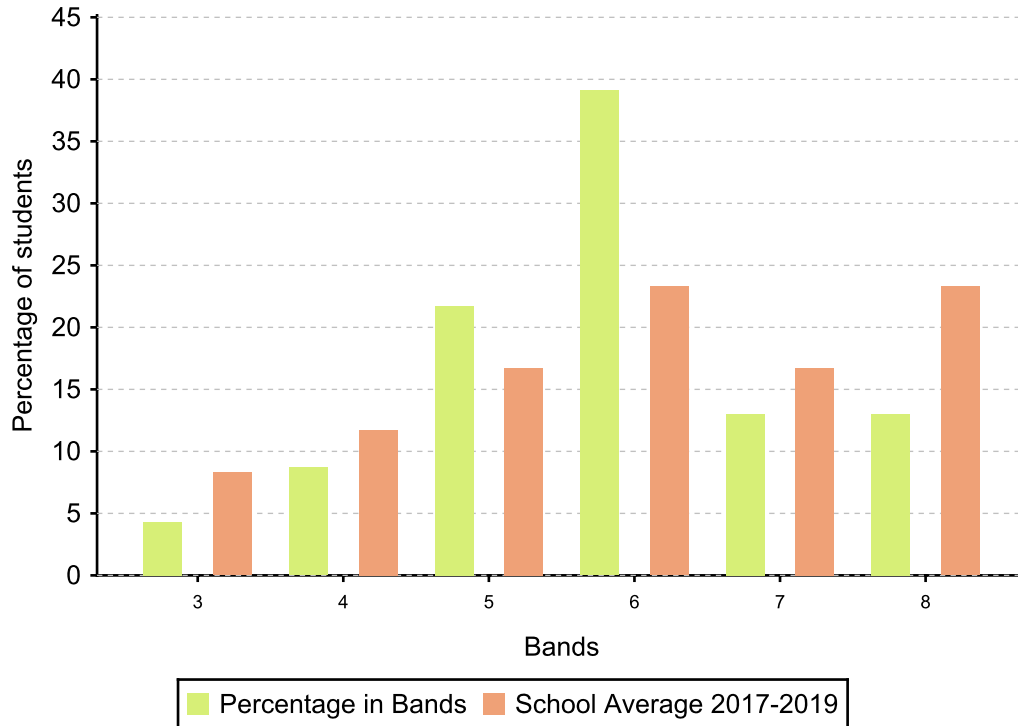
Band	3	4	5	6	7	8
Percentage of students	4.3	8.7	21.7	39.1	13.0	13.0
School avg 2017-2019	8.3	11.7	16.7	23.3	16.7	23.3

Rydalmere East Public School 4123 (2019)
Printed on: 21 May, 2020

Percentage in bands:
Year 5 Reading
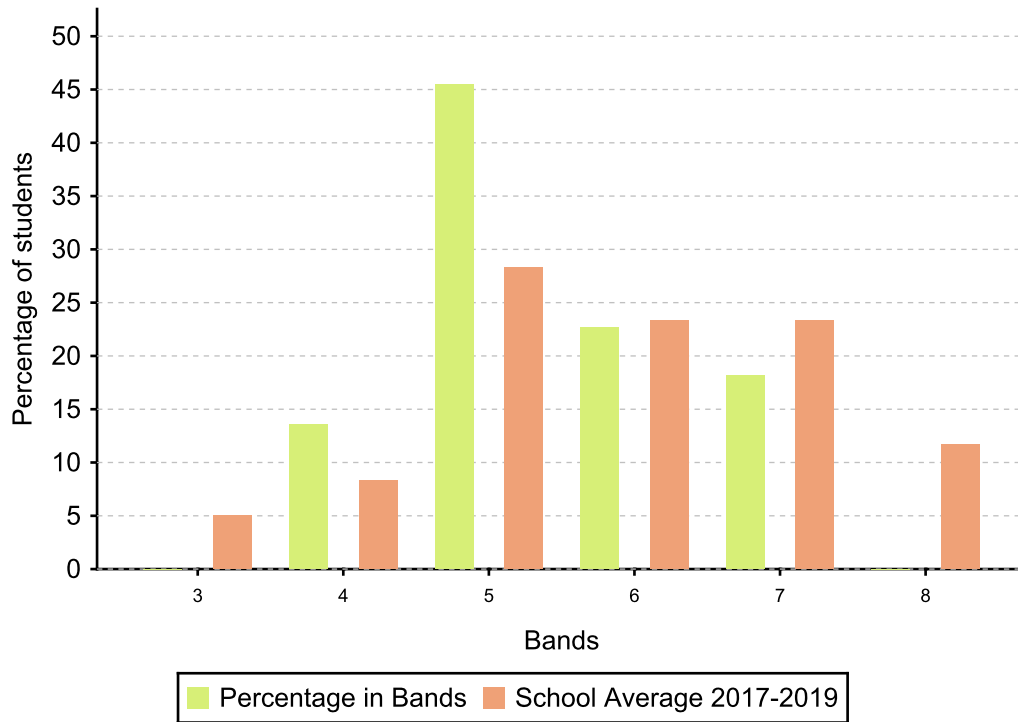
Band	3	4	5	6	7	8
Percentage of students	0.0	13.6	45.5	22.7	18.2	0.0
School avg 2017-2019	5	8.3	28.3	23.3	23.3	11.7

Percentage in bands:
Year 5 Spelling
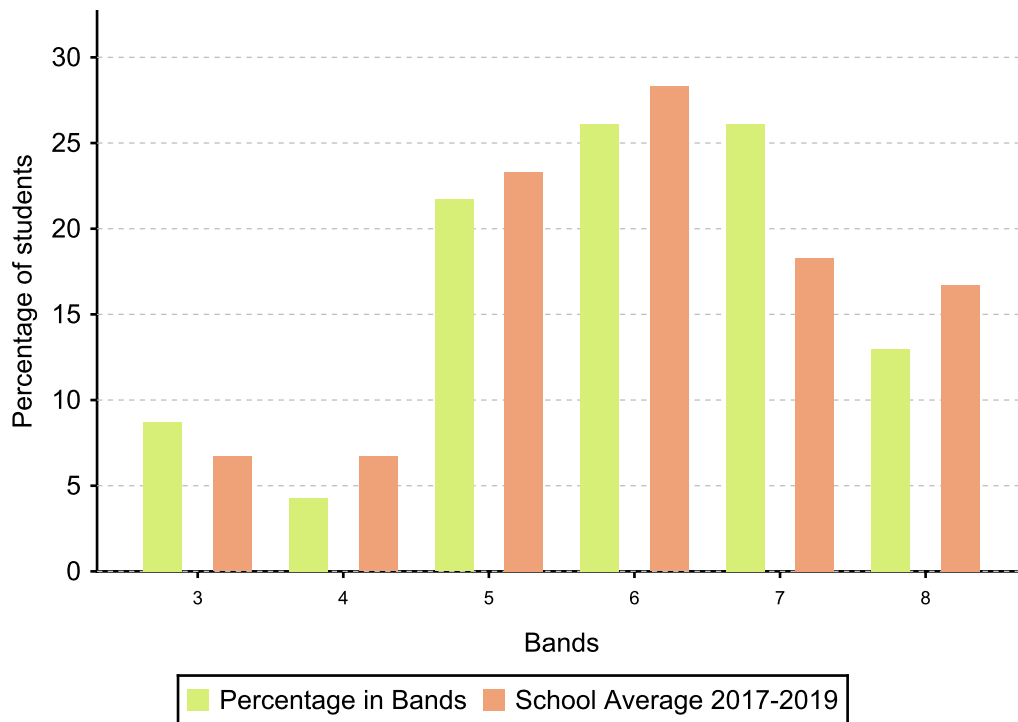
Band	3	4	5	6	7	8
Percentage of students	8.7	4.3	21.7	26.1	26.1	13.0
School avg 2017-2019	6.7	6.7	23.3	28.3	18.3	16.7

Rydalmere East Public School 4123 (2019) Printed on: 21 May, 2020

Percentage in bands:
Year 5 Writing
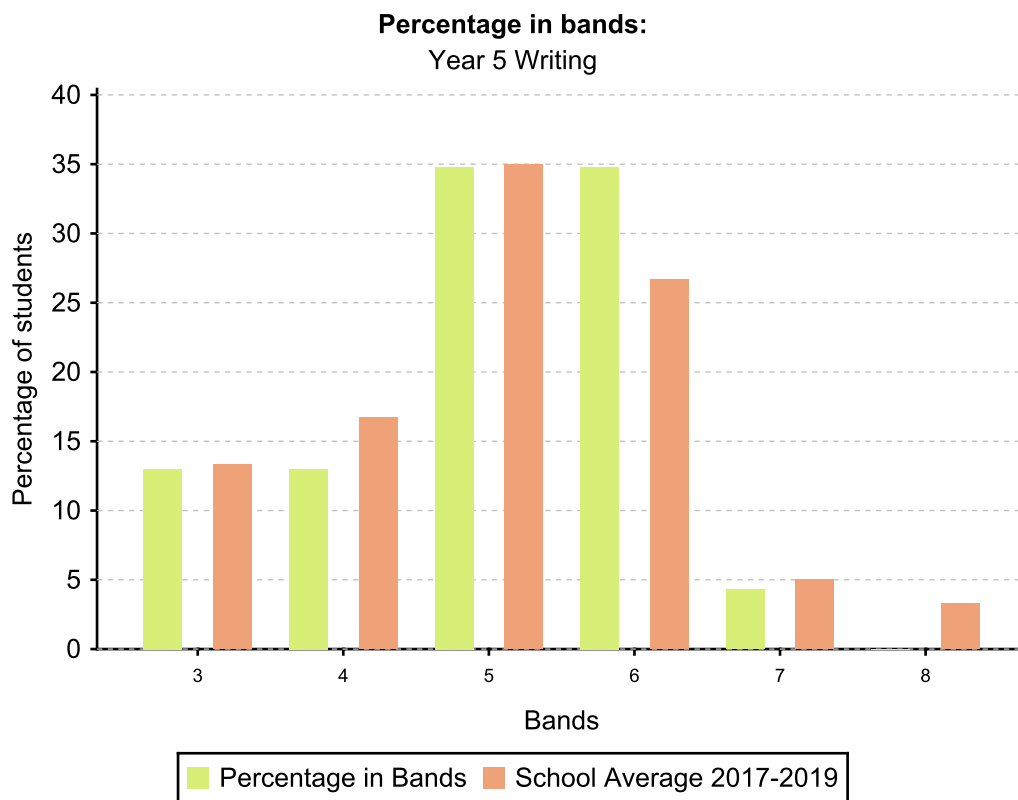
Band	3	4	5	6	7	8
Percentage of students	13.0	13.0	34.8	34.8	4.3	0.0
School avg 2017-2019	13.3	16.7	35	26.7	5	3.3

Percentage in bands:
Year 3 Numeracy
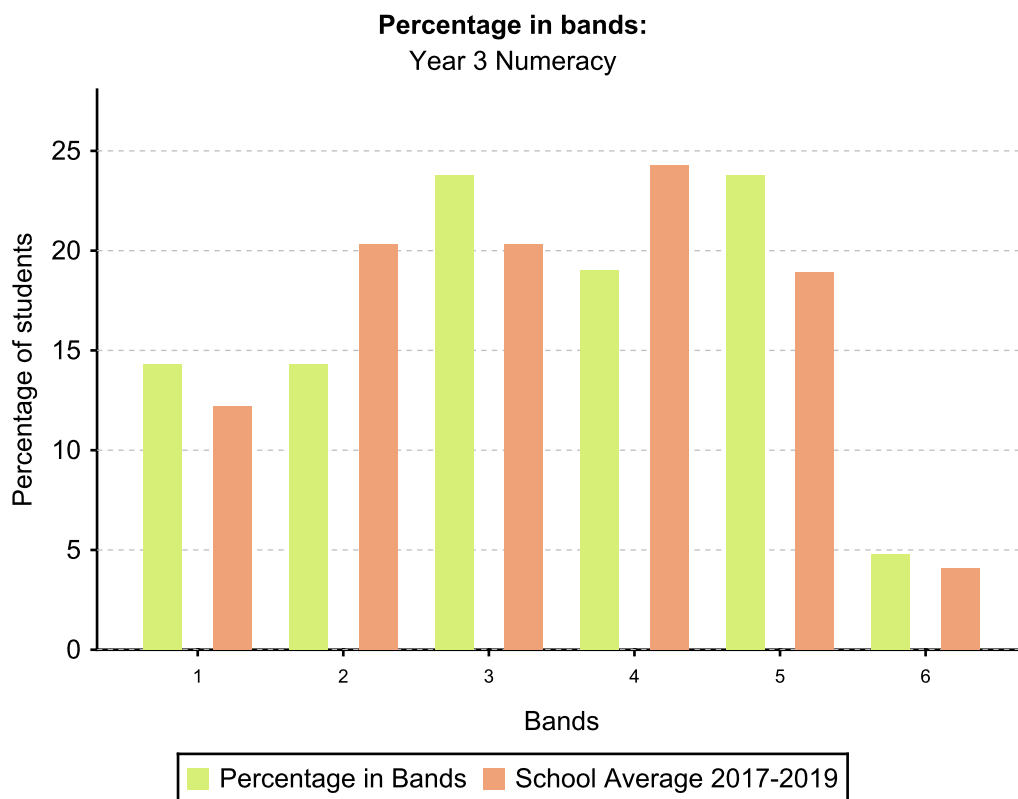
Band	1	2	3	4	5	6
Percentage of students	14.3	14.3	23.8	19.0	23.8	4.8
School avg 2017-2019	12.2	20.3	20.3	24.3	18.9	4.1

Rydalmere East Public School 4123 (2019)
Printed on: 21 May, 2020

Percentage in bands:

Year 5 Numeracy
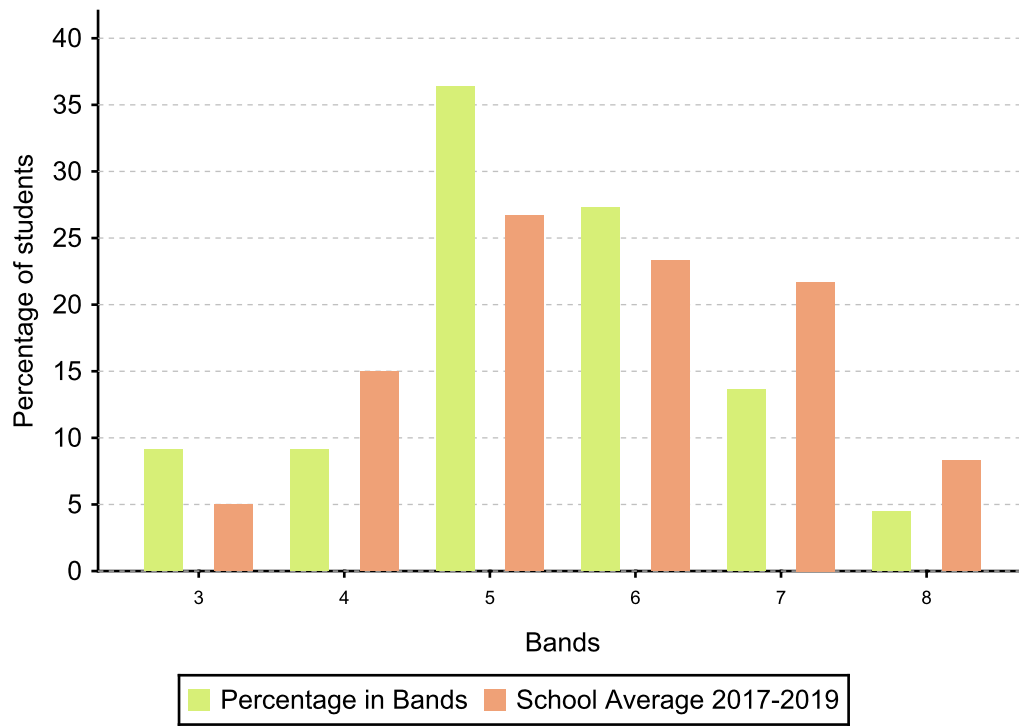
Band	3	4	5	6	7	8
Percentage of students	9.1	9.1	36.4	27.3	13.6	4.5
School avg 2017-2019	5	15	26.7	23.3	21.7	8.3

Rydalmere East Public School 4123 (2019)
Printed on: 21 May, 2020

Parent/caregiver, student, teacher satisfaction

In 2019, the school community – Students, Staff and Parents were provided with the opportunity to participate in the Tell The From Me Survey.

A summary of student results indicated:

– There was an increased sense of belonging from the survey taken at the beginning of the year, to the one at the end

– Students value of schooling outcomes, their positive relationships with peers as well as their efforts in the classroom are rated above or similar to state norms.

– There was a decrease in 2019 in students who feel they were a victim of bullying

– An area for improvement is student completion of homework

A summary of the parent results indicated:

– Communication and feeling welcome within the schools sits above NSW norm

– Parents feel our school and teachers have high expectations of their children

– Parents feel the school supports their child's behaviour, in particular they recognise that school staff take an active role in making sure all students are included in school activities; and that teachers help students develop positive friendships.

– An identified area for improvement is making community events and opportunities for parents to engage at different times, e.g. before school to cater for working parents.

A summary of teacher results indicated:

– School leaders have helped improve teaching, which sits above the state norm

– Teachers feel they can discuss learning problems with other teachers to help reach solutions

– Teachers feel they set high expectations for student learning

– They use results from assessment tasks to drive teaching and learning

– Technology is effectively used across the school to drive student learning

– Teaching staff feel that students with special learning needs in classes are well catered for and the curriculum differentiated effectively

– An area for improvement is more regular opportunities for parents to review and comment on student work

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.