

Russell Lea Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Russell Lea 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

Russell Lea Public School

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Russell Lea, 2046

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School background

School vision statement

Our students become life long learners filled with curiosity, high expectations and the capacity to thrive in a dynamic world.

School context

Russell Lea Public School is located 6km from the Sydney CBD and one street away from the upper reaches of Sydney Harbour. The school rests on the traditional land of the Wangal clan of the Eora Nation who have been connected to this land for thousands of years. The community is highly educated and has high expectations for student educational success. After transitioning from a K–2 environment RLPS now delivers K–6 education in 2019 in newly built \$30M facilities. The new building caters for up to 600 students and provide the ideal platform for a rich and future focussed curriculum. RLPS has a strong reputation in the local community and beyond for quality education, especially K–2 Literacy and Numeracy. Most students achieve results in the top two bands of NAPLAN for each aspect and average results are well above the state average. All staff are committed to professional development and student success. The parent community are strong advocates for the school and significantly enhance the ability of the school to deliver quality programs and broad educational opportunity.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Professional Growth

Purpose

For students to succeed, teachers and leaders need to be life long learners. Effective teaching is complex work requiring constant professional development through examination of evidence based practice, collaboration with peers, reflection on practice and celebration of success. For teachers to succeed in building their capacity, the leaders who support them need opportunities to develop skills in how to mentor, coach and lead others. To understand our success we need to develop evaluation skills and processes so we are in a position to understand our school development progress.

Improvement Measures

Students make progress on the Visible Learning continuum.

Teachers and leaders can demonstrate how they have developed Visible Learning capacity within the school.

Growth in student achievement within literacy and numeracy as measured by internal and external data.

Overall summary of progress

Classroom walkthroughs indicate students have improved their Visible Learning skills. Students are able to describe narrow learning goals for each lesson and how they will know if they have achieved them. Within PDPs teachers describe progress with understanding and implementation of Visible Learning. They are able to describe student progress along the visible learning continuum as a result of their changes to practice. Average school achievement in literacy and numeracy improved in 2019 when compared to an average of the previous 3 years. The percentage of students achieving scores in the top two bands of NAPLAN were higher in seven out of ten domains compared to the previous 3 year average.

Progress towards achieving improvement measures

Process 1: Teachers Learning Together (TLT)

Teachers work collaboratively with peers and mentors to implement evidence based practice which results in student success as defined in SD2.

Evaluation	Funds Expended (Resources)
Classroom walk through surveys indicate improved Visible Learner Capacity.	Teacher release for collaborative planning, walk throughs and observations. Funding Sources: <ul style="list-style-type: none">• Literacy and Numeracy (\$25833.00)

Process 2: Lead Learners

Opportunities to lead others are provided in a model of distributed leadership. Leaders undertake professional learning which enhances their ability to build capacity and engage in instructional leadership across the school.

Evaluation	Funds Expended (Resources)
Evidence within PDPs demonstrates successful implementation of Learning Intentions	Release for mentoring, observation and collaboration. Funding Sources: <ul style="list-style-type: none">• (\$25833.00)

Next Steps

External validation processes indicate investment in evaluative capacity is required to ensure we are able to understand progress and the impact of each project.

Strategic Direction 2

Student Success

Purpose

All students understand their strengths, see themselves as learners and are successful members of their learning community. They have learning skills which allow them to think metacognitively about their progress, learning goals and achievement. Curiosity, a self-sustaining desire to learn and a growth mindset are essential products of a primary school education. Through the provision of quality curriculum, authentic leadership situations and a broad range of extra-curricula opportunities, students build strong identities and are deeply engaged in school life. The world beyond school is increasingly demanding. Students need high levels of resilience, social competence and future focussed skills including a capacity to collaborate, innovate and deal with situations for which they have not been specifically trained.

Improvement Measures

Students demonstrate well developed social and emotional competence.

Students demonstrate well developed future focussed skills.

Overall summary of progress

The range of extra-curricular opportunities available to students increased in 2019 with the expansion of dance and music programs. Students participated in the School Spectacular for the first time, a Code Club was formed and students organised and ran a talent quest. The introduction of Positive Psychology with the Values In Action Strengths has given students an understanding of the broad ways in which individuals can grow and succeed. Inquiry based learning sequences have built future focused skills and dispositions in students. Learning programs in literacy and numeracy are planned in stage groups using the principles of Visible Learning.

Progress towards achieving improvement measures

Process 1: Future Focussed Learners

Learning programs and extra curricular activities are designed to build skills, dispositions and identities which give students the capacity to thrive in an ever changing world.

Evaluation	Funds Expended (Resources)
Examples provided on impact wall are evaluated.	Release for teacher collaboration and professional learning. Funding Sources: <ul style="list-style-type: none">• (\$5738.00)

Process 2: Capable Kids

Positive psychology is used across the school community to give students an understanding of their strengths and how to apply them .

Evaluation	Funds Expended (Resources)
Survey of students indicates understanding of strengths.	Release for professional learning and collaboration. Onsite professional learning with external provider. Funding Sources: <ul style="list-style-type: none">• (\$7500.00)

Process 3: Visible Learners

Learning is programmed using the principles of Visible Learning.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Walkthrough data reflects increased Visible Learning capacity.	Release for collaboration, mentoring and observations. Funding Sources: <ul style="list-style-type: none">• (\$25833.00)

Next Steps

Improve student visible learning skills through a focus on metacognitive and challenge capacities. Systematic implementation of inquiry based learning which includes clear understanding and measurement of the skills and dispositions that are being developed as a result. Increased understanding and application of Values In Action strengths in students and across the community.

Strategic Direction 3

Collaborative Communities

Purpose

We can achieve more when we effectively collaborate with peers, parents and external organisations. Strong relationships with the community enhance the range and quality of education experiences available to students. Parents are in the best position to support their children when they are given opportunities to engage with and closely understand effective teaching practices. School administration systems and communication structures efficiently work in the background to ensure that it is easy for all participants to remain focused on our shared vision for student success.

Improvement Measures

Parent responses in the TTFM survey indicate improved communication and engagement.

Increased educational opportunity as a result of the range and quality of school partnerships.

Overall summary of progress

Partnerships with parents and external organisations allowed RLPS to expand the range of educational opportunities available. External and parent partnerships enabled students to participate in robotics and coding events, the School Spectacular, virtual reality experiences, Gala Days and many other events. Parent survey results indicate the school provides clear communication and is always open to two way discussion and engagement with education.

Progress towards achieving improvement measures

Process 1: Quality Systems

School communication, administration and managements systems are developed to reflect the changing purpose and structure of the school.

Evaluation	Funds Expended (Resources)
Review of survey findings indicate improved communication and administration system efficiency.	Additional applications and survey processes. Funding Sources: <ul style="list-style-type: none">• (\$1500.00)

Process 2: Productive Partnerships

Partnerships with parents, schools and organisations are identified and developed to enhance the range and quality of education opportunity.

Evaluation	Funds Expended (Resources)
Review all partnerships to determine where these have contributing to enhanced educational outcomes and opportunity.	Time spent liaising with stakeholders and providers. Funding Sources: <ul style="list-style-type: none">• (\$500.00)

Next Steps

Improve the forward planning of events to ensure communication is timely and communication about student progress and learning is more detailed and interactive.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Above establishment teaching position. Funding Sources: • Low level adjustment for disability (\$53 358.00)	All IEPs renewed and adjusted. Goals reviewed and achieved during Term meetings.
Quality Teaching, Successful Students (QTSS)	Fortnightly teacher release Funding Sources: • (\$38 524.00)	PDP goals relating to improved Visible Learning programming are achieved.
Socio-economic background	Fees for services paid. Funding Sources: • Socio-economic background (\$1 489.00)	Funds paid to those needing school support.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	68	75	91	115
Girls	88	98	122	143

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.8	95.1	95.9	98.1
1	96.3	95.9	94.8	95
2	96.5	95.3	94.4	95.2
3	96.1	96.7	95.2	95.5
4		96.3	94.5	94.1
5			95.8	93.7
6				95.1
All Years	96.1	95.8	95.1	95.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4		93.9	93.4	92.9
5			93.2	92.8
6				92.1
All Years	94.1	94	93.5	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)	2
Classroom Teacher(s)	10.32
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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	297,986
Revenue	2,404,401
Appropriation	2,291,012
Sale of Goods and Services	2,383
Grants and contributions	108,095
Investment income	2,811
Other revenue	100
Expenses	-2,518,562
Employee related	-2,124,089
Operating expenses	-394,473
Surplus / deficit for the year	-114,161

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	22,314
Equity Total	103,431
Equity - Aboriginal	0
Equity - Socio-economic	1,489
Equity - Language	31,733
Equity - Disability	70,210
Base Total	1,959,250
Base - Per Capita	49,978
Base - Location	0
Base - Other	1,909,272
Other Total	99,739
Grand Total	2,184,735

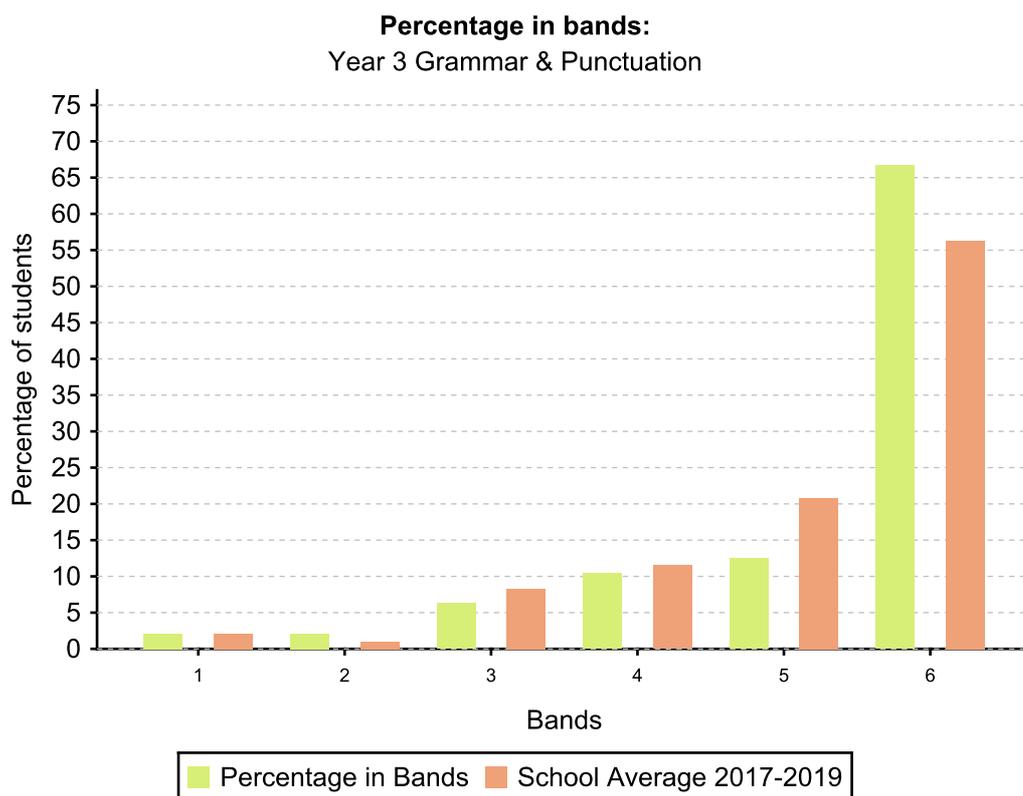
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School performance - NAPLAN

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.

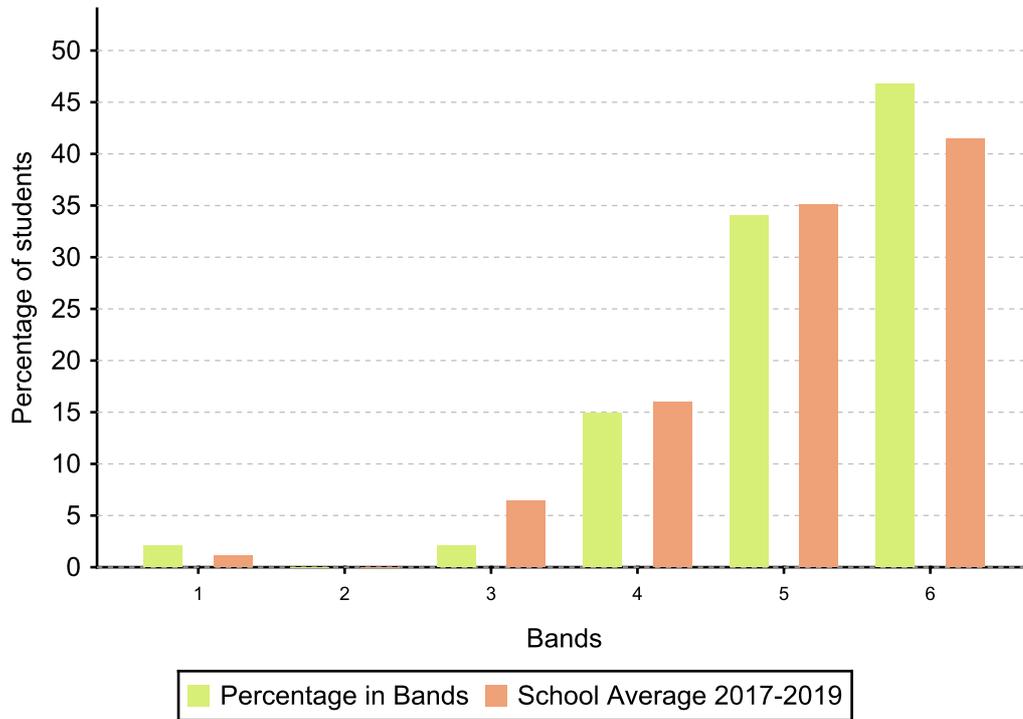
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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



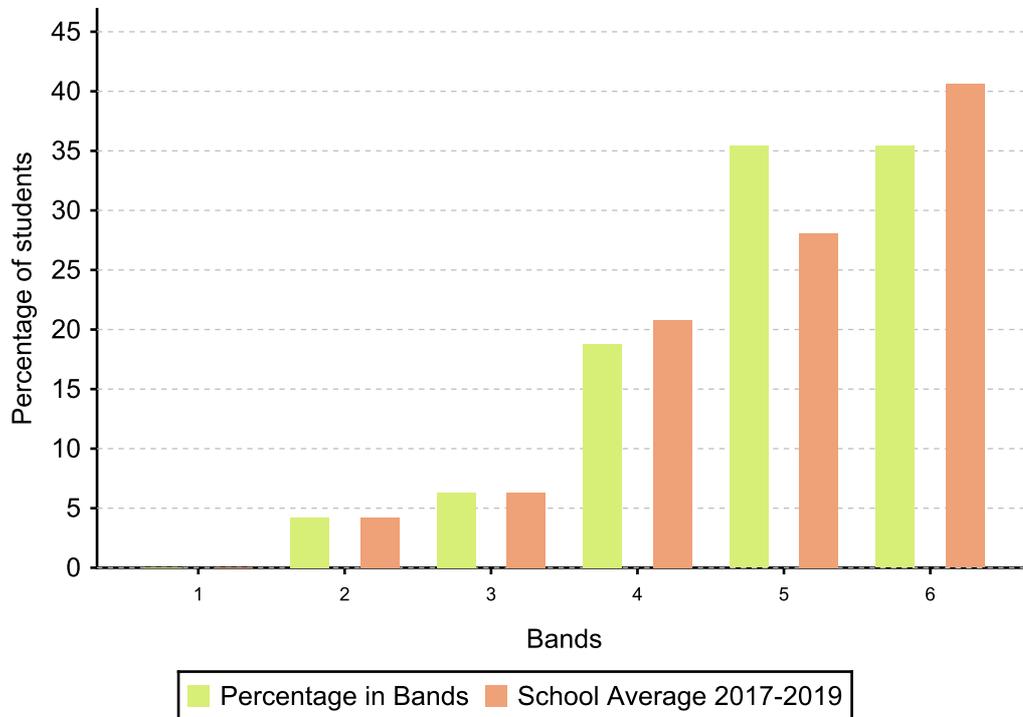
Band	1	2	3	4	5	6
Percentage of students	2.1	2.1	6.3	10.4	12.5	66.7
School avg 2017-2019	2.1	1	8.3	11.5	20.8	56.3

**Percentage in bands:
Year 3 Reading**



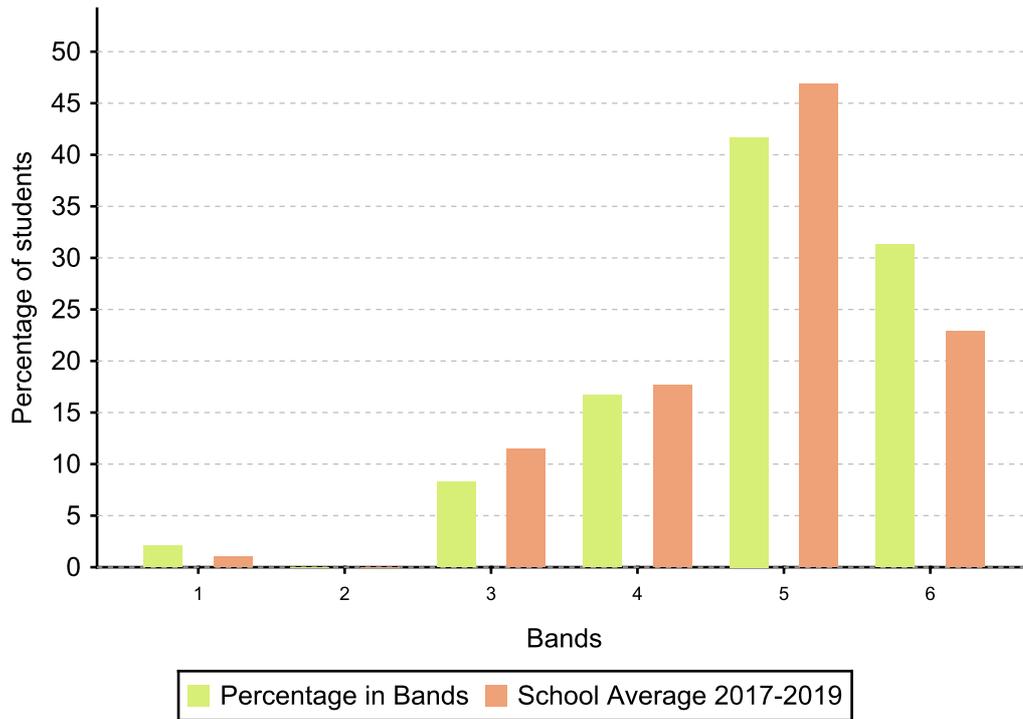
Band	1	2	3	4	5	6
Percentage of students	2.1	0.0	2.1	14.9	34.0	46.8
School avg 2017-2019	1.1	0	6.4	16	35.1	41.5

**Percentage in bands:
Year 3 Spelling**



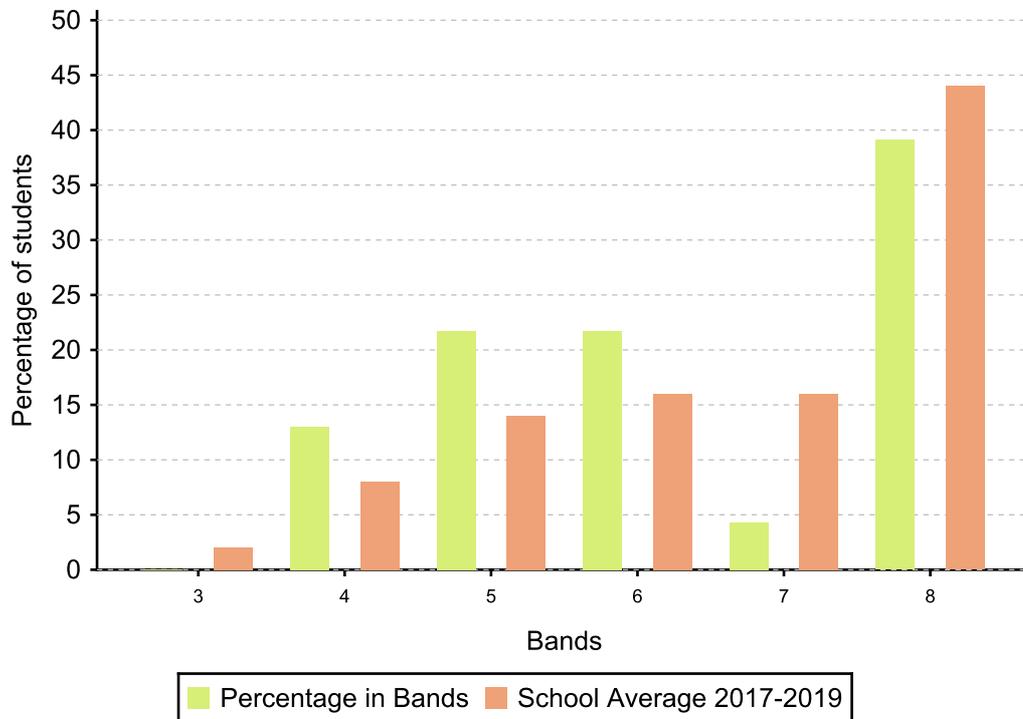
Band	1	2	3	4	5	6
Percentage of students	0.0	4.2	6.3	18.8	35.4	35.4
School avg 2017-2019	0	4.2	6.3	20.8	28.1	40.6

Percentage in bands:
Year 3 Writing



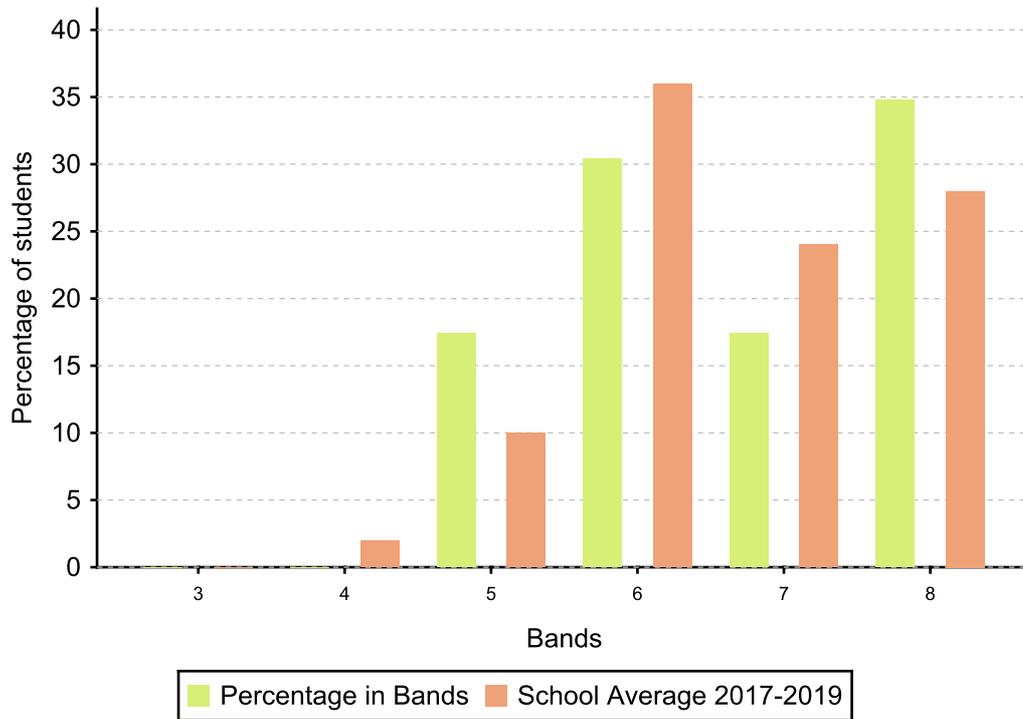
Band	1	2	3	4	5	6
Percentage of students	2.1	0.0	8.3	16.7	41.7	31.3
School avg 2017-2019	1	0	11.5	17.7	46.9	22.9

Percentage in bands:
Year 5 Grammar & Punctuation



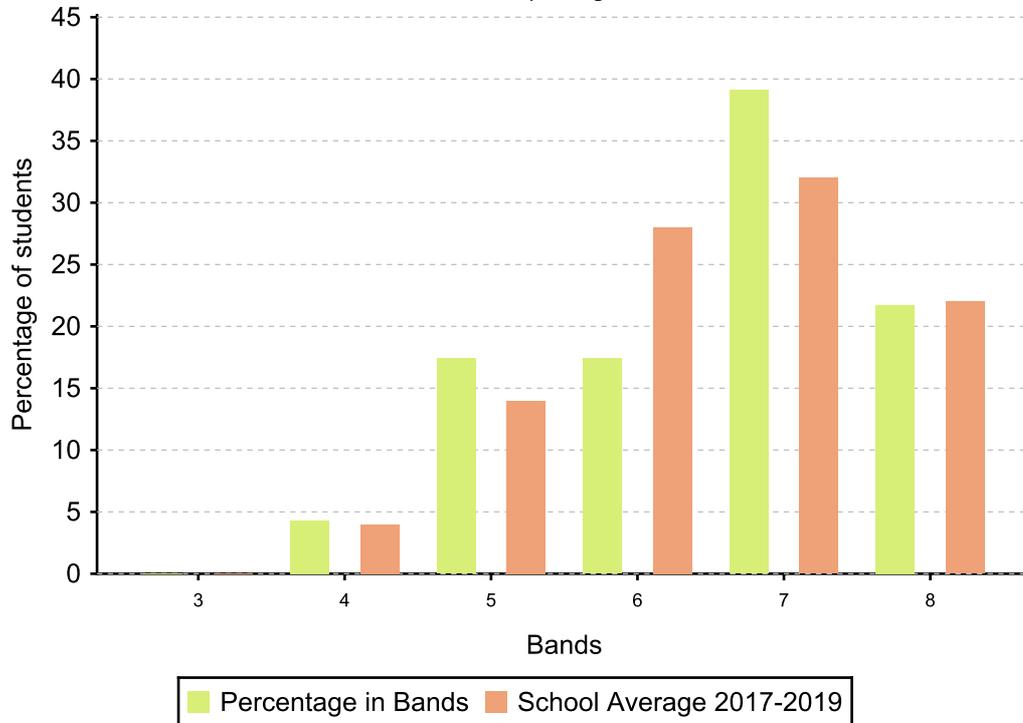
Band	3	4	5	6	7	8
Percentage of students	0.0	13.0	21.7	21.7	4.3	39.1
School avg 2017-2019	2	8	14	16	16	44

Percentage in bands:
Year 5 Reading



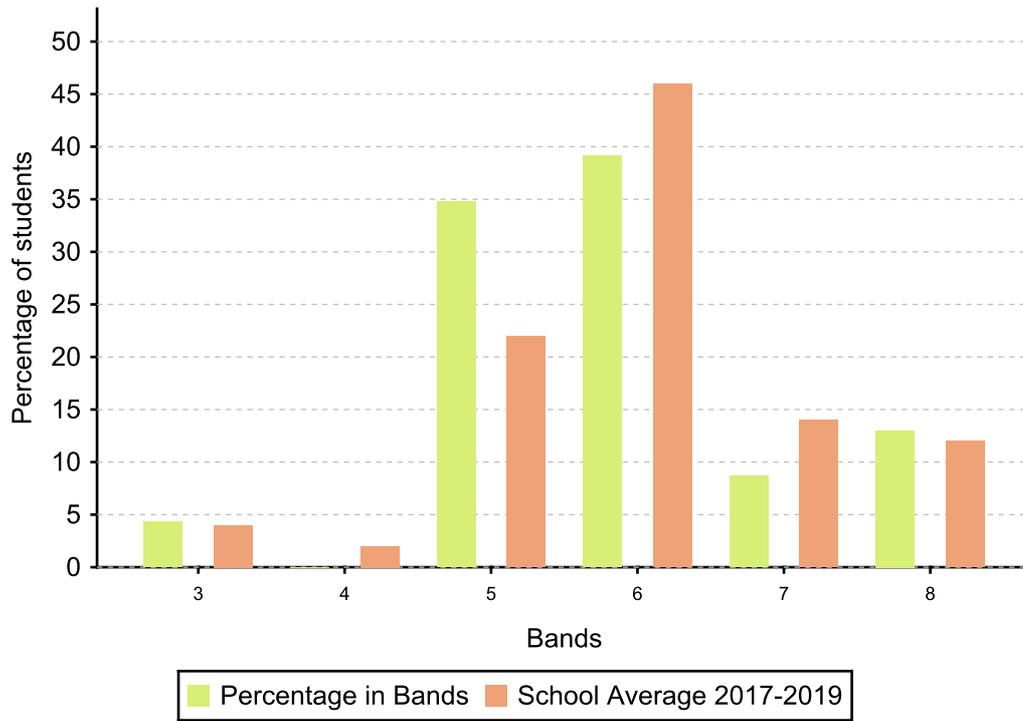
Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	17.4	30.4	17.4	34.8
School avg 2017-2019	0	2	10	36	24	28

Percentage in bands:
Year 5 Spelling



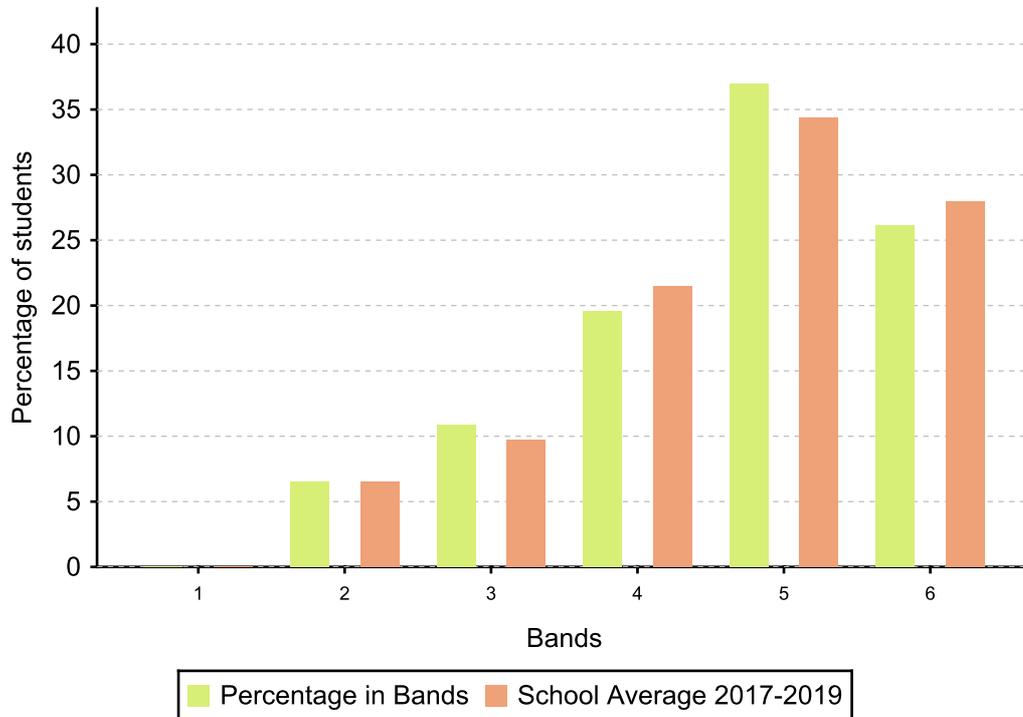
Band	3	4	5	6	7	8
Percentage of students	0.0	4.3	17.4	17.4	39.1	21.7
School avg 2017-2019	0	4	14	28	32	22

Percentage in bands:
Year 5 Writing



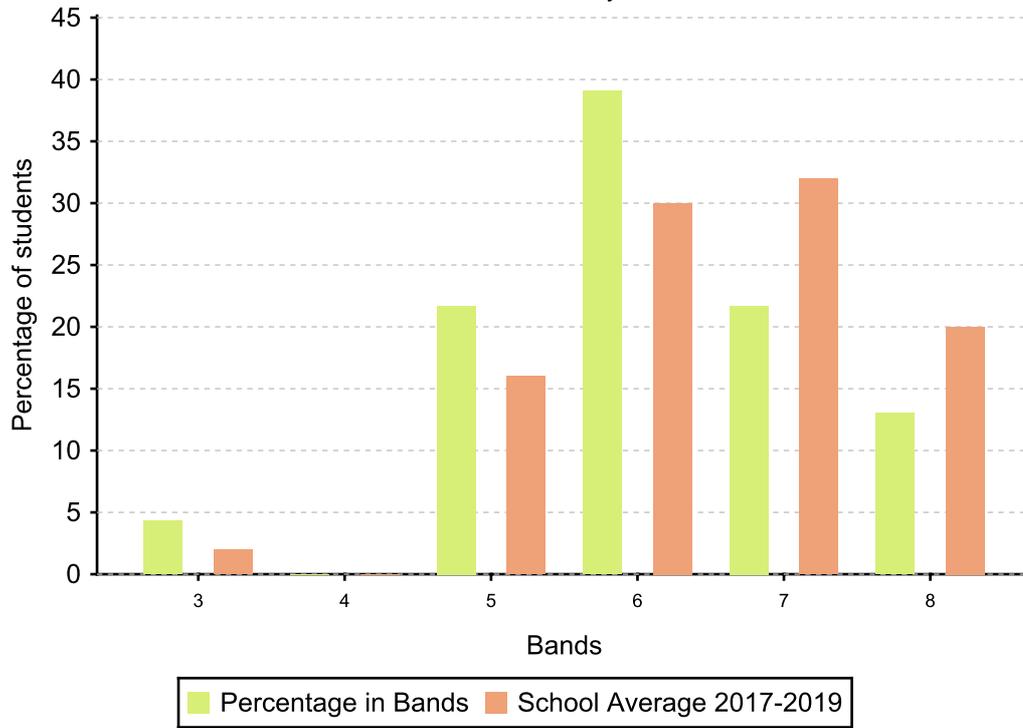
Band	3	4	5	6	7	8
Percentage of students	4.3	0.0	34.8	39.1	8.7	13.0
School avg 2017-2019	4	2	22	46	14	12

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	6.5	10.9	19.6	37.0	26.1
School avg 2017-2019	0	6.5	9.7	21.5	34.4	28

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	4.3	0.0	21.7	39.1	21.7	13.0
School avg 2017-2019	2	0	16	30	32	20

Parent/caregiver, student, teacher satisfaction

Parents were surveyed to determine their generalised satisfaction with educational delivery and the range of educational opportunities provided. Specific feedback on strategic plan priority areas, areas for improvement and areas of success was also sought. Results indicate a satisfaction rating of 73% with a further 24% being mostly satisfied with the education outcomes provided by RLPS. Over 75% percent were satisfied with the range of educational opportunity provided with a further 20% indicating they are mostly satisfied.

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.