

2020 Annual Report

Rydalmere Public School



3020

Introduction

The Annual Report for 2020 is provided to the community of Rydalmere Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

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

School context

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

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

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

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in Learning

Purpose

From preschool days teachers will:

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

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

Improvement Measures

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

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

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

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Learning programs in our preschool were play based and focused on literacy and numeracy. Our preschool educator team implemented and refined programming proformas throughout the year to reflect not only the programming of intentional learning, but also the programming of child-driven learning experiences. Literacy and numeracy play based activities occurred both across indoor and outdoor settings, with a variety of sensory experiences for the children. All preschool programming is responsive to the outcomes in the Early Years Learning Framework. We continue to make effective use of our indoor and outdoor learning spaces to support literacy and numeracy play-based learning due to the Preschool Enhancement Program. In Term 4 the preschool saw the ACECQA conduct a spot check with a positive outcome.	Professional Learning Funding School and Community Funding Preschool Enhancement Program Funding

Process 2: Curriculum Delivery

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

Evaluation	Funds Expended (Resources)
Stage Supervisors were impressed with the differentiated programming	

Progress towards achieving improvement measures

occurring for each classroom. The COVID 19 pandemic saw the overnight introduction of online learning from March to June 2020. Many of the stakeholders were on huge learning curves and staff diligently planned student learning to meet needs using a variety of delivery modes. Regular and effective communication being an essential focus. Supervisors met with teachers each term to discuss learning programs as well as Learning Adjustments and Personalised Learning and Support Plans for targeted students. All students received personalised English and Mathematics goals throughout Semester Two. These are communicated to parents as well as documented in Semester Reports with progress on these goals noted. While our tiered levels of support continues full implementation. We did a complete overhaul of our Mathematics syllabus Scope and Sequences to make them work for all class combinations and ensure continuity of learning for all. Both extension and remediation plans were able to be met.

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

Evaluation	Funds Expended (Resources)
We had one across-stage class (2/3) and three composite classes(1/2, 3/4, and 5/6) this year. As a result, learning programs were modified to encompass many more integrated units to assist teachers to deliver the appropriate outcomes for all stages of learning. This has been heavily documented within our scope and sequences to ensure students are not delivered repeated content in the following years.	Professional Learning Funding

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

Evaluation	Funds Expended (Resources)
100% of students requiring Learning Adjustments and Personalised Learning Support Plans were delivered these. Specialist intervention support was provided to students requiring this through our LaST and EAL/D program. The MultiLit program supported students throughout 2020 and was conducted online when necessary. In the EALD program continued to support students in the Beginning, Emerging, Developing and Consolidating phases. A planned approach sees a term focus on different groupings of students Years 2-6 engaged in our 'Bump It Up' program.	RAM English Language Proficiency Funding- RAM Low Level Adjustment for Disability Funding- RAM Socio-Economic Background Professional Learning Funding

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

Evaluation	Funds Expended (Resources)
We continue to achieve excellence in the area of Wellbeing through our PBL structures which is so important for learning. We know when we get wellbeing right, that learning can happen at its best. We undertook a review of our PBL structures and have updated these for improved wellbeing outcomes. We continued our 'Outro' process which has continued to assist in the management of classroom behaviour referrals seeing a decrease in the number of classroom incidences. Complementing this is our 'Reflection Room' initiative which aims to significantly modify the behaviour of students so they do not 're-offend'. This too has had a decrease in the number of repeat referrals.	RAM Equity Funds:- RAM Aboriginal Background- RAM Low Level Adjustment for Disability Funding- RAM Socio-Economic Background Professional Learning Funding

Next Steps

- **Strong Preschool Foundations** - Same preschool educator team to continue working together in 2021. This team will continue to enhance their processes for developing, implementing and reflecting on individual learning cycles

for all children in our preschool. While we were very proud to achieve an overall Assessment and Rating of Meeting the National Quality Standard, with many excelling standards, we are seeking to sustain those excelling levels and grow on the meeting to achieve an overall rating of excelling.

- **Curriculum Delivery (a)** - Continue our very successful differentiated curriculum delivery, including our processes and documentation on providing Learning Adjustments and Personalised Learning and Support Plans. Ensure effective use of student data in developing differentiated learning. Full implementation of K-6 Mathematics Scope and Sequences.
- **Curriculum Delivery (b)** - Ensure the implementation of integrated literacy and numeracy occurs in all KLA's and is reflected in teaching and learning programs. Professional learning will be provided to all staff in this area.
- **Curriculum Delivery (c)** - Adjustments to be made to Kindergarten Groups after review held at end of 2020 - new changes, primarily the timing of the program, to take place in Term 1 of 2021. Due to COVID 19 ILSF we are not running Bump It Up groups. We are using this funding in a multi-tiered approach to provide all students Years 1-6 with additional support to make up for lost time during the pandemic. LaST and EAL/D programs to continue.
- **Wellbeing** - Continue our PBL and Resilience Initiatives. Review how we document the Outro and Reflection Room incidents and see how we could enter this data onto our Sentral Wellbeing system. As a result of our review of our PBL structures introduce the new initiatives of additional rewards attached to gold awards and a whole school award.

Strategic Direction 2

Excellence in Leading

Purpose

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

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

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

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

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

Improvement Measures

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

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

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Leadership team were provided with time to effectively lead, manage and implement the DoE reforms. This included time to develop and lead professional learning; design and implement educational programs; provide mentoring to targeted staff; manage the performance and development of their teams; target student learning and welfare outcomes and initiatives and to; allow for succession planning and distributed leadership to build the capacity of all staff.	RAM Equity Funds:- RAM Low Level Adjustment for Disability Funding- RAM Socio-Economic Background Professional Learning Funding QTSS Funding

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

Evaluation	Funds Expended (Resources)
With COVID 19 guidelines preventing group meetings our staff participated in online learning options including interactive connected sessions. There was a strong focus on working in school teams to share expertise and plan collaboratively. Staff accessed their Community of Schools Networks remotely. We look forward to organised meetings in the future to continue our work linked to PDP goals and Strategic Directions.	Professional Learning Fund

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
All teachers as Leaders have presented Professional Learning for all staff based on an area of expertise they possess. This year, school leaders were involved in Quality Teaching Rounds which will be implemented in 2021. The PDP process enabled leaders to provide differentiated Professional Learning in a COVID safe working environment of which much was delivered online.	Professional Learning Funding QTSS Funding

Next Steps

- **Professional Learning** - we will continue to implement the current structures including formal mentoring sessions.
- **Community of Schools** - all Principals within this group agree we would like to continue with our 2019 model. in 2021. We will seek to grow the leadership team and look at a succession plan for this team.
- **Instructional Leadership and Management** - This process will move from online to more face-to-face instructional leadership on 2021. .

Strategic Direction 3

Excellence in Teaching

Purpose

Teachers will demonstrate personal responsibility for:

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

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

Improvement Measures

Increased number of Teachers accredited by NESA at Proficient level.

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

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

Progress towards achieving improvement measures

Process 1: Assessment and Reporting

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

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

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

Evaluation	Funds Expended (Resources)
During 2019 the staff researched other ways we could use student data to track and monitor individual progress on learning continuum's. During 2020 we trialed both hard copy and digital data walls and continue to work to find a solution that works best for us.	

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

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Due to the impact of COVID 19 PAT testing was not attempted on 2020. We opted in to the Department Of Education's 'Year 3 & 5 Check In'. which involved a Literacy and Numeracy test with a 24 hour turn around of results which assisted teachers in planning to meet student needs.

RAM Equity Funds:- RAM Low Level Adjustment for Disability Funding

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

Evaluation	Funds Expended (Resources)
<p>All teachers were provided with an additional hour of relief from face-to-face teaching each week to meet in a stage team to collaborate on the Cognitive Load Theory. Readings were given out before these meetings and were then discussed at these meetings with a focus on how this would impact on our teaching practice.</p> <p>QTSS teaching rounds continued with staff using the professional standards to identify areas for development. Supervisor and peer lesson observations occurred with time for reflection on completion. Stage meetings allowed for additional collaboration, particularly in the area of programming. In Term 4 the staff took part in a review of our PBL structures. Consultation with all stakeholders occurred with change to be implemented in 2021.</p>	Professional Learning Fund QTSS Funding School and Community funding

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

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

Next Steps

- **Assessment and Reporting (a)** - Provide professional learning for new 2021 staff in this area to ensure this continues. In line with the new Mathematics Scope and Sequences, update Mathematics section of Semester 1 Reports for each grade.
- **Assessment and Reporting (b)** - we will continue to track the data within our tiered levels of learning support in the areas of: literacy, numeracy, attendance, behaviour, speech and fine motor, however we will be creating a new way of representing this data on a wall. We will also look at how this data can be recorded within our wellbeing module on Sentral.
- **Assessment and Reporting (c)** - we will continue to use PAT online for Mathematics and Reading. In addition to PAT Maths and Reading 2-6 we have purchased PAT Early Years Maths and Reading. We will also look at how this data can be recorded within our wellbeing module on Sentral.
- **Collaborative Practice** - teachers will continue to be given the additional hour of relief from face-to-face teaching in 2021 for the purpose of collaboration and whole school initiatives. These collaboration sessions will take on a new focus.
- **Performance and Development Plan** - current processes to continue.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$5592	All students have a Personalised Learning Plan (PLP) where learning goals were designed in conjunction with the students' parent/carer.
English language proficiency	\$88728	All students eligible to receive EAL/D support were assessed against the ESL Scales and plotted on the EAL/D progression. Targetted support was provided based on students individual needs.
Low level adjustment for disability	\$63006	<p>All students requiring adjustments received these (as evidenced in students' welfare files) through adjustments in teaching and learning programs and also PLP's where appropriate. 59 of our students require adjustments with the following breakdown:</p> <p>Extensive = 19</p> <p>Substantial = 12</p> <p>Supplementary = 28</p> <p>School Learning Support Officers were employed to work in classrooms alongside targeted students requiring additional support.</p>
Quality Teaching, Successful Students (QTSS)	Staffing Allocation	Enabled school timetable to allow for teacher mentoring through the use of this staffing allocation. All teachers were provided with a mentor. Mentors demonstrate best practice and staff are provided with opportunities to implement these practices. Time is built in for reflection and further planning.
Socio-economic background	\$40322	Additional classroom teachers were employed to support classroom and student welfare programs. Funds were also allocated for all P-6 teachers to receive professional learning in literacy and numeracy to support student outcomes.. Bump It Up initiative - teacher employed 1 day per week to support moving students from the middle to the top bands in Reading and Numeracy. Students from families experiencing financial hardships are provided with the same curriculum related resources and opportunities including uniforms.
Support for beginning teachers	\$28962	Two beginning teachers were provided with mentors. Additional release provided to support professional development. and beginning teachers. In class mentoring support provided each week
Targeted student support for refugees and new arrivals	Nil in 2020	Nil in 2020

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	82	87	85	95
Girls	64	67	60	52

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.8	93.6	93.4	92.7
1	91.2	95.3	92.5	92.3
2	95.5	93	94.6	92.3
3	93.3	90.4	90.7	93.8
4	91.4	90.8	90.2	88
5	93.5	94.5	90.3	93.3
6	95.4	92	90.8	93.2
All Years	93.8	92.9	92	92.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	10.26
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
Teacher ESL	0.2
School Administration and Support Staff	3.21

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	457,269
Revenue	2,674,066
Appropriation	2,668,530
Sale of Goods and Services	-35,925
Grants and contributions	25,312
Investment income	1,049
Other revenue	15,100
Expenses	-2,819,473
Employee related	-2,574,674
Operating expenses	-244,798
Surplus / deficit for the year	-145,407
Closing Balance	311,862

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.

	2020 Approved SBA (\$)
Targeted Total	138,989
Equity Total	197,648
Equity - Aboriginal	5,592
Equity - Socio-economic	40,322
Equity - Language	88,728
Equity - Disability	63,006
Base Total	1,372,661
Base - Per Capita	37,278
Base - Location	0
Base - Other	1,335,383
Other Total	854,370
Grand Total	2,563,667

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Students - A sample of students from K-6 were chosen for the purpose of surveying their opinions about our school.. The surveys were carried out as forums where small groups of students were asked to talk about different aspects of school life. Over 37% of the student population were interviewed with the results of their responses as follows:

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

The playground, their friends, the teachers, oval, playground, handball courts, learning, free play and the 5/6 Area

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

- More equipment on Top court and more Handball courts
- More 'wobbly' chairs
- Under the fixed equipment replace bark with rubber soft fall.
- Would like some more 'brain breaks' in class.
- More bins placed in the playground.
- K-6 fixed equipment on oval, and more in top playground.
- More sports equipment to use daily and access to the sports shed at recess.
- No 'bindies' on the oval
- Would like to have 2 court days per week.
- Fair consequences for all students.
- A Science Lab
- We like our uniform but find the material 'itchy'.

Earlier this year you did online learning. How did you feel about this online learning and were the teachers able to help and support you?

- 55% of the students liked the online learning with 33% indicating they didn't like the experience and 12% felt it was just okay.
- A number of students indicated that understanding how to use Google Classroom and Adobe Connect were initial problems they overcame.
- Students with siblings said it wasn't easy to access computers as they had to share.
- Students with ongoing computer problems missed Adobe Connect sessions.
- The students who were able to participate in Adobe Connect sessions were positive about the experience.
- Over 90% of students indicated they missed being able to talk to their friends and play in the playground.
- All students knew they were able to ask the teacher for help and that the teacher did help but sometimes the response took a while.
- Some students indicated that they loved being able to manage their own time and switch tasks and come back later.

What do you most enjoy learning at school?

- Kinder - Maths and Technology
- Year 1 - Science, Art, Maths and History
- Year 2 - Reading, Maths, Spelling and Technology
- Year 3 - Maths, Science, Sport and Art
- Year 4 - Writing, Science and Maths.
- Year 5 - Maths, Technology and Art
- Year 6 - Technology, Maths, Reading and Art

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

English

- Kinder - 20% too easy, 80% just right and 0% too hard
- Year 1 - 0% too easy, 72% just right and 28% too hard
- Year 2 - 25% too easy, 50% just right and 25% too hard
- Year 3 - 0% too easy, 87.5% just right and 12.5% too hard
- Year 4 - 57% too easy, 15% just right and 28% too hard
- Year 5 - 0% too easy, 100% just right and 0% too hard
- Year 6 - 10 0% too easy, 0% just right and 0% too hard

Maths

- Kinder - 12.5% too easy, 87.5% just right and 0% too hard
- Year 1 - 43% too easy, 57% just right and 0% too hard
- Year 2 - 75% too easy, 12.5% just right and 12.5% too hard
- Year 3 - 72% too easy, 14% just right and 14% too hard

- Year 4 - 72% too easy, 0% just right and 28% too hard
- Year 5 - 0% too easy, 85% just right and 15% too hard
- Year 6 - 0% too easy, 100% just right and 0% too hard

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

I enjoy learning Mathematics - 46% very highly rated and 14% high

Are mathematics activities challenging? - 84% of students did not find their maths challenging

I enjoy learning to and about Reading - 49% very highly rated and 12.5% high

Are reading activities challenging? - 27% of students found their Reading activities challenging

Parents:

At the beginning of 2020 the school trialled a new format for Teacher/Parent interviews by combining with a school Disco. A survey conducted after the event saw 40 families respond of whom 34 attended. Of these 34 responses 33 either loved or liked the new format and 1 did not like the new format. The responses indicated: The things we liked/loved about the event were;

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

As the COVID 19 pandemic arrived in March so to did a massive change in how we communicated with families. It was essential that we develop effective and timely support for parents regarding online learning and then the ability for daily contact if needed to trouble shoot problems and best support student learning. and wellbeing. Throughout this time we welcomed anecdotal feedback on access to online learning, bringing the students back to school and the many 'virtual' special events organised. These responses indicated:

- Parents liked a staff member at each exit gate every afternoon. Even though it may not be their child's teacher it was good to have the face to face communication.
- Parents liked the phone and email communication during online learning
- The support provided by the school on how to use Google Classroom was excellent
- Overall parents felt supported, by the school, during online learning.
- Many parents commented that they have an increased appreciation for the work teachers do.
- Parents who did not have technology capability for their children were appreciative of the hard copy packs and resources provided during home learning.

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.