

2020 Annual Report

Rylstone Public School



3025

Introduction

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

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

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School vision

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

School context

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

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

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

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

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

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

Self-assessment and school achievement

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

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

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

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

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

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	Sustaining and Growing
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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in Teaching - Curriculum

Purpose

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

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

Improvement Measures

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

Students will model characteristics and understanding of visible learners.

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

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

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

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

Progress towards achieving improvement measures

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

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

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

Evaluation	Funds Expended (Resources)
A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.	Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$10000.00)

Strategic Direction 2

Excellence in leading- Connecting Communities

Purpose

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

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

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

Improvement Measures

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

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

Progress towards achieving improvement measures

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

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

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

Evaluation	Funds Expended (Resources)
Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$68242.00)

Strategic Direction 3

Excellence in learning - Wellbeing

Purpose

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

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

Improvement Measures

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

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

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement.	MacqLit Minilit Quicksmart Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$32802.00)• Integration funding support (\$39851.00)

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

Evaluation	Funds Expended (Resources)
Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.	Funding Sources: <ul style="list-style-type: none">• Professional learning (\$6000.00)

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

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

Evaluation	Funds Expended (Resources)
The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.	Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$7197.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$32 802.00) • Integration funding support (\$44 300.00) 	<p>Monitor progress of students on support programs (MiniLit, MacqLit, Quicksmart)</p> <p>Evaluate individual / small group programs by analysing class/group data.</p> <p>Monitor playground behaviour data on Sentral to identify areas of concern.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$27 021.00) 	<p>Learning and support documentation evaluated and updated.</p> <p>Post COVID lockdown assessment on all students assessed and analysed and acted upon.</p> <p>Learning plans to follow Spirals of Inquiry /Case management</p> <p>Student data profiles (literacy and numeracy) analysed and updated.</p> <p>Data wall updated.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$34 720.00) 	<p>Monitor impact of small group programs.</p> <p>Assess impact of SLSO support in class and running Support programs (Quicksmart, MiniLit and MacqLit).</p> <p>Improved academic results for children supported on small group programs.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	48	39	38	43
Girls	38	37	31	35

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.5	90.7	95.6	95.1
1	93	90.6	90.4	92.6
2	92.8	93.4	90.4	95.8
3	95.7	91.5	95.1	93.4
4	93.8	90.8	90.6	95.9
5	95.5	94.8	90.3	92.9
6	93.4	95.3	91.1	89.6
All Years	93.8	92.4	91.7	93.9
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
Classroom Teacher(s)	2.42
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.46

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, 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	79,996
Revenue	971,522
Appropriation	953,283
Grants and contributions	18,133
Investment income	106
Expenses	-898,848
Employee related	-814,102
Operating expenses	-84,746
Surplus / deficit for the year	72,674
Closing Balance	152,670

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	21,267
Equity Total	68,243
Equity - Aboriginal	720
Equity - Socio-economic	34,720
Equity - Language	0
Equity - Disability	32,802
Base Total	712,635
Base - Per Capita	16,595
Base - Location	25,557
Base - Other	670,483
Other Total	30,733
Grand Total	832,878

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

Parents were surveyed at the end of 2020 using Google forms. Slightly less than half of our parent cohort completed the survey.

Taking into account that COVID had prevented parents from entering the school grounds, on the whole, the responses were very positive. 95% of surveyed parents felt Rylstone PS had made positive progress over the last 3 years.

72% indicated their children enjoyed coming to school each day. 82% believed their children experienced positive opportunities at RPS.

58% of parents were happy with our school not having mandatory homework. 27% were neutral.

72% of parents believed their children were nurtured at RPS and 86% believed their children were known and appreciated by RPS staff.

78% of parents believed their child felt successful at school, 64% felt well informed about their child's progress. 77% felt they could communicate easily with the school and 77% felt they were welcomed at the school (prior to COVID).

91% believed RPS is a caring and happy place. 65% felt they were provided with information about their child's learning frequently and meaningfully.

63% believed discipline problems were competently handled and that bullying is noticed and dealt with

85% felt the school environment was safe and secure. 95% believed the school grounds and classrooms were inspiring.

79% believed that excellence in all pursuits was encouraged and effort was acknowledged. 95% believed achievement was applauded and that expectation of their child's behaviour was high. 78% of parents believed teachers are dedicated, have a positive attitude and were up to date and current in their teaching practices.

Areas identified as needing focus were: 'academics', sports, music, grammar and spelling, excursions and wellbeing. Areas of strength were identified as: technology, school grounds and facilities, staff and the general quality of education.

Students participated in both snapshots for TTFM.

92% of students surveyed indicated they had a positive sense of belonging which was significantly higher than NSW GOVT NORM. 100% valued schooling outcomes and positive behaviour at school. 96% of students were interested and motivated, again significantly higher than NSW norm of 78%. Students held high expectations for success and considered they had positive relations with their teachers.

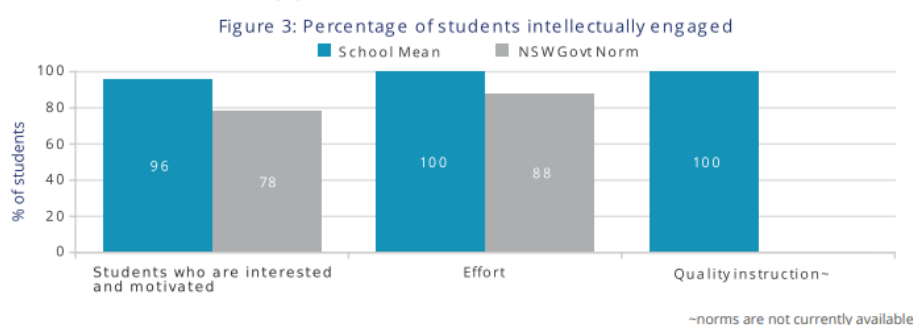
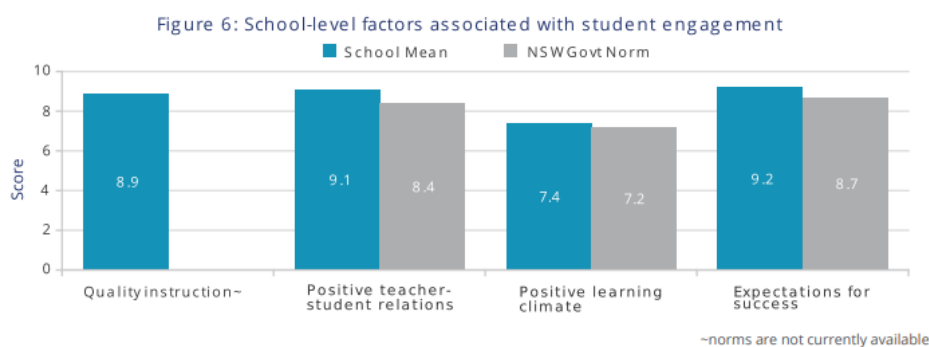


Figure 2: Percentage of students institutionally engaged

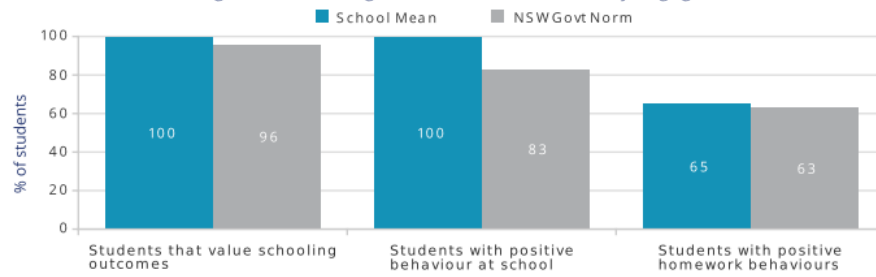
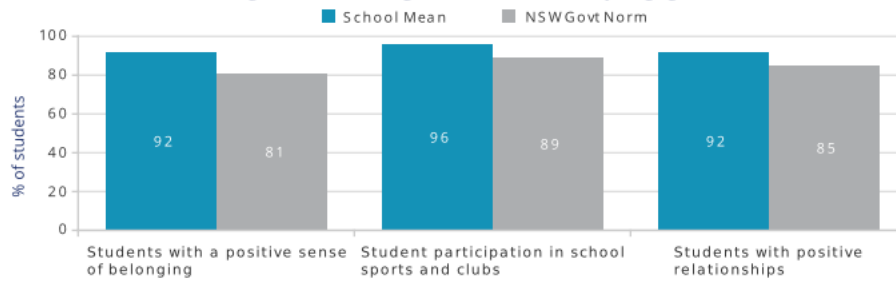


Figure 1: Percentage of students socially engaged



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.