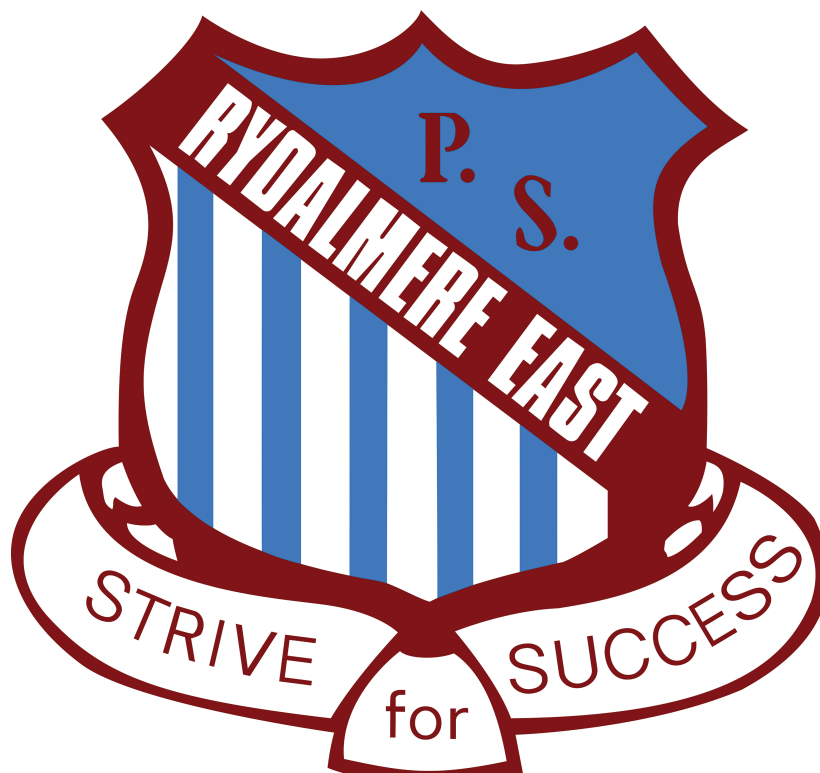# 2020 Annual Report

Rydalmere East Public School

4123

Introduction

The Annual Report for 2020 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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School vision

Inspiring lifelong learners through a nurturing and innovative environment

School context

Rydalmere East Public School is a school of approximately 170 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

Self-assessment using the School Excellence Framework

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

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.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
Throughout the year PBL processes and practices were reviewed and revised to meet the needs of the current student, staff and community at Rydalmere East Public School. The ozzie mozzie processes were refined to enable students to receive consistent positive feedback across the school. The development of behavior flow charts has ensured that all teachers have similar expectations and are applying consistent consequences so that students know what to expect in all settings. The refinement of behaviour matrix has ensured that there are clearly stated goals across the school and all members of the school community are aware of these.	

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

Evaluation	Funds Expended (Resources)
The Rydalmere East Public School Learning and Support Team refined the referral process during the year to ensure that teachers had a clear system to refer students for academic, behavioral and social concerns. The streamlining of this process has ensured that students with the high need are catered by the learning and support team and teachers are empowered to provide meaningful interventions for all students. The introduction of a caseworker model has enabled the learning support team to monitor student progress during the invention process and refine practices as required.	

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

Evaluation	Funds Expended (Resources)
The relationship between the school and the DSTA has been further improved this year with increased communication about student learning and support needs. This has led to increased supports across the school for all students. Interest groups in term 4 engaged students in learning activities and had a positive flow on to other curriculum areas.	

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

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
The school community has provided positive feedback to school events in 2020. Due to COVID-19 many of our annual events were cancelled or modified so that they could still be held but on a different platform. A parent morning tea was held online to gain feedback on the new school plan which was well attended.	

Next Steps

At Rydalmere East the PBL school wide program will be revised to include explicit lessons targeting specific expectations. The PBL team would like to update PBL to Positive Behaviour Engaged Learners - PBEL and implement PBEL Policy and School-wide handbook to inform staff and parents of whole-school approach

PBL: House points systems used more regularly/ day to day and linked to PBL system. Regular tallies. Collated points mentioned at assembly each fortnight. Potentially a rewards day for that house. Five points awarded to the student's house when they are PBL champion of the week.

Sentral behaviour data analysis - design processes and systems for holistic data beak down 'let the data guide us'.

Implement casual folders and include expectations and PBL systems, behaviour referral/ process for behaviour of students.

Implement Berry Street practices within each classroom by having a regular, targeted approach to teacher professional learning and purchasing school resources.

Learning Support Team- more emphasis and increased involvement of caseworkers, by implementing a process for how caseworkers will support students and their teachers in achieving goals set and LST recommendations. Possibly and 'action plan' for each student.

Peer Play Program introduction, student leaders trained and resources purchased to support playground games and social skill development in the infants playground.

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.

Progress towards achieving improvement measures

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

Evaluation	Funds Expended (Resources)
2020 Reading Benchmark Levels • 47% of Kindergarten students achieved at or above the minimum reading benchmark level of 8, increasing from 29% in 2019. • 65% of Year 1 students achieved at or above the minimum reading benchmark level of 17, increasing from 46% in 2019. • 54% of Year 2 students achieved at or above the minimum reading benchmark level of 22, increasing from 43% in 2019. • 50% of Year 3 students achieved at or above the minimum reading benchmark level of 26, decreasing from 61% in 2019. • 71% of Year 4 students achieved at or above the minimum reading benchmark level of 30, decreasing from 79% in 2019. • Reading Benchmark data indicates that a reading accuracy and comprehension focus is needed in 2021 onwards. Years K-2 show an increase in benchmark achievement. Years 3 and 4 require more focus. **Literacy and Numeracy Progressions Data** **Quantifying Numbers Progression Levels** SENAs 1-4 used to plot students on Numeracy Progressions Levels. Consistent Teacher Judgement professional learning provided for the administering of the assessment and goals created for individual students and student groupings. • 58% of Kindergarten students achieved at or above grade benchmark levels, decreasing from 97% in 2019. • 91% of Year 1 students achieved at or above grade benchmark levels, decreasing from 93% in 2019. • 78% of Year 2 students achieved at or above grade benchmark levels, increasing from 58% in 2019. • 67% of Year 3 students achieved at or above grade benchmark levels, increasing from 59% in 2019. • 33% of Year 4 students achieved at or above grade benchmark levels, decreasing from 75% in 2019. • 15% of Year 5 students achieved at or above grade benchmark levels, decreasing from 61% in 2019. • 44% of Year 6 students achieved at or above grade benchmark levels,	

Progress towards achieving improvement measures	
increasing from 0% in 2019. A clear need for a focus on numeracy is evident and the school has begun a professional learning journey with Anita Chin for 2021.	

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)
The introduction of an Instructional leader was highly effective in providing all staff with support in the classroom demonstrating explicit instruction in literacy and numeracy. Staff were able to discuss aspects of their teaching and ask questions so that they could be more effective in their classrooms.	

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

Evaluation	Funds Expended (Resources)
Consistent Collection and Analysis of Data to Inform Teaching The consistent collection of data and its use to inform teaching programs was a focus in the 2018-2020 School Plan as this had not been practised systematically previously. Data systematically collected throughout 2020. Teachers provided with professional learning in administering assessments and analysing data to gain understanding for differentiating learning.	

Next Steps

To continue the cycle of improvement in Literacy and Numeracy Rydalmere East will continue with the implementation of the MiniLit program, Numeracy intervention and Maths enrichment program as this has proven to be effective.

The school will implement a consistent approach to visible learning introducing classroom resources such as Learning Intentions and Success Criteria charts, Individual student goal Charts, Ice Cream Scoops Stickers and Stamps with specific feedback.

Professional learning sessions will be coordinated to occur in team meetings and whole school staff meetings with an emphasis on collaboration and the sharing of student data.

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.

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)
In 2020, all face-to-face professional learning has ceased. To ensure that staff at Rydalmere East Public School are still participating in professional learning, release during SISA allowed for executive staff to virtually deliver presentations to colleagues. These opportunities have improved teachers' knowledge whilst supporting them to deliver content during home learning. Throughout the SISA sessions, teachers were also able to understand the importance of using a rubric, undertake CTJ and begin to plan for their own classes as we continue on our Visible Learning journey at Rydalmere East Public School. Teachers were successful in delivering all content through online platforms for home learning. All teachers have spoken about their confidence and new skills they have learned throughout the year to ensure that all students were catered for. Engaging in professional learning has provided opportunities for staff to improve their knowledge and skills as they implement innovative pedagogy.	

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)
Through explicit lessons, these students have begun to create new pathways in their thinking to persist with challenging tasks, face obstacles and overcome fears associated with their learning. Students had individualised reading, writing and personal goals displayed in the classroom. We found that these differentiated goals allowed students to achieve at their own pace, enhance motivation and created a sense of individual and whole class achievement. Through regular assessment, we noticed a significant increase	

in students' reading and writing ability. Through the continuation of team teaching, students have the opportunity to participate in weekly differentiated and explicit learning experiences facilitated through two teachers in their classroom. Students are continuously engaged in explicit learning experiences which foster collaboration, for example, Genius Hour in Stage 2 and 3. These students worked collaboratively with their peers to explore their own passions and wonders. There were significant changes in their levels of engagement and focus, their inquiry questions increased in quality and difficulty, and students learnt to be efficient by ensuring group members have designated roles and were held accountable.	

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)
Using the STEM Kits from T4L has given teachers the opportunity to effectively integrate Robotics technology in their teaching. Students have learned how to design, develop and communicate with digital technology. Using Robotics has encouraged students to learn within future focused learning environments, through an inquiry based learning approach. Furniture from BFX has been delivered to the school. Using the winning design from the students ensured that the furniture will be used to foster future focused learning environments, encourage inquiry based learning and support the effective use of integrated technology. All technology and furniture upgrades have been installed and set up in the technology hub. Students worked collaboratively with their peers to explore their own passions and wonders. Students utilised the learning spaces in the technology hub to collaborate and create a presentation for their teacher and peers. Due to the upgrades of technology, teachers were able to support effective use of integrated technology. Students begun at varying levels when first engaging with word processing on the desktop computers with a keyboard and mouse. Students were explicitly taught how to use the basic functions of Microsoft Word. By providing students an opportunity to learn these skills, students can transfer this knowledge to the classroom and beyond.	

Next Steps

Next steps:
- 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
- Continuing to Booking STEM.T4L kits
- Identify staff with expertise in iPad integration or particular apps to upskills 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 in all students, 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 ($15 551.00)	We were able to support our Aboriginal students using the resources allocated to attend excursions and incursions. Students were also given in class support for learning. Resources for the students were purchased which they will be able to access while attending Rydalmere East Public School.
English language proficiency	**Funding Sources:** • English language proficiency ($58 644.00)	The school used this allocation to employ a teacher to give in class support through team teaching and small group withdrawal focusing on the students identified as needing support due to their English language proficiency. Resources were also purchased to support the teachers in their classrooms.
Low level adjustment for disability	We receive a 0.6 FTE $27,801 is flexible funding **Funding Sources:** • Low level adjustment for disability ($93 432.00)	* Targeted support for students who have been identified as needing adjustments to their learning programs. * To meet particular learning needs additional SLSO support for students who do not receive designated learning support funding was implemented. The SLSO support was utilised by drawing up a timetable that allowed the school to support a number of students. The SLSOs met with the class teachers and LaST to implement programs that addressed the needs of each student they were supporting. In 2020 all students who received additional support achieved their desired goals and class teachers were very appreciative of the support.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($48 348.00)	The school used this allocation to assist in the employment of an extra classroom teacher which allowed for a school executive member to be off class in the role of an Instructional Leader supporting students and teachers in the classroom.
Socio-economic background	**Funding Sources:** • Socio-economic background ($35 267.00)	Financial subsidies for families experiencing financial hardship to enable all students to fully participate in all aspects of school life - e.g. excursions, uniforms, etc.
Support for beginning teachers	**Funding Sources:** • Support for beginning teachers ($7 244.00)	The school had one teacher who received funds in their second year. Our beginning teachers were allocated extra RFF during the week to assist in their weekly planning and general running of a class. Teachers were also allocated days each semester to assist with report writing and data entry. The teacher attended professional learning courses of particular interest as well as courses that assisted in their personal growth and knowledge of the teaching profession. .
Targeted student support for refugees and new arrivals		N/A

Student information

Student enrolment profile

Students	Enrolments			
	2017	**2018**	**2019**	**2020**
Boys	100	110	113	107
Girls	77	85	87	74

Student attendance profile

School				
Year	**2017**	**2018**	**2019**	**2020**
K	92	91.7	92.2	90.2
1	92.7	92.7	89.6	90.1
2	93.9	93.1	91.7	91
3	93.6	94.8	89.6	89
4	92.6	91.6	92.2	87.2
5	92.8	93.9	92	90.4
6	92.8	93.3	91.2	92.3
All Years	92.9	92.9	91.2	90.1
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.

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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)	9.41
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	6.22

*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	255,564
Revenue	2,908,234
Appropriation	2,834,464
Sale of Goods and Services	-9,324
Grants and contributions	66,293
Investment income	847
Other revenue	15,954
Expenses	-3,111,969
Employee related	-2,779,127
Operating expenses	-332,843
Surplus / deficit for the year	-203,736
Closing Balance	51,829

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	123,333
Equity Total	202,893
Equity - Aboriginal	15,551
Equity - Socio-economic	35,267
Equity - Language	58,644
Equity - Disability	93,432
Base Total	2,080,516
Base - Per Capita	54,378
Base - Location	0
Base - Other	2,026,138
Other Total	336,130
Grand Total	2,742,872

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

Rydalmere East students (Years 4-6), staff and parents participated in the Tell Them From Me feedback survey. The survey measured factors that are known to affect academic achievement and other student outcomes. The focus of the NSW-wide survey was on wellbeing, engagement and effective practices with a primary focus on satisfaction.

Tell Them From Me , TTFM, survey results.

Student satisfaction: Student survey Years 4-6.

70% of students have friends at school they can trust and who encourage them to make positive choices.

88% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

73% of students try hard to succeed in their learning.

68% of students believe they demonstrated positive behaviour at all times.

79% of teachers show an interest in my child's learning.

Parent/caregiver satisfaction: Parent survey

84% I feel welcome when I visit the school.

81% Written information from the school is in clear, plain language.

86%The school's administrative staff are helpful when I have a question or problem.

Teacher satisfaction: Teacher survey

85% Teachers believe school leaders create a safe and orderly school environment.

85% of Teachers establish clear expectations for classroom behaviours.

81% of teachers share student learning goals.

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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.