

# 2020 Annual Report

## Russell Lea Public School



*Russell Lea*  
PUBLIC SCHOOL

5132

# Introduction

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

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

## School contact details

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## Message from the principal

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2020 made us more aware of the changeable, dynamic and unpredictable world beyond the school gates. Our assumptions about the year ahead were unexpectedly challenged and turned upside down. We learnt to embrace change, rise with it and see what new opportunities could be found. 2020 was a difficult year for many however our students, parents and staff made the most of it. As individuals and as a cohort we have seen our school community quietly persevere with challenges and succeed with quality educational delivery.

## School vision

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

## School context

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

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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>

Our current school plan effectively orientated school development effort to teacher practice around formative assessment and Visible Learning. A culture of questioning and collaborating around practice has been established and students have increased their ability to think about their learning and how to improve. Although the plan describes effective capacity raising and evaluation processes, these could be implemented with more precision, clarity and consistency.

Distributed leadership has provided development opportunity to teachers and executive through mentoring of the implementation of school plan projects. Evidence sources which describe leadership and school development best practice need to be referenced to improve the quality of leadership development efforts.

Progress has most likely been made with the aspects of the plan which address the development of social and emotional and future focused skills however evaluation of progress has been difficult. Evaluation strategies and clarity around what constitutes best practice in these areas is needed.

## Strategic Direction 1

### Professional Growth

#### Purpose

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

#### Improvement Measures

Students make progress on the Visible Learning continuum.

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

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

#### Progress towards achieving improvement measures

##### Process 1: Teachers Learning Together (TLT)

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

Evaluation	Funds Expended (Resources)
PDP reflection statements, leadership situational analysis focus group notes and data collected in other SD initiatives indicate improved practice as a result of efforts within TLT.	Quality Teaching, Successful Students (QTSS) \$47,035

##### Process 2: Lead Learners

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

Evaluation	Funds Expended (Resources)
Leadership team PDP meeting dialogue, reflection statements and associated data identify clear observations of improvement in teaching practice within stage teams. Teacher fluency with learning intentions and success criteria, the fostering of student understanding of their learning progress and goals and the development of future focused learning skills.	Nil specific resources. Efforts towards this process are included in day to day operational funding.

## Strategic Direction 2

### Student Success

#### Purpose

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

#### Improvement Measures

Students demonstrate well developed social and emotional competence.

Students demonstrate well developed future focussed skills.

#### Progress towards achieving improvement measures

##### Process 1: Future Focussed Learners

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

Evaluation	Funds Expended (Resources)
<p>In 2020 RLPS staff have undertaken professional development in using Project-Based Learning (PBL) to build future-focused skills and contemporary capabilities in students. This school-wide program has involved teachers collaboratively designing tasks in which students create a product to present to the local and school community.</p> <p>The staff has shown enthusiasm and some level of background knowledge in PBL. This is evident in professional learning run by the executive. Teachers expressed that they would like to learn more about specific teaching techniques and strategies related to PBL.</p> <p>The impact of COVID-19 has made it difficult to involve the wider school community in PBL. Stages have used technology such as videoconferencing and Twitter to display the student's work.</p>	

##### Process 2: Capable Kids

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

Evaluation	Funds Expended (Resources)
<p>There has been a planned approach to the implementation of Positive Psychology and wellbeing throughout 2020.</p> <p>Child friendly Character Strengths Visuals were printed for every classroom and learning space and are prominently displayed throughout the school. A parent Graphic Designer was deployed to support staff in creating visual signage to be adhered to building poles, displaying the twenty four character strengths and giving examples. An expert in the field of Positive Psychology, delivered quality, meaningful &amp; current professional learning to teachers. Quality literature has been sourced and individually labelled according to the strengths found within the content. Teachers and Librarian have conducted explicit teaching and learning on each of the character strengths. Positive</p>	<p>Nil specific resources. Efforts towards this process are included in day to day operational funding.</p>



## Progress towards achieving improvement measures

Psychology teacher resources have been purchased and accessioned for teachers to borrow.

Positive Psychology team leaders presented to the community and the initiative has been well received. Both parents and teachers alike, have indicated that students are able to identify and articulate at least two of their individual character strengths and that of their peers.

### Process 3: Visible Learners

Learning is programmed using the principles of Visible Learning.

Evaluation	Funds Expended (Resources)
<p>Data from the Visible Learning Wall demonstrated that learning intentions and success criteria were evident in classrooms across the school. Early Stage 1 classes used literacy progressions to differentiate and identify learning goals for writing. Stage 1 and 2 classes created levelled writing samples with learning intentions and success criteria. Stage 3 class displayed learning intentions and success criteria.</p> <p>Teachers conducted surveys to identify the Visible Learning capacity of students across the school. Approximately three students were surveyed from each classroom, every fortnight across one and a half terms. The results showed that 90% of the students surveyed were able to articulate learning intentions from the lesson.</p> <p>To collect a wider sample size of student's Visible Learning capacities, strategies appropriate for stages were implemented in 2020. Instead of three students randomly selected, all students were included to track progress. Learning Journals were introduced and have been implemented in 3 classrooms. In one class, students reflected daily on their learning by communicating the learning intentions and success criteria in their journals. Daily reflection resulted in 42% of students moving from Level 1 to 4 on the Visible Learning continuum.</p> <p>Other strategies for collecting data are currently being implemented in classrooms across the school. For example, a traffic light system in Early Stage 1 and Stage 1 classrooms. In Early Stage 1, 59% of all students were able to articulate learning intentions from the lesson. 23% of students were beginning to describe the learning intentions. 18% of students could describe the learning intentions with support.</p>	<p>Nil specific resources. Efforts towards this process are included in day to day operational funding.</p>

## Next Steps

Ongoing collection of Visible Learning data, such as learning journals and traffic lights would enable evaluative practices to be implemented to identify student improvement. Data from teaching and learning programs could be collected, analysed and evaluated more frequently and consistently across stages and across the school to identify stage/school progress.

Whilst PBL has been implemented by all stages at some point in 2020, it has been difficult to pinpoint and understand the impact it is having on future-focused skill development. Interviews of students across all stages have been recorded and students mention they have a good understanding. Richer and more varied data is needed in order to measure the impact of PBL. The executive has a number of strategies and rubrics which will be experimented with to collect rich data on PBL in 2021.

## Strategic Direction 3

### Collaborative Communities

#### Purpose

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

#### Improvement Measures

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

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

#### Progress towards achieving improvement measures

##### Process 1: Quality Systems

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

Evaluation	Funds Expended (Resources)
The 2020 improvement plan survey noted 86% of parents believe RLPS has improved the quality of communication, administration and management systems.	Nil specific resources. Efforts towards this process are included in day to day operational funding.

##### Process 2: Productive Partnerships

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

Evaluation	Funds Expended (Resources)
Our 2020 improvement plan survey noted 86% of parents believe RLPS has improved the range of extra-curricular activities available to students.	Nil specific resources. Efforts towards this process are included in day to day operational funding.



Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$76,544	Most students achieved the goals in the their IEP.
Quality Teaching, Successful Students (QTSS)	\$47,035	Within PLP and survey results teachers indicated success with the implementation of teaching strategies included in the PLP process.
Socio-economic background	\$2,289	Three families received subsidies for the cost of schooling to ensure equitable access to school learning opportunities.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	75	91	115	136
Girls	98	122	143	172

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.1	95.9	98.1	97.7
1	95.9	94.8	95	97.1
2	95.3	94.4	95.2	96.2
3	96.7	95.2	95.5	95.9
4	96.3	94.5	94.1	96.4
5		95.8	93.7	96.6
6			95.1	95.6
All Years	95.8	95.1	95.5	96.7
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		93.2	92.8	92
6			92.1	91.8
All Years	94	93.5	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)	11.48
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.82

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	183,825
<b>Revenue</b>	2,945,203
Appropriation	2,696,495
Sale of Goods and Services	47,174
Grants and contributions	201,019
Investment income	515
<b>Expenses</b>	-2,887,891
Employee related	-2,506,600
Operating expenses	-381,291
<b>Surplus / deficit for the year</b>	57,312
<b>Closing Balance</b>	241,137

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	38,976
<b>Equity Total</b>	112,322
Equity - Aboriginal	685
Equity - Socio-economic	2,289
Equity - Language	32,804
Equity - Disability	76,544
<b>Base Total</b>	2,357,491
Base - Per Capita	62,050
Base - Location	0
Base - Other	2,295,441
<b>Other Total</b>	102,561
<b>Grand Total</b>	2,611,349

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

### Parent satisfaction

Results indicate a clear majority of respondents to our 2018-2020 School Plan survey observed improvements in the areas described by each strategic direction. Specifically over 75% of respondents noted improvements school leadership, 67% noted improvements in the implementation of evidence based practices including Visible Learning and 78% observed improvement in student collaborative, creative and critical thinking skills. 66% of parents noted an increase in student social and emotional capabilities, 85% noted improvement in school communication, administration and management and 86% noted improvement in the range of extra-curricular activities available.

### Teacher satisfaction

Results indicate a clear majority of school staff are satisfied with their work and their capacity to positively impact student outcomes. 88% of teachers feel like they are valued and important members of their team and all staff feel confident sharing student achievement data within their stage group. 74% of staff value the school improvement goals in the 2018-2020 school plan and believe they have the capacity to initiate improved teaching strategies within their stage team.

### Student satisfaction

According to results from the 2020 Tell Them From Me (TTFM) survey 88% of students feel have pride in their school and 88% feel accepted and valued by the school community.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.