

2021 Annual Report

Rydalmere Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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 and Preschool, we hold high expectations for all to achieve excellence through:

R - respectful connections to ensure the wellbeing of the school community

P - professional practices embedded that are guided by evidence-based research and

S - students being nurtured and knowing they belong.

School context

Rydalmere Public School and Preschool, established in 1891, boasts large, expansive grounds in the heart of Sydney. Our students thrive in a positive learning environment, where the values of safety and respect enable our students to be engaged learners and to achieve their true sense of belonging, from Preschool to Year 6. In 2021, the school population sits at 164, comprising 144 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. 53% of our students come from language backgrounds other than English and 6% of our students are from an ATSI background. Collectively we have a Family Occupation and Education Index (FOEI) is 84.

Our teaching staff are experts at what they do, delivering pedagogy based on the latest research. Our teachers are highly motivated and create stimulating and nurturing learning environments for our students. We have an active community of parents and carers who regularly come together to achieve great things for our school. The community of Rydalmere is valued and plays an important role in the directions we take for our students. Together, we place children at the core of our decision-making, to ensure that we cater for both the wellbeing and the learning needs of all students. We offer innovative learning spaces and curriculum, and all of our students K-6 are provided with their own dedicated laptop.

RPS has formed significant alliances and partnerships with the Cumberland Community Connection Community of Schools and the City Country Alliance. We are home to the Rydalmere Community Hub which services Rydalmere and the greater Parramatta area.

As a result of a rigorous Situational Analysis and community consultation, the school has identified three areas of focus for our 2021-24 Strategic Improvement Plan:

1. Improvement through **Student growth and attainment**. We will achieve at or above the system negotiated targets in reading and numeracy through the delivery of individualised and targeted teaching practices that we know work for our variety of learners.
2. Improvement through **Wellbeing**. The positive wellbeing of all of our preschool children and K-6 students is at the fore of what we do. We know that when we get wellbeing right, the best learning occurs for our students. We will have the greatest efficacy in this area by having a planned approach to wellbeing with targeted strategies focused on caring for students and behaviour.
3. Improvement through **High expectations and continuous improvement culture**. Every staff member in our school plays a pivotal role in our students' educational journey. To develop the very best educators and support staff we will engage in collegial professional learning to plan for learning, reflect on and improve practice. This direction will have the greatest impact on the success of Strategic Direction 1 and 2.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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: Student growth and attainment

Purpose

To maximise learning outcomes and growth for every preschool child and K-6 student by implementing evidence-based teaching pedagogies that are responsive to the learning needs of individual students., through effective use of data to identify these needs.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Quality Teaching and Differentiation
- Authentic Assessment to inform Data Skills and Use

Resources allocated to this strategic direction

Low level adjustment for disability: \$44,847.00

English language proficiency: \$48,678.00

New Arrivals Program: \$14,310.00

: \$10,000.00

Professional learning: \$10,000.00

Summary of progress

Quality Teaching and Differentiation

ANALYSIS: The evidence showed that in term 1 all teaching staff completed the professional with Anita Chin around explicit numeracy instruction and revising the scope and sequence. We also completed professional learning on PLASPs and NCCD. Due to the school lockdown we were unable to complete our work around analysis of Preschool Programs for evidence of strong literacy and numeracy content to build these foundations and the analysis of Preschool Programs for evidence of strong literacy and numeracy content to build these foundations. The learning support team has strengthened its practices to ensure that the needs of all students are addressed in a timely and appropriate manner. During home learning teachers were using learning intentions and success criteria as evidence on our YouTube channel. An increased number of teachers are now using the progressions to record and track student achievement and using this information to inform their planning.

IMPLICATIONS: To move towards achieving our progress measure we need to continue to provide professional for staff around differentiation and using data to inform practice. Also, we need to analyse preschool programs for evidence of strong literacy and numeracy content to build these foundations.

ANALYSIS: Our team became a part of the control group for this research project with our academic partner. The evidence showed that the QTR Team completed professional learning (Stage 2 teachers attended the formal PL and then trained Early Stage 1 teachers). The QTR team met regularly to plan and agree on observable teaching practices for each lesson - the focus of these was relevant to each specific teacher. Following observations, the team discussed the teaching practices observed and how each teacher could achieve personal growth. Teachers participating in this project are able to articulate the changes they have made in their teaching practice as a result of their participation in this.

IMPLICATIONS: To move towards achieving our progress measure we need to continue our participation in this research project so that staff can continue to implement this reflective practice. Time needs to be built in to our timetable to allow for additional time off class to engage in this process authentically. Consider how we can implement these structures across the school P-6.

Authentic Assessment to inform Data Skills and Use

ANALYSIS: The evidence showed that teachers undertook the collection and analysis of student performance data at various points throughout the year, however this was not done consistently across the school. Changes in the timeline were made as a result of the COVID lockdown resulting in the school not completing all scheduled activities. However, data analysis is becoming a more regular component of the teacher toolkit although at this stage it is still the executive who are driving this area and will continue to do so until teachers become more confident in the ability to analyse student

performance data to inform practice.. It was identified that an assessment schedule was needed to support teachers to consistently implement this data collection. This will be a focus in 2022 where we will create a K-6 Assessment Schedule. Following this, we will look at supporting teachers to have increased CTJ in non-standardised assessments, where Executive will support teachers in effectively analysing non-standardised data.

IMPLICATIONS: To move towards achieving our progress measure we need to continue to develop teacher knowledge and skills around data analysis. We will continue to build time into our timetable for staff to input their PLAN2 data. New staff will need to undertake training. Identify key staff to triangulate data and present findings to teachers. Executive will ensure that this data informs classroom practice to improve student learning outcomes.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
NAPLAN Top Two Bands Increase in the percentage of students achieving in the top 2 bands in Reading towards the lower bound system negotiated target. Increase in the percentage of students achieving in the top 2 bands in Numeracy towards the lower bound system negotiated target.	<ul style="list-style-type: none"> • 48% of students achieved in the top two bands in NAPLAN reading indicating achievement of the lower-bound target. • 36% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
NAPLAN Growth Increase in the percentage of students achieving expected growth in Reading, above the baseline of 60.9% towards the lower bound system negotiated target. Increase in the percentage of students achieving expected growth in Numeracy, above the baseline of 48.1% towards the lower bound system negotiated target.	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading increased to 73% indicating achievement exceeding the upper bound target. • Percentage of students achieving expected growth in numeracy increased to 55% indicating progress towards the lower bound target.
Reading 60% of students in K-6 are reading at or above the expected grade level.	<ul style="list-style-type: none"> • 57% students 3-6 assessed as being at or above the expected grade level in reading. • 52% students K-2 assessed as being at or above the expected grade level in reading. • Overall 54.5% of students in K-6 are reading at or above the expected grade level.
Numeracy 58% of students in K-6 are assessed as being at or above the expected grade level in SENA.	Due to COVID lockdown, we were unable to complete SENA K-6 in Semester 2. This target 3-6 is being measured on the Check-in Assessment. <ul style="list-style-type: none"> • 62% students 3-6 assessed as being at or above the expected grade level in numeracy. • 74% students K-2 assessed as being at or above the expected grade level in numeracy. • Overall 68% students in K-6 are performing Number and Algebra tasks at or above the expected grade level.

Strategic Direction 2: Caring for Our Students

Purpose

To have a consistent whole-school approach towards wellbeing, that creates a positive learning culture for our preschool children and K-6 students to connect, succeed and thrive.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Wellbeing
- Engagement

Resources allocated to this strategic direction

Socio-economic background: \$35,858.00

: \$82,599.84

Low level adjustment for disability: \$19,252.00

Integration funding support: \$142,458.00

Aboriginal background: \$6,686.75

School support allocation (principal support): \$13,604.80

Per capita: \$38,703.00

Summary of progress

Wellbeing

ANALYSIS: The evidence showed that a significant number of our students qualify with a 'disability' under the NCCD, however do not attract their own funding due to not meeting criteria. Through our tiered levels of support for these students, each is placed on a PLASP or an Adjustment/s. This data enables us to identify those students who will receive additional human resourcing support through an SLSO and for us to budget accordingly. The implementation of these plans relies heavily on both the teacher and additional support provided through SLSOs. We reached a significant blocker in our programs when COVID hit and we returned to home learning. To adjust to this, all students on a PLASP were provided with an individual digital home learning program that was different to the "one unit delivery" for each stage. In addition to this, targeted students who receive either IFS or school allocated support with an SLSO were provided this support online and through face-to-face platforms such as zoom so that SLSOs could still provide support to students during home learning. COVID ILSP continued in a modified format throughout home learning but we do not believe this additional support had the impact it would have if the students were learning at school. A review of our structure of COVID ILSP at the end of 2021, where all class teachers provided this additional support while they were relieved from face-to-face teaching, evidenced that teachers felt this structure did not allow for maximum impact on student learning. As a result, in 2022, we will be employing one teacher to fulfil the COVID ILSP role to all students.

IMPLICATIONS: *To move towards achieving our progress measure we need to continue to strategically identify student need and match SLSOs with specific skills to meet the needs of individual students. This will see a change-over in some support staff. We will continue to use our PLASP and Adjustment/s Plans, however in 2022 we plan to move these to a digital document on Sentral. Based on the review of our 2021 COVID ILSP structures, we will change the staffing arrangements to reflect this.* Timetabling of this support will be key to its success as we do not want this support to clash with other support or school activities that positively contribute to a student's learning or wellbeing outcomes.

ANALYSIS: The evidence showed that our students are not intrinsically motivated to consistently model good behaviour, and many don't have life experiences which enable them to know right from wrong. Those students who did know right from wrong were lacking the motivation to make the right behaviour choices. Our previous PBL system was reward based, but had not been updated since it began in 2008. In order to encourage our students to model the desired behaviours we needed to re-evaluate rewards that our students would respond to due to the students seeing these rewards as valuable. To support this reward structure, specific lessons were taught to each class on the behaviour expectations in different school settings. Fortnightly updates were provided to families through the school Newsletter to engage families in this process and the success of their child, however we need to tighten our processes around this. Executive undertook training in PAX GBG in Term 1, however due to COVID were not able to train staff in this in 2021.

IMPLICATIONS: To move towards achieving our progress measure we need to review student, parent and staff feedback on the revised PBL reward structure. Further analysis of Sentral Wellbeing data is required as well as review of the way staff input incidents to ensure consistency. We will complete the TTFM survey in 2022 so we can track student progress in how they feel about school culture. The PAX GBG training will occur for staff in 2022.

Engagement

ANALYSIS: The evidence showed that monitoring of student attendance and support plans can improve attendance for targeted students. BUT when a pandemic hits for the second year in a row, that makes this very difficult to follow our procedures when most of our students opted to learn from home. As a result, new processes were created for staff to connect with students and their families to justify 'flexible' attendance during home learning. The Learning Support Team identified students or families at risk and had a different set of strategies in place to try to meet the needs of each of these families, should they choose to engage. The processes we had in place to monitor and stay connected to families were valued by parents. This was communicated to staff by parents during phone contact or as a positive feedback email to the school. We will continue our work in this area in 2022.

IMPLICATIONS: To move towards achieving our progress measure we need to develop staff professional knowledge in effective processes for both monitoring and encouraging good attendance rates, as well as refine ways in which we collect and analyse data on a regular basis and share this information in Learning Support Team meetings. This whole improvement measure has been impacted by the COVID lockdown in 2021 and this work will be continued.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Attendance Increase the percentage of students attending school >90% of the time, to above the baseline of 75.6%.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has increased by 11.6% to 77.2%, towards the baseline.
School Culture Data Survey results from Tell Them From Me and Targeted Forums demonstrate an uplift of 3% in positive school culture.	<ul style="list-style-type: none">• Tell Them From Me data indicates 73% of students report a positive sense of wellbeing (sense of belonging) at school.
Positive Behaviour for Learning (PBL) 100% of students engaged in positive behaviour for learning structures and learning about setting achievable personal goals with their mentor teacher.	<ul style="list-style-type: none">• 100% of students engaged in positive behaviour for learning structures.• Due to COVID Lockdown in Semester 2, mentor and student goal setting did not happen.

Strategic Direction 3: High expectations and continuous improvement culture

Purpose

To continually develop the best educators and support staff at Rydalmere PS to maximise both the wellbeing and learning needs of our preschool children and students K-6.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Creating Effective Classroom Practice through Learning and Development
- Excelling Learning Culture through Educational Leadership

Resources allocated to this strategic direction

Professional learning: \$8,678.00

Literacy and numeracy: \$18,192.00

QTSS release: \$35,205.05

Summary of progress

Creating Effective Classroom Practice through Learning and Development

ANALYSIS: The evidence shows that the Anita Chin PL was well received and valuable to teachers. As this was a follow-on from previous sessions with Anita, it was building on teacher knowledge. For new staff, Anita adapted parts of her presentation to cater for this. The innovative resources and materials introduced throughout this PL saw a stocktake of current resources, then purchase of some of these materials to support teachers in implementing these teaching strategies. These resources have been packaged into class sets and there is a resourcing plan to add to these school resources regularly. Staff have expressed that they would like to continue to engage in PL offered by Anita Chin. In 2022, school data will be analysed to inform where to next for these sessions.

The evidence shows that SLSOs were provided with professional learning sessions each fortnight. These sessions were based on need as defined by SLSOs, their executive supervisor and through the development of their PDPs. During Term 3 and 4 (during lockdown) these sessions moved to a virtual platform where much of the focus became about developing the IT skills of the SLSOs to work from home and support their students from home. This deviation in the PL plan meant that some targeted PL was missed and will instead be provided in 2022.

The evidence shows that the synthetic phonics training was well received and is building teacher knowledge of how to teach phonics, particularly in line with the new English K-2 syllabus. Staff have indicated that they would like to continue to complete more modules of PL like this. Given the online solitary nature of this PL, staff indicated they missed having the opportunity to engage in substantive communication with colleagues as the PL was happening. With this in mind, executive will create structures to allow for these interactions and the PL combined.

IMPLICATIONS: To move towards achieving our progress measure we need to continue with:

- Anita Chin Mathematics PL for Teachers
- Targeted PL for SLSOs
- PL on synthetic phonics for Teachers

Teachers will engage in Mathematics PL led by executive in Semester 1, 2022 and in Semester 2, Mathematics PL led by Anita Chin. The plan is for these experiences to occur as face-to-face. PL for SLSOs will continue and targeted PL missed due to the lockdown will occur. PL on synthetic phonics will occur throughout 2022 as a combination of Executive led and using online resources such as 24/7 Training. Covid-safe measures will be put in place to allow for staff to engage in professional learning together and to have collegial in-person discussions.

Excelling Learning Culture through Educational Leadership

ANALYSIS: The evidence showed that high impact professional learning is undertaken in both Stage meetings and targeted PL sessions each week. These meetings are built in to our timetabling, not as a part of an RFF program, but a dedicated hour each week for high impact PL for teachers. This has provided teachers with a forum for collaboration and

reflection, but also TIME to do this authentically. Using work samples, teachers have had the opportunity to moderate student performance against assessment rubrics previously created by our teachers. This process has also enabled staff to reflect on aspects in their teaching that demonstrate high impact on their learners. Executive have harnessed this shared knowledge, using it as a springboard to build on current high impact practices, using evidence-based pedagogical knowledge. As a result staff are now wanting to further develop their skills in data use and analysis to inform their practice.

The evidence showed that an overhaul of our School Reward system and the re-structure of our Learning Support Team Meetings meant our instructional leaders (executives) were engaged in developing staff knowledge and practices to support both of these wellbeing initiatives. Developing staff understanding around these initiatives was key to the success of each. Executives differentiated PL for specific staff, which included providing demonstrations and modelling as required. Reflection time was a key feature which was built in to mentor/modelling sessions with our instructional leaders. These practices have had a significant impact on quality learning in each classroom as the data shows that student engagement has increased, and class management by each teacher is much greater as we are seeing less students removed from the classroom through our Outro system for minor behaviour discrepancies. An unexpected by-product of the Covid restrictions upon our return to school in Term 4 saw the introduction of cohorting. For the first time at our school, K-2 and 3-6 are separated at play times. This set-up, coupled with the wellbeing initiatives in place has contributed to calmer and happier playground sessions with significantly less incident reports each break time.

IMPLICATIONS: To move towards achieving our progress measure we need to continue our commitment to ensuring we have a quality Instructional Leaders engaged at the school and strategic timetabling to enable best practice for this. Continue to build trust with staff so that we obtain the most out of our coaching and mentoring moments, particularly with new staff and Executive joining us in 2022. It is so important we do this well, as we do not want to lose the momentum already achieved. All staff will continue to build their skills as collaborators so that all staff are active participants and Instructional leaders in their own right.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Evidence Based Teaching Practice Teachers demonstrate awareness of evidenced-based pedagogies that can be used in their teaching practice. The element of Effective Classroom Practice is assessed as being at Sustaining and Growing against the School Excellence Framework.	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Effective Classroom Practice.
School Leadership Team School leaders increase their instructional leadership skills, using the latest research to grow this knowledge. The element of Educational Leadership is assessed as being at Sustaining and Growing against the School Excellence Framework.	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Educational Leadership.
Learning Culture Teachers demonstrate a commitment to creating a learning culture of high expectations. School Leaders develop processes to support teachers in developing a learning culture of high expectations. Parents begin to develop an understanding of the importance of having high expectations for their	<ul style="list-style-type: none"> • 95% staff report that "My workgroup works collaboratively to achieve its goals" plus 94% report "There is good co-operation between teams across my organisation" in the People Matter Survey. • In Tell Them From Me, teachers scored "School leaders have helped me improve my teaching" as 8.3, "School leaders have supported me during stressful times." as 8.8 and "I work with school leaders to create a safe and orderly school environment" as 8.9. Collectively in the domain of 'Leadership' the mean score of 7.8, sits above the NSW Govt Norm of 7.1. • In Tell Them From Me, 91% parents expect that their child will complete Year 12, 67% of parents expect their child will go to university and 36% expecting their child will go to TAFE. This indicates our parents have high educational aspirations for their child.

children as learners.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$14,310.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Rydalmere Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching and Differentiation <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: Students supported under this program made significant gains in both their understanding and use of the English language. During home learning, this support was continued on line.</p> <p>After evaluation, the next steps to support our students with this funding will be: EALD specialist teacher to hand over information to teachers of those students for the following year. Students will continue to receive support from EALD as they progress through the phases.</p>
<p>Integration funding support</p> <p>\$142,458.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Rydalmere Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Using our tiered levels of support for identified students, are placed on a PLASP or Teaching and Learning program Adjustment/s. Additional human resourcing support provided through an SLSO . • During COVID home learning all students on a PLASP were provided with an individual digital home learning program that was tailored to meet their needs. In addition to this, targetted students who receive either IFS or school allocated support with an SLSO were provided this support online and through face-to-face platforms such as zoom so that SLSOs could still provide support these students. <p>The allocation of this funding has resulted in: Students with this targeted funding were supported by SLSOs. Comprehensive PLASPs were completed and parents/carers contributed to the goals for their child. Review meetings were held with all stakeholders present.</p> <p>After evaluation, the next steps to support our students with this funding will be: Students requiring updated and/or new Disability Confirmations had this actioned through our Learning and Support Team in conjunction with the school Counsellor. New students requiring funding had Access Requests submitted. All 2021 funding spent. Review meetings will guide spending of funding for the following year.</p>
<p>Socio-economic background</p> <p>\$35,858.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Rydalmere Public School who may be experiencing educational disadvantage as a result of their socio-economic</p>

<p>Socio-economic background</p> <p>\$35,858.00</p>	<p>background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional SLSOs to support targeted students. • Funds allocated for P-6 teachers to receive professional learning in Literacy and numeracy • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: Students having equitable access to educational resources. and curriculum needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued communication with families outlining the opportunities this program offers. The Learning Support Team planning support for identified students.</p>
<p>Aboriginal background</p> <p>\$6,686.75</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Rydalmere Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Individual PLP.s developed, for students, where learning goals were designed in conjunction with students and parent/carers. <p>The allocation of this funding has resulted in: Improved engagement of students and their families with the personalised learning pathway (PLP) process.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued community consultation and engagement to support the development of cultural competency. A teaching and learning focus on quality literacy and numeracy to further improve student engagement.</p>
<p>English language proficiency</p> <p>\$48,678.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Rydalmere Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching and Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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. <p>The allocation of this funding has resulted in:</p>

<p>English language proficiency</p> <p>\$48,678.00</p>	<p>EAL/D & NAP support differentiated and supported by school timetable.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide professional learning for staff around differentiation and using data to inform practice and support EAL/D and NAP students needs.</p>
<p>Low level adjustment for disability</p> <p>\$64,099.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Rydalmere Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching and Differentiation • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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. 49% of our students require adjustments with the following breakdown: Extensive = 18 Substantial = 13 Supplementary = 40 School Learning Support Officers were employed to work in classrooms alongside targeted students requiring additional support. Specialist Teachers also provided additional support to targeted students. <p>The allocation of this funding has resulted in: All students requiring adjustments at all levels were catered for through either an adjustment learning plan (supplementary) or a PLASP (substantial and extensive). As a result of these plans students were well supported in class and their progress was tracked and monitored as a part of Learning Support Team meetings. The Learning Support Team was able to provision additional support for targeted students using these funds through employing SLSOs and specialist teacher intervention.</p> <p>After evaluation, the next steps to support our students with this funding will be: Adjustment learning plans and PLASPs have been finalised for 2021, with this information to feed into the creation of these plans for students in 2022. In 2022, we will move the paper based forms to digital using the Sentral platform.</p>
<p>Literacy and numeracy</p> <p>\$18,192.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Rydalmere Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Creating Effective Classroom Practice through Learning and Development <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • targeted professional learning to improve literacy and numeracy • teacher release in addition to RFF to engage staff in PL for an hour each week • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: The Anita Chin PL (numeracy) was well received and valuable to teachers. The innovative resources and materials introduced throughout this PL saw a stocktake of current resources, then purchase of some of these materials to</p>

<p>Literacy and numeracy</p> <p>\$18,192.00</p>	<p>support teachers in implementing these teaching strategies. These resources are being used regularly in classrooms, increasing the engagement of students.</p> <p>The synthetic phonics training was well received and is building teacher knowledge of how to teach phonics, particularly in line with the new English K-2 syllabus.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Staff have expressed that they would like to continue to engage in PL offered by Anita Chin. In 2022, school data will be analysed to inform where to next for these sessions. We will continue to add to our mathematics resources for students to use.</p> <p>Staff have indicated that they would like to continue to complete more modules of PL on synthetic phonics in 2022. Some resources supporting this method of teaching have been purchased, but much more is needed.</p>
<p>QTSS release</p> <p>\$35,205.05</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Rydalmere Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excelling Learning Culture through Educational Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in:</p> <p>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.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This model worked well, but did not realise its full potential due to lockdown. The school will continue with this model in 2022.</p>
<p>COVID ILSP</p> <p>\$105,263.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition. • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in:</p> <p>Students receiving targeted interventions in the areas of literacy and numeracy at their specific level of need which enabled all students to "bump-up" their proficiency.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>This support will continue in 2022 under a different model. Rather than the</p>

COVID ILSP \$105,263.00	classroom teacher being released to provide the intervention, a specialist intervention teacher will provide all of the support to targeted students for this program.
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	87	85	95	88
Girls	67	60	52	59

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.6	93.4	92.7	92.8
1	95.3	92.5	92.3	93.1
2	93	94.6	92.3	92.5
3	90.4	90.7	93.8	93.4
4	90.8	90.2	88	92.9
5	94.5	90.3	93.3	88.9
6	92	90.8	93.2	88.7
All Years	92.9	92	92.3	92.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	12.29
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	3.01

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	311,862
Revenue	3,029,097
Appropriation	2,996,444
Sale of Goods and Services	5,738
Grants and contributions	25,960
Investment income	455
Other revenue	500
Expenses	-3,111,772
Employee related	-2,928,284
Operating expenses	-183,488
Surplus / deficit for the year	-82,675
Closing Balance	229,187

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.

	2021 SBAR Adjustments (\$)
Targeted Total	142,458
Equity Total	155,322
Equity - Aboriginal	6,687
Equity - Socio-economic	35,858
Equity - Language	48,678
Equity - Disability	64,099
Base Total	1,375,373
Base - Per Capita	38,703
Base - Location	0
Base - Other	1,336,669
Other Total	1,114,337
Grand Total	2,787,490

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.

Parent/caregiver, student, teacher satisfaction

Each year schools seek the opinions of parents, students and teachers about their school. This year our school used Tell Them From Me, which is a web based evaluation system to survey our students in Years 4-6. Forty one students completed this survey. Information from the Tell Them From Me report, prepared by Dr.J.Douglas Wilms, president of The Learning Bar, is highlighted in this report. In addition our school conducted student interviews with representative groups from Years 1-6. These interviews covered many aspects of school life with an additional focus on our students Sense of Belonging an important aspect of student engagement which goes hand in hand with student learning.

Students who are socially engaged are actively involved in the life of the school; their friends and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. At Rydalmere Public School

- 73% of students have a positive sense of belonging
- 75% of students enjoy positive relationships at school
- 90% of students valued schooling outcomes
- 90% of students had positive behaviour at school
- 93% of students gave a high rate of participation in school sport s and extra curricula activities.
- 39% of students have positive homework behaviours

Intellectual engagement entails a series of emotional and cognitive investments in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. It is closely tied to the quality of instruction offered at school as there is an interaction between a teacher's approach to instruction and student motivation. At Rydalmere Public School

- 63% of our students are interested and motivated (78% NSW gov norm)
- Effort - 90% of our students try hard to succeed in their learning (88% NSW gov norm)
- 88% of students indicated they received quality instruction. (86% NSW gov norm)
- 83% of students have a positive growth orientation. (79% NSW gov norm)

DRIVERS of student outcomes is measured on a 10 point scale. Responses showed:

- Effective learning time - 7.9
- Relevance of classroom instruction - 7.4
- Explicit teaching practices and feedback - 7.5
- Positive teacher student relationships - 8.4
- Advocacy, where students our students feel they have someone at school who consistently provides encouragement and advice - 7.6
- Positive learning climate - 6.5
- Expectations of success where staff emphasise academic skills and hold high expectations for all students to succeed - 7.9

The school sought further information from the students around their sense of belonging. Forty seven students from K-5 were interviewed and the findings are listed below. The students used the following key when responding to the statements. Key: SA=Strongly Agree A=Agree N=Neither agree or disagree D= Disagree SD= Strongly Disagree

Sense Of Belonging SA A N D SD

Do you feel happy at school? 27% 45% 25% 3% 0%

Do you think your teacher cares for you? 76% 7% 14% 0% 3%

Do you have friends? 65% 28% 7% 0% 0%

Are you able to make friends easily? 11% 41% 18% 20% 10%

If you are upset do your friends help you? 31% 24% 31% 10% 4%

If you are upset does your teacher help you? 48% 35% 14% 0% 3%

I feel accepted by other kids in my class. 20% 35% 38% 2% 5%

I like learning things at school. 33% 45% 22% 0% 0%

My teacher helps me when I don't understand. 46% 30% 21% 3% 0%

My teacher explains things well. 16% 71% 6.5% 6.5% 0%

I feel accepted for who I am. 19% 45% 36% 0% 0%

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.