

# 2021 Annual Report

## Rylstone Public School



3025

## Introduction

The Annual Report for 2021 is provided to the community of Rylstone Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

### School contact details

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Rylstone Public School

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## School vision

Rylstone Public School is a school of academic excellence that creates world-ready empathetic, motivated learners through innovative, authentic and engaging education.

## School context

Rylstone Public School was established in 1857. It is located by the Cudgegong River, 60 km from Mudgee. It provides high quality education to the small rural town of Rylstone (population approx 700) and its outlying farms and localities.

The town of Rylstone currently relies heavily on tourism and farming. In the past, numerous mining ventures had supported the town, however most are now closed. The last several years saw the town ravaged by drought and then bush fires. Many families were forced to move from the area to find work and as a result our enrolment numbers dropped.

Our school is highly regarded within our community, with 91% of parents indicating their satisfaction with Rylstone PS was high to extremely high. 86% indicated they would actively recommend Rylstone Public School to others.

We have a small percentage of students who identify as Aboriginal. Our school has 4 classrooms with students in stages. Kindergarten is known as Southern Ocean, Stage 1 is Indian Ocean, Stage 2 is Atlantic Ocean and Stage 3 is Pacific Ocean.

We are technologically rich and future focused, with technology firmly embedded in every class with adaptable and flexible learning spaces. Most staff live in Rylstone town or on surrounding farms, and the average teaching experience is 23 years.

We provide extra-curricula activities in music, have a vigorous sporting program, run numerous learning support programs such as MiniLit, MacqLit and Quicksmart and a gifted and talented program (Tournament of the Minds). Every class is currently supported with a Student learning Support Officer (S.L.S.O.).

We maintain a strong focus on student wellbeing and support. We are highly inclusive and by implementing Spirals of Inquiry, we have created conditions in our school where curiosity is encouraged, developed and sustained. We endeavour to open up thinking, change practice and create innovative approaches to teaching and learning.

By embedding Lyn Sharratt's 'Clarity' as a focus, our goal is to build teacher and leader capacity to increase student achievement and growth in an ongoing and sustainable way. We participate in Peer Support and the Bounce Back resilience program, encouraging student voice.

Rylstone Public School has very strong representations with parent volunteers who support the school and various P and C fundraising activities. We provide various parent information meetings throughout the year, and maintain strong communication links with homes through online forums such as ZOOM, Facebook, Class Dojo and Sentral, as well as more traditional methods like our newsletter.

Through our situational analysis, we have identified the need for continued emphasis on embedding quality teaching practices in literacy and numeracy. Using Visible Learning strategies and high impact teaching, we will provide opportunities to improve teacher practice and ensure students achieve maximum growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning.

There will be a strong focus on whole school community knowledge and a culture of high expectations.

We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed reflective practices not just in school planning, but in all teaching and learning practices. This will be achieved by a deeper use of data to inform all processes and practice across the school.

## 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### 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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Explicit and systematic instruction in Reading and Numeracy. In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of our individual students.

Our purpose is to ensure students grow in their learning through explicit, consistent and research informed teaching.

### 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.

- Data skills and use
- Personalised Self-Directed Learning

### Resources allocated to this strategic direction

**School support allocation (principal support):** \$13,600.00

**QTSS release:** \$6,500.00

**Literacy and numeracy:** \$7,000.00

**Low level adjustment for disability:** \$24,623.00

**Socio-economic background:** \$2,000.00

**Aboriginal background:** \$2,463.00

**Location:** \$27,500.00

**Integration funding support:** \$17,725.00

### Summary of progress

This year saw a great deal of disruption due to COVID. However, teachers really focused on using Lyn Sharratt's 'third teacher' and using our classrooms as a means for students to self-monitor and reflect on their learning progress. We also continued with MiniLit, MacqLit and QuickSmart programs which saw students in those programs improve by significant amounts, as shown in a range of internal assessments.

Staff participated in Case Management sessions each week, using a 'Spirals of Inquiry' focus. Target students for these sessions were identified by using our data wall as a point of reference.

All staff were trained in Lyn Sharratt's 'Clarity Learning Suite' and this enabled consistency across the whole school for assessment and monitoring of student growth.

What are the implications for 2022? 2022 will see us continue to embed Lyn Sharratt's practices across the whole school. MiniLit, MacqLit and QuickSmart will continue, provided staff are available. Students will continue to be able to identify their learning by using Lyn Sharratt's Big 5 questions.

Case management will continue at every staff meeting.

Quicksmart, Macqlit and Minilit data all indicated significant growth. 42% of all students at Rylstone Public School were offered access to additional support programs this year.

### 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
Improvement in the percentage of students achieving in the top 2 bands to be at the school's lower bound system-negotiated target in reading of 40.8%.	Although we are still working towards achieving these benchmarks, we have placed an emphasis on determining the possible cause of these limitations, and plan to action these immediately.
Improvement in the percentage of	

students achieving in the top 2 bands to be at the school's lower bound system-negotiated target in numeracy of 44.7%.	
<p>75% Kindergarten students will achieve within the expected end of year progression for Understanding Texts (4) in Literacy and Quantifying Numbers (4) and Additive Strategies (2) in Numeracy.</p> <p>75% students achieve or exceed expected growth in Literacy and Numeracy using the Learning Progressions, PLAN 2 Data and syllabus indicators.</p>	<p>75% of Kindergarten student successfully achieved identified levels in Understanding Texts, Quantifying Numbers and Additive Strategies. Students who did not meet benchmark were on adjusted plans.</p> <p>The majority of students displayed expected growth and successful results aligned to Learning progressions and syllabus indicators.</p>
<p>In the Learning Domain: School Performance Measures improvement maintaining at Sustaining and Growing as measured against the School Excellence Framework</p> <p>In the Teaching Domain: Data Skills and Use improvement from Delivering to Sustaining and Growing as measured against the School Excellence Framework</p> <p>In the Learning Domain: Assessment improvement maintaining at Sustaining and Growing as measured against the School Excellence Framework</p>	<p>After completing External validation, the School Performance Measures was identified as Sustaining and Growing.</p> <p>Data skills and use was identified as Sustaining and Growing and Assessment was also improved to Sustaining and Growing.</p> <p>Our teachers will continue their focus on embedding evidence-based practices that effectively assess student achievement. A focus on streamlining and implementing an enhanced assessment schedule and analysis of the data gathered will assist these areas.</p>
<p>Increase the number of students achieving expected growth in reading to be above the baseline target of 64.7%</p> <p>Increase the number of students achieving expected growth in numeracy to be above the baseline target of 40.5%</p>	<p>Successfully increased students achieving expected growth in reading from baseline target of 64.7% to now 75%. A growth of 10.3%</p> <p>We saw a significant growth in the number of students in numeracy from 40.5% to 62.5%. This is a growth of 22.5%</p>
<p>Value-Add Data K-3 is trending towards Sustaining and Growing</p> <p>Value-add Data 3-5 is trending towards Sustaining and Growing</p>	<p>Value Add data for years 3-5 is identified as Sustaining and Growing.</p> <p>Value Add data for K-3 is at Sustaining and Growing.</p> <p>Best Start literacy correct is 16.59% higher.</p>
Increase the % of students attending school more than 90% of the time by 5.6% to be at the baseline of 70.1%	Despite COVID lockdowns, we saw an improvement in number of students attending 90% of the time to 82.79%. A growth of 18.19%

## Strategic Direction 2: Excellence and Equity

### Purpose

Students, staff and community will maintain a continuous focus on improvement. A joint understanding of high expectations will be shared among all stakeholders. Students become self directed learners who are aware of their own progress, can set goals and self assess. Students will develop resilience and demonstrate student voice through choice, achievement of meaningful goals, positive relationships, enjoyment, personal growth and development and wellbeing. School community will be encouraged to support academic high expectations and a sense of belonging.

### 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.

- High Expectations
- Quality Engaging Curriculum

### Resources allocated to this strategic direction

**Location:** \$1,200.00

**Professional learning:** \$8,995.00  
: \$2,000.00

**Literacy and numeracy:** \$1,500.00

**Integration funding support:** \$39,500.00

**Socio-economic background:** \$36,175.00

**Low level adjustment for disability:** \$8,725.00

**QTSS release:** \$7,000.00

### Summary of progress

Staff maintained an expectation of high achievement for all students. Students at-risk were identified by staff and supports were put in place to manage their growth. COVID resulted in a period of learning from home, but programs were continued and staff maintained a close contact with students and online learning. The focus on high expectations was constant.

In 2022 we will continue to deliver quality engaging curriculum and maintain an expectation of high achievement and culture of growth. Individual student needs will be addressed and all students will be supported to achieve their very best at all times.

This will be done through maintaining a rigorous focus on quality instruction and effective feedback.

### 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
In the Learning Domain: Learning Culture-trending towards Excelling	After participating in External validation, we have been identified as:  Learning Culture...EXCELLING.
In the Learning Domain: Wellbeing-maintained at Excelling	Wellbeing...EXCELLING.
In the Learning Domain: Assessment-trending towards Excelling	Assessment...Sustaining and Growing and moving towards EXCELLING.
In the Leading Domain: Educational Leadership - trending towards Excelling	Educational leadership...EXCELLING.
In the Leading Domain: Management Practices and Processes- trending towards Excelling	Management Practice and Processes...Sustaining and Growing and moving towards EXCELLING.

<p>TTFM Wellbeing data (advocacy, belonging, expectations) increases to be above the baseline actual - 73.61%</p> <p>In the area of Advocacy at School (50%) and Sense of Belonging (75%) to be at trending toward Expectations for Success (90%).</p>	<p>Tell Them from Me data saw an increase of 23.27 %, to 96.88%.</p> <p>In the area of Advocacy at School, students displayed an 88% agreement, significantly above the identified measure of 50%.</p> <p>100% of students identified a Sense of Belonging, above previous level of 75%</p> <p>89% of students believed staff held high Expectations for Success .</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$57,225.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Rylstone Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Self-Directed Learning</li> <li>• Quality Engaging Curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release to build teacher capacity around behaviour intervention/curriculum adjustments</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Successful transition of students with needs into Kindergarten and out of school, into Year 7.</li> <li>- Enabled concise differentiated programs and provide a variety of support for class teachers and support staff.</li> <li>- Increase in reading and numeracy results.</li> <li>- Supported student wellbeing and levels of anxiety, by providing strategies for social skills and playground behaviour.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- Maintenance of a variety of social skill programs to support positive student interactions and playground behaviour.</li> <li>- SLSOs and class teachers will continue to work closely with para-professional and support personnel to upskill and enhance student achievement.</li> </ul>
<p>Socio-economic background</p> <p>\$38,175.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Rylstone Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Self-Directed Learning</li> <li>• Quality Engaging Curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support identified students with additional needs</li> <li>• employment of additional staff to support MiniLit, MacqLit and QuickSmart programs implementation.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Personal achievement and growth of student's literacy and numeracy.</li> <li>- Strengthened incorporation of student voice.</li> <li>- Enhanced student understanding, confidence and wellbeing.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- Maintain wellbeing and achievement by continuing programs that support students in areas of need.</li> <li>- Continue to have time for students and teachers to identify, discuss and adapt goals to facilitate authentic experiences.</li> </ul>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Rylstone Public School. Funds under this</p>

<p>\$2,463.00</p>	<p>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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Self-Directed Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Additional support available for indigenous students, allowing them to make improvements across learning areas.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- Provide tailored support to indigenous students that meets their individual learning needs.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$33,348.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Rylstone Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Self-Directed Learning</li> <li>• Quality Engaging Curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> <li>• employment of additional staff to support teachers to meet with students for goal setting, to differentiate the curriculum and develop resources resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Due to COVID, student-led conferences were not able to be held. Time was still given to students to discuss learning goals with teachers.</li> <li>- Specific, individualised support for a range of students.</li> <li>- Improved student achievement in targeted areas.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- Student led conferences will be hopefully held in 2022. This will allow for consolidation of student learning and reflection of self-direction.</li> <li>- Continuation of LST, for students who are identified as in need.</li> </ul>
<p>Location</p> <p>\$28,700.00</p>	<p>The location funding allocation is provided to Rylstone Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Self-Directed Learning</li> <li>• High Expectations</li> </ul>

<p>Location</p> <p>\$28,700.00</p>	<p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for teaching principal release</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  Due to COVID World Cafe parent meetings were not able to be held. Staff were able to implement additional support activities and provide comprehensive in class support taking small groups and individuals for explicit teaching and instruction.  42% of all students were provided access to additional support programs or access to support personnel.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  World Cafe meeting suggested to be carried over to 2022 during education Week.</p>
<p>Professional learning</p> <p>\$8,995.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Rylstone Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Quality Engaging Curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Staff to be training in Clarity Learning Suite and implement Clarity practices within classroom setting</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Visible learning now implemented within all classrooms.</li> <li>- Cohesive staff focus and collective efficacy.</li> <li>- Use of Lyn Sharratt's 'third teacher' evidenced in every classroom.</li> <li>- Implementation of consistent school wide processes and re-development of data wall.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- Sharing of knowledge with new staff.</li> <li>- Continuation of focus on Lyn Sharratt's 'assessment waterfall' and whole school ownership of the learning of all students.</li> <li>- Further development of student agency and goal setting.</li> <li>- Further focus of formative and summative feedback referring to the learning process.</li> </ul>
<p>School support allocation (principal support)</p> <p>\$13,600.00</p>	<p>School support allocation funding is provided to support the principal at Rylstone Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Entering data in PLAN 2</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Staff improving their knowledge of ALAN and entering data on PLAN 2.</li> <li>- Improving assessment planning, implementation and analysis.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- Continue assessment, monitoring and planning.</li> </ul>

<p>School support allocation (principal support)</p> <p>\$13,600.00</p>	<p>- Teachers to engage with and utilise PLAN2 and SCOUT data to monitor student achievement and target teaching.</p>
<p>Literacy and numeracy</p> <p>\$8,500.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Rylstone Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use</li> <li>• Quality Engaging Curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Training provided, building staff confidence and knowledge of literacy and numeracy.</li> <li>- A new report format successfully implemented and well-received by parents.</li> <li>- Classroom numeracy kits and whole school number program designed and implemented as an identified area of need.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- Time given to refine literacy and numeracy focus to maintain a narrow and deep learning sprint.</li> <li>- Focus to be given to acquisition of and implementation of decodable readers in higher grades, using current evidence-based practices.</li> </ul>
<p>QTSS release</p> <p>\$13,500.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Rylstone Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data skills and use</li> <li>• Personalised Self-Directed Learning</li> <li>• Quality Engaging Curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Increased staff confidence and capacity to implement areas of focus.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- Continue to support staff to implement initiatives that align to the Strategic Improvement Plan.</li> </ul>
<p>COVID ILSP</p> <p>\$45,000.00</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><b>Funds have been targeted to provide additional support to students</b></p>

<p>COVID ILSP</p> <p>\$45,000.00</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• providing intensive small group tuition for identified students who were at-risk or disadvantaged during the learning from home period</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Students being provided with intensive/additional support in their areas of need.</li> <li>- Consistent improvement on internal assessments.</li> <li>- Bridged knowledge/gaps in learning.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- Continue to support targeted students at their point of need.</li> <li>- Maintain engagement with education, for those at-risk.</li> </ul>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	39	38	43	43
Girls	37	31	35	34

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.7	95.6	95.1	92.4
1	90.6	90.4	92.6	95
2	93.4	90.4	95.8	92.9
3	91.5	95.1	93.4	93.6
4	90.8	90.6	95.9	91.1
5	94.8	90.3	92.9	97.6
6	95.3	91.1	89.6	91.8
All Years	92.4	91.7	93.9	93.5
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

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	3.46
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.46

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	152,670
<b>Revenue</b>	1,229,236
Appropriation	1,070,930
Grants and contributions	157,808
Investment income	98
Other revenue	400
<b>Expenses</b>	-1,180,691
Employee related	-964,879
Operating expenses	-215,811
<b>Surplus / deficit for the year</b>	48,545
<b>Closing Balance</b>	201,215

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.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	58,571
<b>Equity Total</b>	73,988
Equity - Aboriginal	2,463
Equity - Socio-economic	38,176
Equity - Language	0
Equity - Disability	33,349
<b>Base Total</b>	848,853
Base - Per Capita	19,228
Base - Location	28,883
Base - Other	800,742
<b>Other Total</b>	37,194
<b>Grand Total</b>	1,018,606

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.

## Parent/caregiver, student, teacher satisfaction

Rylstone Public School parents completed a survey in Term Three 2021 to contribute to our external validation data. In this survey:

- 100% of parents surveyed believed they understood the school's expectations of their children.
- 90% believed Rylstone Public School held high expectations of their children.
- 78% believed the school's expectations aligned with their own.
- 67% felt extremely satisfied with the academic programs provided for their child. While 22% felt somewhat satisfied.
- 78% felt their child had shown expected progress in the last 12 months.
- 68% felt their child was being adequately challenged to reach their full potential.
- 89% believed Rylstone Public School meets the educational / social and emotional needs of their child.
- 70% believed the whole school community at Rylstone Public School demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve.
- 90% believed the school culture at Rylstone Public school is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.
- 70% felt Rylstone Public School's curriculum provision supports high expectations for student learning. Students' learning and courses of study are monitored longitudinally (K-6), to ensure continued challenge and maximum learning.
- 70% agreed Rylstone Public School's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students.
- 70% felt Parents and community members have the opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community. (Excluding COVID-19 restricted time) .
- 70% believed Rylstone Public School regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.
- 80% agreed that Rylstone Public School is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

### Comments made by parents in the survey:

- *Thank you to all the staff and student for your hard work, endless time and dedication you put in to all students at Rylstone Public School.*
- *Your commitment to the students during the lockdown periods have been amazing. The continued support and encouragement and understanding has made the whole "learning from home" alot easier.*
- *I feel the school already has high academic expectations.*

### Students participated in Tell Them From Me Survey and the results are as follows:

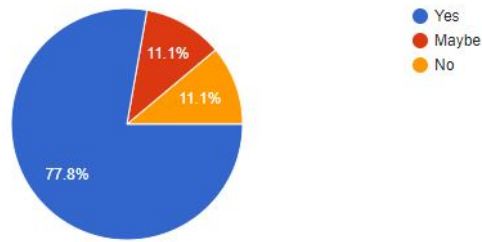
- 100% of students surveyed had a positive sense of belonging (above the state average of 81%).
- 97% of students felt they had friends at school they can trust and who encourage them to make positive choices (state average 85%)
- 100% of RPS students valued school outcomes (State average 96%)
- 93% felt they had positive behaviour at school (State average 83%)
- 86% felt they were interested and motivated in their learning. (state average 78%)
- 100% felt they tried hard to succeed in their learning (state average 88%)



Do you feel your child has shown the progress you expected in the last 12 months?

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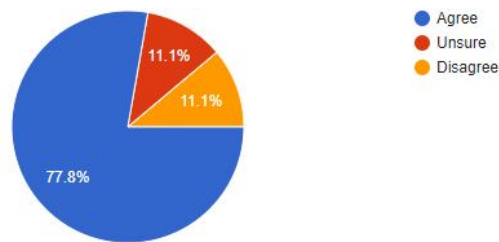
9 responses



Rylstone Public School is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

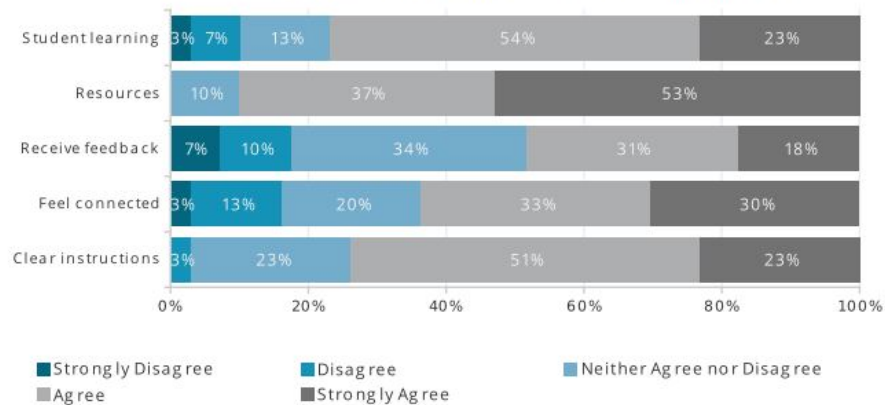
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9 responses



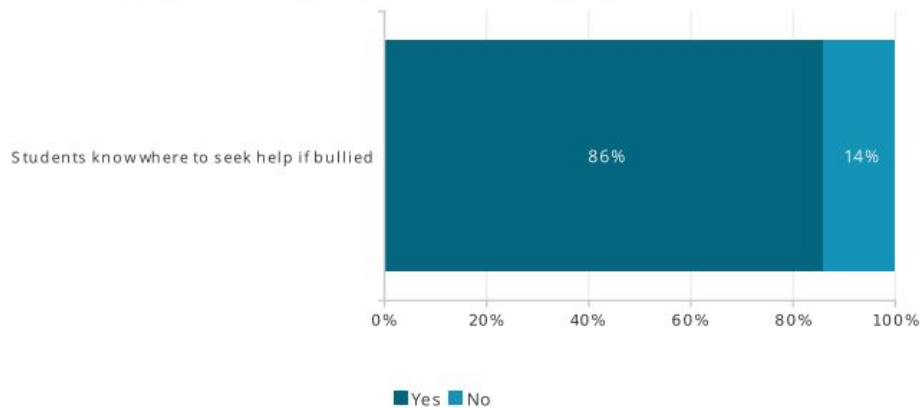
### Experiences of learning from home

The extent to which students agree about the quality of their experiences when learning from home.



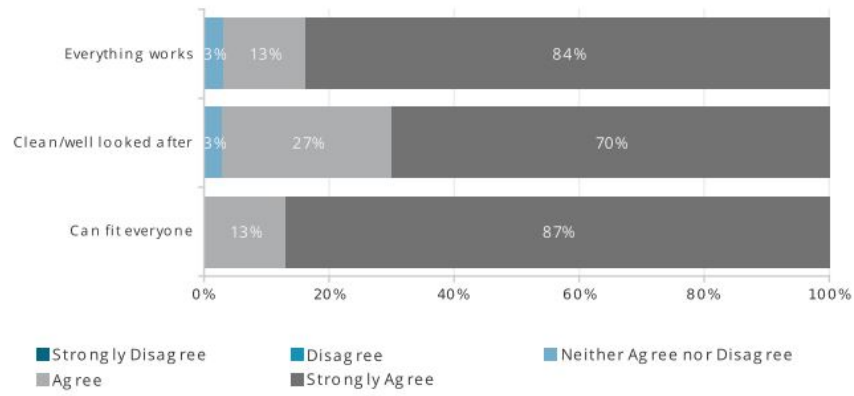
### Students know where to seek help if bullied

If students are being bullied or see someone else being bullied, they know where they can go for help.



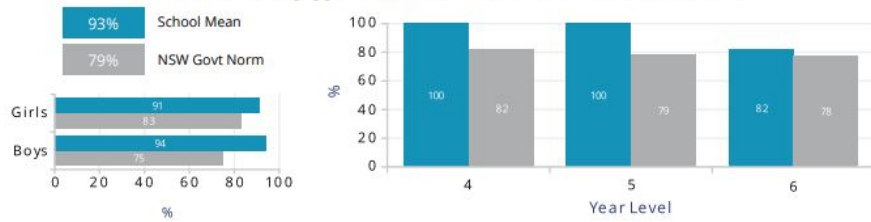
### Students classroom

The extent to which students agree that their classroom has the following:



### Students with a positive growth orientation

Students set challenging goals for themselves in their schoolwork and aim to do their best.



# 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 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

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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.