

# 2021 Annual Report

## Russell Vale Public School



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## Introduction

The Annual Report for 2021 is provided to the community of Russell Vale 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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Russell Vale Public School

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## School vision

Russell Vale Public School sets high expectations for all students to reach their potential and develop as confident and creative individuals, successful lifelong learners, and active and informed members of the community. Our goal is for every student, every teacher and every leader to improve every year.

## School context

Russell Vale Public School is a personal, family-oriented, community-focussed primary school located within picturesque parklands in the northern suburbs of Wollongong. Established in 1954, it has a proud tradition of academic, cultural, creative and sporting programs and achievements. Enrolments are currently at 283 students structured into 11 classes with 21 EAL/D and 9 Aboriginal students.

The teaching staff are experienced and work collaboratively to set high expectations for all students. A focus on explicit and effective teaching practices, coupled with a differentiated curriculum that is research and evidence-based drives student improvement. Embedded reflection on practice and engagement in ongoing high impact professional learning is integral to our pursuit of quality teaching practices.

There is a strong involvement of our supportive parent community, including an active and interested Parents and Citizens' Association and the Fathers of Russell Vale Kids (FORKS). We proudly deliver quality public education for the children and families we serve.

The school completed External Validation in 2020, followed by a situational analysis that has identified three areas of focus for this Strategic Improvement Plan.

When analysis was conducted against the student outcome measures it was evident that expected growth in both Reading and Numeracy would be an area for explicit focus in the new Strategic Improvement Plan. Target areas in Reading and Numeracy have been identified using internal and external data and will be a focus for professional learning and in class support.

Reflecting on the *What Works Best* strategies, it became apparent that there are many inter-dependencies between the themes. Having reflected on our implementation of practices in the past, we have prioritised establishing sustainable structures and processes for leading continual improvement, innovation and change. These activities will focus on continuing to develop and sustaining whole school processes for collecting and analysing data to ensure the implementation of contextually appropriate curriculum provision underpinned by evidence-informed strategies and embedded evaluative practices to improve student learning outcomes in Reading and Numeracy.

### **Strategic Directions:**

1. Student growth and attainment
2. Quality Teaching - Effective Classroom Practice
3. High Expectations, High Potential, High Performance

## 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	Sustaining and Growing
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	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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 and assessment practices that are responsive to the learning needs of individual students.

### 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 to inform practice

### Resources allocated to this strategic direction

**English language proficiency:** \$2,132.00

### Summary of progress

In 2021, the focus of our work in Strategic Direction One was on reviewing internal and external data for literacy and numeracy and to identify relevant resources from the Reading and Numeracy Hub (Universal Resource Hub) along with professional learning from the Priority professional learning selector.

Stage leaders unpacked data with their staff to enhance their understanding of what areas need to be a focus. Staff utilised the Literacy and Numeracy guides: K-2 and 3-8 to provide guidance on effective practice for student and teachers in improving practice. Relevant professional learning was provided to support teachers to improve their teaching practice and to develop a shared understanding for the school focus, linking student needs to professional learning.

Next year in this strategic direction, we will implement further high impact professional learning to build teacher capacity in data literacy, data analysis and data use, creating sustainable whole school practices to improve our ability to monitor student growth and attainment. Our school will be working closely with the School Strategic Support team to further support gains in reading.

### 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
Increase in the percentage of students achieving in the top two bands in NAPLAN reading to be above the system negotiated baseline.  Increase in the percentage of students achieving in the top two bands in NAPLAN numeracy to be above the system negotiated baseline.	<ul style="list-style-type: none"><li>• Data indicates that 41.25% of students in top 2 bands reading and 38.75% of students in top 2 bands numeracy showing decline from baseline data.</li></ul>
Increase in the percentage of students making expected growth in NAPLAN reading to be above the system identified baseline.  Increase in the percentage of students making expected growth in NAPLAN numeracy to be above the system identified baseline.	<ul style="list-style-type: none"><li>• The proportion of students achieving expected growth in NAPLAN reading has increased to 77.14%.</li><li>• The proportion of students achieving expected growth in NAPLAN numeracy has decreased to 51.43%.</li></ul>
<b>SEF Elements Learning:</b>	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows the</li></ul>

<ul style="list-style-type: none"> <li>• <i>Curriculum (Teaching and learning programs - theme)</i> begins to show movement within the individual themes from Sustaining and Growing to Excelling</li> <li>• <i>Assessment</i> element begins to show movement within the individual themes from Sustaining and Growing to Excelling</li> <li>• <i>Student Performance Measures (NAPLAN, Internal and external measures against syllabus standards - themes)</i> begins to show from Sustaining and Growing to Excelling</li> </ul> <p><b>SEF Elements Teaching:</b></p> <ul style="list-style-type: none"> <li>• <i>Data Skills and Use</i> element begins to show movement within the individual themes from Sustaining and Growing to Excelling</li> </ul> <p><b>Tell Them From Me Surveys</b></p> <ul style="list-style-type: none"> <li>• Teacher results in <i>Data Informs Practice</i> are above 8.2 (2020 score)</li> </ul>	<p>school currently performing at sustaining and growing in the theme of Teaching and learning programs (Curriculum).</p> <ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Assessment.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Student Performance Measures.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Data Skills and Use.</li> <li>• Tell Them From Me data indicates a score of 8.6 (NSW Govt Norm - 7.8) in Teaching Strategies by Teachers.</li> </ul>
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## Strategic Direction 2: Quality Teaching - Effective Classroom Practice

### Purpose

Quality teaching and leadership is essential to schools that excel. Targeted and relevant professional learning will enable teachers and leaders to develop every year. Explicit systems for collaboration and feedback will sustain quality teaching practice, with a focus on the impact of professional learning on the quality of teaching and student learning outcomes.

### 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.

- Explicit and Systematic Teaching
- Collaborative Practice

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$35,288.86

**QTSS release:** \$54,265.00

**School support allocation (principal support):** \$17,286.74

**Professional learning:** \$9,085.26

### Summary of progress

Our focus for 2021 was on the use of explicit and systematic teaching practices to improve reading and numeracy and to strengthen our systems of collaboration in order to support student growth, improve teacher capacity and achieve school excellence.

The executive staff analysed student progress and achievement data in both literacy and numeracy to prioritise professional learning aligned to student needs. Stage Assistant Principals led team members in deepening their understanding of effective strategies in teaching literacy and numeracy skills and knowledge. The teaching sprint cycle created a strong framework to drive continuous improvement in teaching practice and in promoting teacher reflection and action.

Next year, planning days will be prioritised to provide opportunities for staff to collaborate, sharing evidence-informed practices, knowledge and engage in professional problem solving. This will support and facilitate ongoing improvement in teaching practice across the school.

### 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
Baseline data collected using the High Impact Professional Learning (HIPL) School self assessment tool.	<b>High Impact Professional Learning School (HIPL) School self-assessment tool:</b> <ul style="list-style-type: none"><li>• <i>Professional learning is driven by identified student needs</i> achieved Delivering.</li><li>• <i>School leadership teams enable professional learning</i> achieved beyond delivering and working towards Sustaining and Growing.</li><li>• <i>Collaborative and applied professional learning strengthens teaching practice</i> achieved beyond delivering and working towards Sustaining and Growing.</li><li>• <i>Professional learning is continuous and coherent</i> achieved Delivering.</li><li>• <i>Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement</i> achieved Delivering.</li></ul>
<b>SEF Elements Teaching:</b> <ul style="list-style-type: none"><li>• <i>Effective Classroom Practice</i> element begins to show movement within the individual themes from Sustaining and</li></ul>	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Effective Classroom Practice.</li><li>• Self-assessment against the School Excellence Framework shows the</li></ul>

<p>Growing to Excelling</p> <ul style="list-style-type: none"> <li>• <i>Professional Standards</i> element begins to show movement within the individual themes from Sustaining and Growing to Excelling</li> <li>• <i>Learning and Development</i> element begins to show movement within the individual themes from Sustaining and Growing to Excelling</li> </ul> <p><b>SEF Elements Leading:</b></p> <ul style="list-style-type: none"> <li>• <i>Educational Leadership</i> achieves Excelling</li> </ul> <p><b>Tell Them From Me Surveys</b></p> <ul style="list-style-type: none"> <li>• Student results in <i>Explicit Teaching Practices and Feedback</i> are above 7.7 (2020 score)</li> <li>• Teacher results in <i>Collaboration</i> are above 8.3 (2020 score)</li> <li>• Teacher results in <i>Learning Culture</i> are above 8.3 (2020 score)</li> <li>• Teacher results in <i>Teaching Strategies</i> are above 8.0 (2020 score)</li> </ul>	<p>school currently performing at sustaining in the element of Professional Standards.</p> <ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Educational Leadership.</li> <li>• Tell Them From Me data indicates a score of 7.9 in Explicit Teaching Practices and Feedback.</li> <li>• Tell Them From Me data indicates a score of 8.0 in Collaboration by Teachers.</li> <li>• Tell Them From Me data indicates a score of 8.6 in Learning Culture by Teachers.</li> <li>• Tell Them From Me data indicates a score of 8.2 in Teaching Strategies by Teachers.</li> </ul>
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## Strategic Direction 3: High Expectations, High Potential, High Performance

### Purpose

All students will be challenged and engaged in curriculum experiences in order to develop their potential. A culture of high expectations that informs differentiation will be supported by strategies that both challenge and support all students' learning.

### 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.

- Personalised Learning
- Curriculum Implementation

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$89,640.00

**Socio-economic background:** \$48,622.89

**Integration funding support:** \$30,417.00

**Aboriginal background:** \$8,344.00

### Summary of progress

Our work in Strategic Direction 3 focused on challenging students through engagement in curriculum experiences in order to develop their potential through high expectations that informs differentiation and strategies that both challenge and support all students' learning.

The resources allocated enabled the Learning and Support Team to integrate with whole school practices catering to students with socio-economic background, low level adjustment for disability and integration funding. This includes the employment of a Learning and Support Teacher (0.8) and Student Learning Support Officers (SLSOs) to support Learning Support Team programs and interventions.

Teachers provided personalised learning and targeted support, while creating a teaching and learning environment that is inclusive, promotes the intellectual engagement of all students, including high potential, and reflects individual strengths, needs and learning directions.

High Impact Professional Learning included the familiarisation and planning for the High Potential and Gifted Education Policy along with the 2 day Leaders course.

This work will continue next year as part of the Wollongong North Community of Practice. 2022 will also be the beginning of new initiatives as a self-selector school as early adopter for implementation of the new K-2 curriculum.

### 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
<ul style="list-style-type: none"><li>• Increase in the percentage of students attending &gt;90% of the time to be above the system negotiated baseline</li></ul>	<ul style="list-style-type: none"><li>• The number of students attending greater than 90% of the time or more has decreased by 3.3%.</li></ul>
<p><b>SEF Elements Teaching:</b></p> <ul style="list-style-type: none"><li>• Curriculum (Curriculum provision - theme) begins to show movement from Sustaining and Growing to Excelling</li></ul> <p><b>SEF Elements Learning:</b></p> <ul style="list-style-type: none"><li>• <i>Learning Culture (High expectations - theme)</i> begins to show movement from Sustaining and Growing to Excelling</li></ul>	<ul style="list-style-type: none"><li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Curriculum provision.</li><li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of High expectations.</li><li>• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of Student growth.</li></ul>

<ul style="list-style-type: none"> <li>• <i>Student Performance Measures (Student growth - theme)</i> begins to show movement from Sustaining and Growing to Excelling</li> </ul> <p><b>Tell Them From Me Surveys</b></p> <ul style="list-style-type: none"> <li>• Student results in <i>Expectations for Success</i> are above 8.6 (2020 score)</li> <li>• Teacher results in <i>Parent Involvement</i> are above 6.6 (2020 score)</li> <li>• Teacher results in <i>Challenging and Visible Goals</i> are above 7.4 (2020 score)</li> <li>• Teacher results in <i>Quality Feedback</i> are above 7.6 (2020 score)</li> </ul>	<ul style="list-style-type: none"> <li>• Tell Them From Me data indicates a score of 9.0 in Expectations for Success.</li> <li>• Tell Them From Me data indicates a score of 7.4 in Parent Involvement by Teachers.</li> <li>• Tell Them From Me data indicates a score of 8.0 in Challenging and Visible Goals by Teachers.</li> <li>• Tell Them From Me data indicates a score of 7.9 in Quality Feedback by Teachers.</li> </ul>
<ul style="list-style-type: none"> <li>• Increase in the percentage of students reporting <i>Advocacy, Expectations for Success and Sense of Belonging</i> in the Tell Them From Me surveys to be above the system negotiated baseline</li> </ul>	<ul style="list-style-type: none"> <li>• Tell Them From Me data shows an improvement of 3.3% of reported positive wellbeing, including a 3.6% increase in advocacy at school, 2.76% increase in sense of belonging and 3.52% increase in expectations of success.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$30,417.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Russell Vale 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 Learning</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>• intensive learning and behaviour support for funded students</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all eligible students demonstrating progress towards their personalised learning goals. All Personal Learning and Support Plans (PLaSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLaSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$48,622.89</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Russell Vale 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 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>• additional staffing to implement the Learning and Support Team to support identified students with additional needs</li> <li>• equitable access to specialist resources</li> <li>• engage with external providers to support student engagement and retention</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b> identified students accessing additional learning support from teachers and School Learning Support Officers (SLSOs). All students demonstrated progress towards their learning goals as detailed in their personalised learning plans.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to supplement/extend the Learning and Support Team staff to ensure well-developed and evidence-based approaches address the needs of students who require additional assistance in learning and/or wellbeing.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Russell Vale Public School. Funds under</p>

<p>\$8,344.00</p>	<p>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><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 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>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the creation and development of an environment that fosters higher levels of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions. Tell Them From Me data indicated that 57% of Aboriginal Students Strongly Agree that they feel good about their culture at school, while 14% Agree and 29% Neither Agree nor Disagree. 0% of student reported Strongly Disagree or Disagree.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to strengthen the school's Personalised Learning Pathway processes to identify, organise and apply personal approaches to learning and engagement for all Aboriginal students.</p>
<p>English language proficiency</p> <p>\$2,132.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Russell Vale 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 to inform practice</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>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> </ul> <p><b>The allocation of this funding has resulted in:</b> EAL/D students becoming more confident and prepared to take risks with their language use, as noted in teacher observations, work samples and the EAL/D learning progression.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to increase teacher capacity to support EAL/D learners to support growth on the EAL/D learning progressions.</p>
<p>Low level adjustment for disability</p> <p>\$89,640.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Russell Vale 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 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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul>

<p>Low level adjustment for disability</p> <p>\$89,640.00</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 (Maqlit) to increase learning outcomes</li> <li>• employment of LaST and interventionist teacher</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> an increase of students achieving at or above expected growth in NAPLAN results. The school has achieved a consistent approach to student learning support and interventions with all teachers regularly timetabled to attend Learning and Support Team meetings and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to expand the impact of the learning support team. The school will provide additional support for identified students through the increase of the Learning and Support Teacher to 0.8 and the employment of trained SLSOs.</p>
<p>Literacy and numeracy</p> <p>\$35,288.86</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Russell Vale 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>• Explicit and Systematic Teaching</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 training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> differentiated teaching through on-going formative assessment followed by targeted literacy and numeracy programs for identified students performing below the expected level for their stage.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to support all staff in their teaching of literacy and numeracy so that they can meet the needs of students at all levels of achievement.</p>
<p>QTSS release</p> <p>\$54,265.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Russell Vale 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>• Collaborative Practice</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> <li>• implementation of teaching sprints to strengthen quality teaching practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved staff confidence in analysing student data. All teachers gathered and analysed data on students' literacy and numeracy skills using internal and external data to identify the different skill levels of students in their class</p>

<p>QTSS release</p> <p>\$54,265.00</p>	<p>in order to modify teaching and learning accordingly.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to embed the teaching sprint process to facilitate professional dialogue, collaboration and to drive school-wide improvement in teaching practice and student results.</p>
<p>COVID ILSP</p> <p>\$134,542.00</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 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 to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the majority of the students in the program achieving significant progress towards their personal learning goals and/or PLAN 2 learning progression data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	139	150	151	147
Girls	131	136	140	142

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.9	94.2	95.4	94.4
1	93.3	93.5	93	94.9
2	94.1	95.3	92	91.7
3	91.7	94.7	92.1	92.9
4	93.4	94.1	93.9	91.2
5	92	93.7	91.1	92.7
6	94	89	93.1	90.6
All Years	93.3	93.6	92.9	92.5
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
Assistant Principal(s)	3
Classroom Teacher(s)	9.45
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.47

\*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>	64,135
<b>Revenue</b>	2,768,613
Appropriation	2,638,503
Sale of Goods and Services	30,097
Grants and contributions	99,074
Investment income	139
Other revenue	800
<b>Expenses</b>	-2,650,247
Employee related	-2,309,763
Operating expenses	-340,484
<b>Surplus / deficit for the year</b>	118,366
<b>Closing Balance</b>	182,502

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>	30,417
<b>Equity Total</b>	152,528
Equity - Aboriginal	9,006
Equity - Socio-economic	48,623
Equity - Language	2,400
Equity - Disability	92,499
<b>Base Total</b>	2,114,496
Base - Per Capita	71,736
Base - Location	0
Base - Other	2,042,760
<b>Other Total</b>	135,811
<b>Grand Total</b>	2,433,251

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

All parents and carers were surveyed about their satisfaction with Russell Vale Public School.

23 parent/carer replies were received, representing 12% of families. There were 13 questions inquiring about areas regarding resources, connection to the community, contact with teachers, acceptance of all students, student welfare and discipline, challenging programs, high expectations, extracurricular programs, reporting to parents and homework. Out of a possible 299 responses, only 7 disagreed, meaning that 98% of responses either agreed or strongly agreed.

All students in years 4-6 participated in the Tell Them From Me survey provided by the Department. Although this survey does not directly request satisfaction data, supplemental surveys were distributed in response to answers. A trend had appeared noting our students' approval to the upgrade of our toilet facilities, which historically had scored very low.

All teaching staff were surveyed about their satisfaction with Russell Vale Public School. 15 responses were received. There were 13 questions inquiring about areas regarding the environment, communication, resourcing, guidance, high expectations, responsibilities of learning, balance of learning, reflection, research, professional learning and diversity. Overall, 99% of teachers either strongly agreed or agreed with the questions.

Throughout 2021, Russell Vale Public School utilised the Tell Them From Me survey provided by the Department. This survey was provided to students, teachers and the community, but did not directly request satisfaction data.

# 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.