

# 2021 Annual Report

## Rutherford Public School



4561

# Introduction

The Annual Report for 2021 is provided to the community of Rutherford 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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## School vision

Our school vision at Rutherford Public School is to work in partnership to create a safe and happy environment, where all students, parents, families and staff feel supported, known and valued. We aim to make the large school context feel smaller through individualised support, careful planning and responsive organisation. We have high expectations for all students and aim to provide an engaging and challenging curriculum, appropriate and timely feedback to individuals to support needs and abilities.

## School context

Rutherford Public School 4561 (FOEI 128 ICSEA 924) was established in 1985 on the land of the Wonnarua People and is now a large regional primary school catering for a diverse community of learners. The school is situated within a growing residential area within the local Maitland district. The school is located in the Maitland Principal Network, Regional North and West Education School Performance Directorate. The school's anticipated enrolment is 930 at the commencement of 2021, from diverse socio-economic backgrounds, including 16% Aboriginal students. The school has strong ties with the Aboriginal community and a close association with the Aboriginal Education Consultative Group (AECG). The school has a proud tradition of providing quality and highly successful programs in the creative arts, sport and extra curricula activities. Positive Behaviour for Learning (PBL) is an integral part of the school welfare ethos focusing on respect, responsibility, personal best and safety. The school values the input of community members through the Parents and Citizens' Association. Rutherford Public School is one of seven schools who are part of the Rutherford Learning Community (RLC). The school underwent a major redevelopment in 2018-2019 with the construction of 19 new classrooms, new hall, canteen, administration facilities and amenities. A new library will also be constructed during Semester 1 2021 and is due for completion in late 2021. The school is well resourced, attracting significant funding through the Resource Allocation Model (RAM). The school has made significant investments in Information Communication Technologies (ICT) over the last two planning cycles and the school is committed to bridging the 'digital divide' by providing laptops to all students in Years 3-6 from 2021.

The school took part in the External Validation process in 2020 (Group D) and has completed a thorough situational analysis for the 2021-2024 school planning cycle that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher professional learning and student engagement.

### 1. Student Growth and Attainment

When analysis was conducted against the student outcome measures it was evident that although the school has experienced significant improvement in internal and external testing measures (2018-2020), there is still a need to have a sharp focus on Literacy and Numeracy to ensure student performance is optimised. The NAPLAN gap analysis indicated the areas of focus include: Reading - vocabulary and inferential comprehension strategies, and Numeracy - whole number, addition and subtraction, measurement and problem solving. Our whole school focus to improve student growth and maintain student achievement in Reading and Numeracy is underpinned by evidence-based research and to encourage every teacher to be an adaptive teacher moving from an experienced teacher to an expert teacher. There will be a strong focus on planning for 'learning for understanding' and innovative use of ICT to engage all students' knowledge, skills and abilities.

### 2. Student wellbeing and attendance

When conducting the analysis of the school wellbeing practices, it was evident that student 'sense of belonging' is an area of ongoing focus. The challenge of the large school context, is to make the school responsive to each individual student's needs. Internal and external data suggests that students need to feel more connected to the school and needs to provide more opportunities to engage in extra curricular activities. The school has had a strong commitment to providing a safe and supportive learning environment through Positive Behaviour for Learning (PBL) approaches, but there is an identified need to broaden its focus to include social and emotional learning in a more planned and strategic way if student engagement and a sense of belonging is to be improved. School attendance rates have remained just under the state average for the last two planning cycles. There is a clear need to ensure attendance at school is a high priority. The school needs to ensure strong systems are in place to monitor every student's attendance, provide support and advice to families when needed and to case manage individual students to ensure each student attends school everyday.

### 3. Community Engagement, Consultation and Partnerships

Community engagement consultation and cohesion is an area of focus identified through the situational analysis and 2020 External Validation process. Although data from the Tell Them From Me survey suggests that overall parent and

carer satisfaction is commensurate with state norms, there is a need to engage with the whole community to ensure authentic partnerships are developed between home and school. The school has worked hard over recent years to provide opportunities to include the community in the life of the school through school events, activities and assemblies. The school has identified the need to build collaborative decision making across all stakeholders to ensure parents and carers are given an authentic voice in school direction and planning.

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Numeracy involves the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. All classroom teachers explicitly teach numeracy to students at all levels of achievement with success that can be measured by improvement in student growth and attainment.

The teaching of literacy is a core responsibility of all teachers in our school. Improving literacy skills requires a shared focus, where all members of our school work together to adopt a whole school approach to support the learning of literacy across each key learning area.

### 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.

- NUMERACY
- LITERACY
- NUMERACY
- LITERACY

### Resources allocated to this strategic direction

**Integration funding support:** \$693,922.00  
**Socio-economic background:** \$591,940.67  
**Aboriginal background:** \$148,266.00  
**Low level adjustment for disability:** \$365,724.14  
**Professional learning:** \$40,000.00  
**Literacy and numeracy:** \$28,534.88  
**Early Action for Success (EaFS):** \$343,025.94  
**QTSS release:** \$177,146.44  
**Literacy and numeracy intervention:** \$105,951.50  
**New Arrivals Program:** \$5,500.00  
**6100 Operational:** \$20,000.00  
**English language proficiency:** \$18,307.64

### Summary of progress

#### + Positive progress

Initiative teams initiated and meet twice a term.

Teachers on initiative teams performed a detailed, deep dive into the DoE support documents for reading and numeracy.

Teachers on initiative teams were introduced to the DoE support tools for reading and numeracy and encouraged to investigate using them in their classroom and share with other colleagues.

Data was used to drive Literacy and Numeracy Initiatives- PAT, Check-In and NAPLAN.

Teachers on teams were consulted on behalf of their stage colleagues regarding literacy and numeracy initiatives.

2022 initiatives planned and clearly documented to begin Week 1 Term 1 2022.

Some teachers changed practices through the implementation of enhanced literacy and numeracy in their classrooms including classroom visits to share pedagogy.

Prioritising teaching time for literacy and numeracy integrated into all curriculum areas in some classrooms.

Whole school Professional Learning in differentiation, goal setting, quality feedback and questioning to further develop capabilities in meeting the needs of all learners.

#### - Challenges

Whole school initiatives were not as successful as expected. Professional Learning was presented school wide with the

offer of intensive support however, there was a low level of implementation of school wide initiatives.

COVID-19 in 2021 negatively affected students' progress that was already waning from the impact of COVID in 2020.

Initiative members were not sure about their role in disseminating their learning across the stages, as the roles required clarification. Roles of members have since been formalised.

### Progress towards achieving improvement measures

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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 the percentage of students in the top 2 bands of NAPLAN numeracy to be above 24.6% (Baseline target)	NAPLAN data indicates that 18.28% of students are achieving in the top two numeracy skill bands indicating the baseline target of 24.6% has not been achieved.
• Increase the percentage of Aboriginal students achieving in the top 3 bands of NAPLAN numeracy to be above 34.9% (baseline target)	Data indicates that 47.92% of Aboriginal students are achieving in the top three skill bands of NAPLAN numeracy, 13.02% over the baseline target of 34.9%.
• Increase the percentage students achieving expected growth in NAPLAN numeracy to be above 55.41 % (baseline target).	Data indicates that 47.32% of students are achieving expected growth in NAPLAN numeracy which falls short of the baseline target of 55.41%.
• Increase the percentage of students in the top 2 bands of NAPLAN reading to be above 41.10% (baseline target).	Data indicates that 31.94% of students are achieving in the top two bands of NAPLAN reading which falls short of the baseline target of 41.10%.
• Increase the percentage of Aboriginal students achieving in the top 3 bands of NAPLAN reading to be above 42.68% (baseline data target).	Data indicates that 48.0% of Aboriginal students are achieving in the top 3 bands of NAPLAN reading, 5.32% above the baseline data target of 42.68%.
• Increase the percentage students achieving expected growth in NAPLAN reading to be above 60.04 % (baseline target)	Data indicates that 62.83% of students are achieving expected growth in NAPLAN reading, 2.79% above the baseline target of 60.04 %.

## Strategic Direction 2: Student Wellbeing and Attendance

### Purpose

Our school aims to be organised so all students have access to advice, support and assistance when needed so students can fulfil their potential. Evidenced based practices are utilised to promote improvements in wellbeing and engagement to support learning. Parents and carers are key partners in promoting good mental health and share information of student progress and areas for development. Positive and respectful relationships are valued by all members of the Rutherford Public School learning community.

All stakeholders associated with Rutherford Public School value consistent and high attendance of students at school. It is recognised that good attendance is important for ongoing academic progress as well as many social and emotional aspects of children's lives. Friendship development and how students relate to each other is at times adversely affected by inconsistent attendance. A child's emotional development, including sense of belonging, is critically important to children and can be negatively affected by poor attendance. Students, parents, carers, teachers, executive staff, support staff and office staff all have key roles to play in ensuring students have good attendance.

### Initiatives

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

- WELLBEING
- ATTENDANCE

### Resources allocated to this strategic direction

**Integration funding support:** \$173,482.00

**Socio-economic background:** \$317,368.00

**Professional learning:** \$22,951.87

### Summary of progress

Staff worked together in 2021 to provide a positive and engaging learning climate for students. The structure and systems of the Positive Behaviour for Learning (PBL) framework allowed for careful school data analysis. The school reviewed data each term as a whole staff, and consistent PBL lessons that included social and emotional learning and an individualised approach to wellbeing became a priority. The school implemented individual learning plans from the Berry Street model, and teachers developed personal wellbeing goals with students every five weeks focusing on social-emotional learning. Every class developed a classroom matrix where classroom agreed expectations were established under the core beliefs of respect, responsibility, personal best and safety.

COVID-19 presented a unique situation where students were supported in home learning for ten weeks. During this time, the wellbeing team surveyed responses from key stakeholders to determine the following stages in the planning. Consistency across the school in managing students' wellbeing, improving student engagement, and learning differentiation was identified as a priority for 2022 and building the capacity of staff to select from a broad range of strategies in managing student behaviour and wellbeing.

Attendance monitoring and support for students was heavily impacted by COVID-19. New processes were developed to assist teachers and parents in clarifying student attendance status during lockdown. The school Attendance Initiative Team worked throughout the year to respond to the changing environment. Staff required specific information around appropriate absence codes due to a range of complex circumstances.

### 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
WELLBEING • Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to be above the system-	65.73% of students feel a sense of belonging, this is below the target baseline.  92% of students were awarded their PBL Badge for 2021, which meant that the majority of students followed school expectations.



<p>negotiated target baseline of 85%</p> <ul style="list-style-type: none"> <li>• At least 85% of students achieve the school "Personal Best" badge each year.</li> </ul>	<p>The percentage of students suspended decreased from 5.50% (2020) to 2.7% (2021).</p> <p>Survey results indicated that parents and staff are generally happy with the school managed incidents. 74% of staff indicated that they value structured lessons that support the school ethos and the think chart process. 87% valued the concept of the classroom matrix, and 91% valued the whole school matrix. 90% of staff wanted to continue the mindfulness program. 70% of staff valued the 'Boys Group' program, and 97% of staff like supervised football during breaks. The school needs to simplify some Wellbeing practices to focus more on social and emotional learning rather than the extrinsic reward process.</p>
<p><b>ATTENDANCE</b></p> <ul style="list-style-type: none"> <li>• Increase the proportion of students attending &gt;90% of the time to above 70.94% (baseline system-negotiated target)</li> </ul>	<p>2021 actuals detail 67.21% of students attended school &gt;90% of the time. This is below the target of 70.94%. 2021 saw varying levels of parent preparedness to send their children to school due to COVID concerns. A COVID lockdown later in the year increased parent concern around student attendance at school. The school Attendance Initiative Team met twice per term and facilitated links between teaching staff and attendance goals and targets.</p> <p>Weekly data analysis, comprehensive monitoring and communication to staff has ensured attendance priorities A, B and C are well understood and actioned across the school.</p> <p>CLO allocation specifically for attendance for Aboriginal students ensures support for families.</p>

## Strategic Direction 3: Community Engagement, Consultation and Partnerships

### Purpose

Rutherford Public School recognises and celebrates its diverse community and recognises the integral role parents, carers and families play as partners in their children's education. Our school plays a critical role in supporting this diversity, engaging with the community and modelling fostering respectful relationships between learners and all members of the school. Partnerships with Aboriginal families and local elders is a priority. Community engagement refers to the establishment of sustainable relationships with the local community to improve student's learning and wellbeing outcomes and assist students to understand their role in the broader community.

### 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.

- Community Engagement, Consultation and Partnerships

### Resources allocated to this strategic direction

**Socio-economic background:** \$8,172.00

**Aboriginal background:** \$49,638.10

**School support allocation (principal support):** \$47,940.05

### Summary of progress

COVID had significant impact on community engagement throughout the year. The school saw parent involvement in school move outside of the school site. Established communication processes in the school were critical in an effort to maintain parent/carer information in an at times rapidly changing environment. All staff became focused on ensuring parents felt connected with school. Lockdown presented its own challenges in supporting parents to stay connected with the school and their child's teacher in particular. Allocation of funds towards CLO support, Community safety officer at front of school and the Community Garden Project continued to enhance school life.

### 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
Portion of parents/carers feeling welcome in the school is >75% (>7.5 in Tell them from Me Survey)	The percentage of parents feeling welcome at the school in 2021 was 61% which was lower than the target of >75%. COVID restrictions continued throughout the year at varying levels which significantly impacted parent access to the school.
Results in 'Tell them from Me' Survey in "parents feel informed" is greater than the state average 6.6.	The percentage of parents who felt informed was at state average of 66%. Established communication channels proved to be invaluable.

Funding sources	Impact achieved this year
<p>Literacy and numeracy</p> <p>\$28,534.88</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Rutherford 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>• NUMERACY</li> <li>• LITERACY</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>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• employment of an additional Learning and Support intervention teacher</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students K-6 have access to quality online subscriptions to enhance literacy and numeracy learning. Kindergarten students and families are well supported by the speech pathologist. Improved resourcing in literacy and numeracy through the purchase of reading resources. Classroom sets of numeracy based quality picture books have enhance numeracy teaching.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Review of numeracy resourcing in the school including school library titles.</p>
<p>New Arrivals Program</p> <p>\$5,500.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Rutherford 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>• NUMERACY</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>• employing a specialist teacher to provide intensive English language support focusing on language development particularly in numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students have been well supported in transitioning to school life. Language and vocabulary associated with numeracy have been a focus of student support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Ongoing monitoring of student engagement and use of vocabulary during classroom numeracy sessions.</p>
<p>Socio-economic background</p> <p>\$917,480.67</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Rutherford 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>• LITERACY</li> <li>• WELLBEING</li> </ul>

<p>Socio-economic background</p> <p>\$917,480.67</p>	<ul style="list-style-type: none"> <li>• NUMERACY</li> <li>• Community Engagement, Consultation and Partnerships</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 quality literacy and numeracy programs to support identified students with additional needs</li> <li>• employment of additional staff to support the High School Transition Program, Gymnastics Program, Music Program and Dance Program implementation.</li> <li>• employment of an Assistant Principal Learning and Support, and a wellbeing teacher to support students with additional learning needs</li> <li>• employment of additional staff to build capacity in the school's partnership with its community, by providing a Community Liaison Officer and a Community Garden Program.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Socio-economic background funding has a significant impact on all aspects of school. Additional support for students in literacy and numeracy through LaST and SLSO engagement actively supports students from diverse backgrounds to positively engage in learning. An individualised approach to student wellbeing together with whole school programs ensures socio-economic background is not a barrier to engagement and achievement. Whole school programs including music, dance, gymnastics provides high quality learning experiences for all students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue funding literacy and numeracy programs, and wellbeing and community partnership initiatives in line with School Improvement Plan targets.</p>
<p>Aboriginal background</p> <p>\$197,904.10</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Rutherford Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><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>• LITERACY</li> <li>• NUMERACY</li> <li>• Community Engagement, Consultation and Partnerships</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 specialist additional staff (SLSO) to support Aboriginal students in literacy.</li> <li>• employment of specialist additional staff (CLO) to support Aboriginal students in attendance</li> <li>• community consultation and engagement to support the development of cultural competency through specific in-school programs.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Aboriginal and Torres Strait Islander students have been supported individually in aspects of early literacy. Attendance monitoring and family engagement is a priority. Students engage in high quality community based education programs in the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Involve parents and community members in the targeted aboriginal programs that occur each week at school.</p>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Rutherford Public School.</p>

<p>\$18,307.64</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>• LITERACY</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 co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students have engaged in small group instruction and support. Specialised EAL/D teaching staff has provided TPL for teachers around progression levels and in reporting requirements for EAL/D students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> TPL for teachers to continue and include monitoring of EAL/D students in class.</p>
<p>Low level adjustment for disability</p> <p>\$365,724.14</p>	<p>Low level adjustment for disability equity loading provides support for students at Rutherford 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>• NUMERACY</li> <li>• LITERACY</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 [program name] to increase learning outcomes</li> <li>• employment of LaST and interventionist teacher</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Support teachers, paraprofessionals and SLSOs review literacy and numeracy data in the development of targeted support. Support occurs individually, in small groups and as part of whole class lessons. Highly individualised approach to high needs students has led to improved student engagement and achievement.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Linking additional support for students with their current classroom learning goals in literacy, numeracy and wellbeing.</p>
<p>Early Action for Success (EAfS)</p> <p>\$343,025.94</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Rutherford Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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>• NUMERACY</li> <li>• LITERACY</li> </ul>

<p>Early Action for Success (EAfS)</p> <p>\$343,025.94</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Engaging in teaching and learning activities with all students K-6</li> <li>• Providing targeted, evidence based, differentiated support to teachers K-6 in classroom pedagogy in literacy and numeracy</li> <li>• Mentoring and modelling to increase capacity of teachers and inspire enhanced pedagogy in literacy and numeracy K-6</li> <li>• Leading and presenting school wide improvement initiatives and teacher professional learning to support teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students</li> <li>• Key communicators on school wide practice to the school leadership team</li> <li>• School Improvement Plan development and reporting</li> <li>• School wide data analysis and dissemination of relevant information to executive staff to inform practice.</li> <li>• employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students</li> <li>• employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>3-6 teachers being introduced to the role and support mechanisms of the Instructional Leader.</p> <p>Developing relational trust with teachers K-6 to allow for beneficial cooperative learning</p> <p>Reviewed and aligned assessment protocol to school initiative focus areas</p> <p>Introduced Growth Goal Setting to inspire enhanced progress for Rutherford PS students</p> <p>Began to investigate the ways students learning is catered for through differentiation in the classroom</p> <p>Review teachers Professional Learning preferences to guide future differentiated PL for teachers at RPS</p> <p>Wrote and consulted on Literacy and Numeracy Plan from Term 1-Term 4 2022</p> <p>Purchase of literacy and numeracy resources to support teaching and learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>New AP C &amp; I positions introduced to teachers.</p> <p>Review of new school plan initiatives to create an implementation plan.</p> <p>Negotiate classroom/mentoring time with teachers.</p> <p>Timetabling support for teachers.</p> <p>Negotiate with executive to share vision of support.</p> <p>Trial new assessment protocol K-2 with review for 3-6</p> <p>Familiarise K-2 with new draft English and Mathematics syllabus.</p>
<p>QTSS release</p> <p>\$177,146.44</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Rutherford 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>• NUMERACY</li> <li>• LITERACY</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>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives in technology</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>the leadership team having further flexibility and capacity to to achieve</p>

<p>QTSS release</p> <p>\$177,146.44</p>	<p>leadership initiatives and tasks, resulting in more effective leadership and management of the school and its community.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue our current model providing assistant principals with additional release time to support classroom programs, and providing additional teaching staff to implement quality teaching initiatives in technology.</p>
<p>Literacy and numeracy intervention</p> <p>\$105,951.50</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Rutherford Public School who may be at risk of not meeting minimum standards.</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>• NUMERACY</li> <li>• LITERACY</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>• In-class support for identified students</li> <li>• Small group intervention</li> <li>• Individualised support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improvement in Literacy and Numeracy outcomes for targeted students as identified by grouping on SENA and on PLAN 2.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Consulting reading levels, class teacher data and PLAN 2 early in 2022 to identify students that are in need of support and maintaining communications between classroom teachers and teachers on student progress.</p>
<p>COVID ILSP</p> <p>\$295,324.44</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>• Small group intervention</li> <li>• In class support</li> <li>• Individual student support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improvement in Literacy and Numeracy outcomes for targeted students as identified by ILSP grouping on PLAN 2.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Consulting PAT, NAPLAN, PLAN 2 and Check-In data early in 2022 to identify students who are still in need of support and maintaining communications between classroom teachers and Covid ILSP teachers on student progress.</p>
<p>Integration funding support</p> <p>\$867,404.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Rutherford Public School in mainstream classes who require moderate to high levels of adjustment.</p>

<p>Integration funding support</p> <p>\$867,404.00</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>• NUMERACY</li> <li>• LITERACY</li> <li>• WELLBEING</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 staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the successful provision of additional support for students who have high-level learning needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to employ staff to provide intensive learning and behaviour support for funded students and students presenting with additional needs.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	489	484	479	491
Girls	461	455	466	486

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.4	93.9	93.7	92.2
1	91.5	91.6	93.2	91.1
2	92.7	92.4	93.4	92.2
3	92.1	92.1	92.5	90.5
4	89.8	92.1	93.4	90.7
5	90.7	90.8	92.6	90.7
6	89.1	89.9	91	90.4
All Years	91.2	91.8	92.8	91.1
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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	38.99
Literacy and Numeracy Intervention	0.95
Learning and Support Teacher(s)	2.1
Teacher Librarian	1.4
School Administration and Support Staff	7.87

\*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>	373,330
<b>Revenue</b>	10,580,472
Appropriation	10,447,851
Sale of Goods and Services	20,888
Grants and contributions	110,580
Investment income	353
Other revenue	800
<b>Expenses</b>	-10,553,374
Employee related	-9,565,025
Operating expenses	-988,349
<b>Surplus / deficit for the year</b>	27,098
<b>Closing Balance</b>	400,428

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>	749,420
<b>Equity Total</b>	1,497,788
Equity - Aboriginal	197,904
Equity - Socio-economic	917,481
Equity - Language	18,308
Equity - Disability	364,096
<b>Base Total</b>	6,698,943
Base - Per Capita	234,230
Base - Location	0
Base - Other	6,464,712
<b>Other Total</b>	850,413
<b>Grand Total</b>	9,796,564

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2021 the school again elected to be part of the 'Tell Them From Me' survey run by the Learning Bar Company. Contracted by the Department of Education, the online surveys aim to measure satisfaction with various aspects of the schooling experience.

Student Results for 2019, 2020 and 2021 are as follows. All students in Years 4, 5 and 6 (n= 359) were surveyed in Term 4 2021. Results are summarised below. Score is the % of students with a high rate of each element:

- \* Participation in school sports: 2019 =67% 2020= 64% 2021=60%(State Norm=83%)
- \* Participation in extracurricular activities: 2019 =38% 2020= 34% 2021= 33% (State Norm=55%)
- \* Positive sense of belonging: 2019 =65% 2020= 63% 2021=62% (State Norm=81%)
- \* Students with positive relationships: 2019 =78% 2020= 83% 2021=84% (State Norm=85%)
- \* Students value schooling: 2019 =89% 2020= 91% 2021=90% (State Norm=96%)
- \* Positive homework behaviours: 2019 =38% 2020= 37% 2021 =32% (State Norm=63%)
- \* Students with positive behaviour at school: 2019 =86% 2020= 83% 2021=85% (State Norm=83%)
- \* Students who are interested and motivated: 2019 =64% 2020= 65% 2021=61% (State Norm=78%)

Parent Results for 2019, 2020 and 2021. There were 56 parents complete the online survey in Term 4, 2021. Results are summarised below. Score is out of 10 point scale:

- \* Parents feel welcome: 2019 =7.2 2020= 7.6 2021=6.1 (State Norm= 7.4)
- \* Parents are informed: 2019 =6.8 2020= 7.3 2021=6.6 (State Norm= 6.6)
- \* Parents support learning at home: 2019 =7.1 2020= 7.0 2021=7.2 (State Norm= 6.3)
- \* School supports learning: 2019 =7.2 2020= 7.6 2021=6.9 (State Norm= 7.3)
- \* School supports positive behaviour: 2019 =7.4 2020= 7.8 2021=7.4 (State Norm= 7.7)
- \* Safety at school: 2019 =6.9 2020= 7.2 2021=6.3 (State Norm= 7.4)
- \* RPS is an inclusive school: 2019 =6.9 2020= 7.1 2021=6.1 (State Norm= 6.7)

Teacher Results for 2019, 2020 and 2021. There were 39 teachers complete the online survey in Term 4 2021. Results are summarised below. Score out of 10 point scale:

- \* Leadership: 2019 =6.4 2020= 7.0 2021=6.8 (State Norm= 7.1)
- \* Collaboration : 2019 =7.5 2020=7.5 2021=7.6 (State Norm= 7.8)
- \* Learning culture: 2019 =8.0 2020= 8.2 2021=7.8 (State Norm= 8.0)
- \* Data informs Practice: 2019 =7.7 2020= 7.9 2021=7.3 (State Norm= 7.9)
- \* Teaching strategies: 2019 =8.0 2020= 8.2 2021=7.7(State Norm= 7.9)
- \* Technology: 2019 =7.4 2020= 7.2 2021=6.8 (State Norm= 6.7)
- \* Inclusive school: 2019 =8.2 2020= 8.2 2021=8.1 (State Norm= 8.2)
- \* Parent involvement: 2019 =7.3 2020= 7.4 2021=7.1 (State Norm= 6.8)

Other points of interest from the survey included:

- Parents found formal interviews the best method of obtaining information about their child at school.
- Parents found social media, school website and text the best form of communication to find out news about the

school.

- 32% of students have been subject to moderate or severe bullying as opposed to the State average of 36%.
- Students ranked efficient use of class time for learning at 7.8 compared to the state norm of 8.2.



# 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.