2022 Annual Report

Rydalmere Public School

Rydalmere Public School
Learning is Growing

RYDALMERE
PUBLIC SCHOOL

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Introduction

The Annual Report for 2022 is provided to the community of Rydalmere Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

At Rydalmere Public School and Preschool, we hold high expectations for all to achieve excellence through:

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

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

S - students being nurtured and knowing they belong.

School context

Rydalmere Public School and Preschool, established in 1891, boasts large, expansive grounds in the heart of Sydney. Our students thrive in a positive learning environment, where the values of safety and respect enable our students to be engaged learners and to achieve their true sense of belonging, from Preschool to Year 6. In 2021, the school population sits at 164, comprising 144 K-6 students in our primary classrooms and 20 preschool children each day. The preschool runs two programs each week, servicing a total of 40 preschool children weekly. 53% of our students come from language backgrounds other than English and 6% of our students are from an ATSI background. Collectively we have a Family Occupation and Education Index (FOEI) is 84.

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

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

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

1. Improvement through **Student growth and attainment**. We will achieve at or above the system negotiated targets in reading and numeracy through the delivery of individualised and targeted teaching practices that we know work for our variety of learners.

2. Improvement through **Wellbeing**. The positive wellbeing of all of our preschool children and K-6 students is at the fore of what we do. We know that when we get wellbeing right, the best learning occurs for our students. We will have the greatest efficacy in this area by having a planned approach to wellbeing with targeted strategies focused on caring for students and behaviour.

3. Improvement through **High expectations and continuous improvement culture**. Every staff member in our school plays a pivotal role in our students' educational journey. To develop the very best educators and support staff we will engage in collegial professional learning to plan for learning, reflect on and improve practice. This direction will have the greatest impact on the success of Strategic Direction 1 and 2.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background: $20,000.00
Literacy and numeracy: $18,193.00
Low level adjustment for disability: $19,190.00
Professional learning: $10,500.00
QTSS release: $31,373.43

Summary of progress

Quality Teaching and Differentiation

The evidence shows that most class teachers completed training introducing the K-2 English and Mathematics Syllabi and started to embed practices, such as the explicit teaching of synthetic phonics into their English teaching programs. Resources to support the introduction of the Syllabi were acquired and ready for use in 2023. Quality Teaching Rounds (QTR) team leaders undertook professional learning to lead this initiative in Term 3 2022. A team of four teachers from Stages 2-3 undertook the rounds over a period of four weeks. The collaborative and reflective discussions between the QTR team deepened each teacher's understanding of quality pedagogy and allowed them to focus on specific areas to improve.

In 2023, staff readiness to implement the new curriculum will be reassessed. The APCI will assist in determining the professional learning needs of staff, and develop a year-long professional learning plan to ensure all teachers have the capacity to implement the curriculum. Units of work supplied by NESA will be used across K-2, providing a structure and support for programming.   Release time will be provided for teachers to work in teams to collaboratively plan, evaluate, reflect and adjust their approach to curriculum implementation. Assistant principals will be released to support staff and to plan and lead the ongoing implementation of the English and Maths curriculum.

Authentic Assessment to Inform Data Skills and Use

The evidence showed consistent teacher judgement sessions took place, where teachers assessed and grouped writing samples using marking rubrics. At the consistent teacher judgement session, it was observed that vocabulary used by students from K-6 was limited, and that Stage 1 students have not had much prior exposure to imaginative writing. Records of student observations in the area of creating texts were recorded in PLAN 2 for a target group of students in Years K-2. The interview for student reasoning was trialled with a student in Year 5.

In 2023 the use of ALAN to record teacher observations and student assessment results will become embedded in school practice from K-6.. The school writing scope and sequences will be reviewed to ensure sufficient exposure to imaginative writing. Strategies to improve student vocabulary will be introduced to K-6 and .the Interview for Student Reasoning will be used more widely.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement

NAPLAN Top 2 Bands - Reading An improvement in the percentage of students achieving in the Top two bands for NAPLAN Reading to be at or above the lower bound system negotiated target of 45.1%.	• 35.71% of students achieved in the top two bands in NAPLAN **reading** indicating progress yet to be seen toward the lower-bound target.
NAPLAN Top 2 Bands - Numeracy An improvement in the percentage of students achieving in the Top two bands for NAPLAN **Numeracy** to be at or above the lower bound system negotiated target of 42.4%.	• 23.81% of students achieved in the top two bands in NAPLAN **numeracy** indicating progress yet to be seen toward the lower-bound target.
NAPLAN Expected Growth - Reading The percentage of students achieving expected growth in **Reading** to be moving towards the lower bound system negotiated target of 65.5%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
NAPLAN Expected Growth - Numeracy The percentage of students achieving expected growth in **Numeracy** to be moving towards the lower bound system negotiated target of 56.4%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

Strategic Direction 2: Caring for Our Students

Purpose

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

Initiatives

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

- Wellbeing
- Engagement

Resources allocated to this strategic direction

Aboriginal background: $6,860.00
Integration funding support: $177,392.00
English language proficiency: $52,688.00
Refugee Student Support: $992.70
Socio-economic background: $2,652.62
Low level adjustment for disability: $45,968.40
Professional learning: $3,000.00

Summary of progress

Wellbeing

The evidence shows that a Wellbeing Health Inreach Nurse was employed at the school 2-days per week from Term 3. Professional learning was provided to staff to introduce the Inclusive Engaging Respectful School package, the Behaviour Support Toolkit and the Inclusive Education Hub. During Terms 3 and 4. Verbal Intervention Training was provided for all teaching staff to improve their understanding of student behaviour and increase their capacity to use evidence-based, trauma-informed approaches to support students with mental health and behavioural difficulties. Positive outcomes included successful applications for additional support funding and specialist assistance for at-risk students. Student Learning and Support records show that in Term 4, teachers started to use tools included in the Behaviour Support Toolkit to develop trauma-informed behaviour support and crisis response plans. As a result, teachers showed increased confidence and used evidence-based approaches when managing challenging behaviours and students who were previously not participating in learning increased their engagement in on-task activities.

In 2023, Rydalmere Public School will work with the Safeguarding Kids Together team to further strengthen behaviour and learning support procedures and align them with the IER package. Identification and referral of students with mental health and behavioural difficulties will be improved to ensure that students are identified as early as possible, enabling them greater access to effective intervention at a young age. Trauma-informed approaches to managing behaviour, including Verbal Intervention training will be embedded in school practice, with refresher training provided to staff on an annual basis. Assistant principals and LAST will be trained in Functional behaviour assessment to improve their ability to develop effective behaviour support plans that lead to improved outcomes for the students. The Zones of Regulation program will be adopted across the school to help students learn to understand and regulate their emotions.

Engagement

The evidence shows that attendance procedures were adjusted during Terms 3 and 4 to ensure early identification of students with low attendance rates. An attendance report was tabled at each Learning and support meeting and a lateness and attendance monitoring program was introduced and trialled by teachers. The school newsletter regularly featured information and infographics from the Attendance Matters website. SENTRAL settings were updated to send an automated SMS to parents when their child was absent from school without explanation. However, in spite of these adjustments, attendance did not show improvement in Term 4.

In 2023 The Safeguarding Kids Together team will assist in reviewing and improving attendance procedures to ensure that systems are compliant with policy, that students who are attendance concerns are identified, and that there are appropriate and effective follow-up actions embedded in our processes to improve student attendance, and that all staff understand and are supported in carrying out their roles and responsibilities.

Connectedness

The evidence shows that we developed and reviewed our PLP template and integrated student and parent/carer voice into this process. The revised PLP template incorporates personal goals for students that are specific and linked to personal hobbies and interests. We fostered connectedness and engagement with the community through the fortnightly newsletter, SkoolBag App notifications, parent/carer attendance at school events (eg. PSSA, carnivals, book week), Open Day celebrations including open classrooms and our Welcome Back BBQ in Term 2 following COVID restrictions being reduced. However, in spite of these efforts, community engagement was low with only a small number of responses to surveys such as Tell Them From Me and low participation in the Parents and Citizens Association.

In 2023, the school will work with the P&C and Community Hub to encourage increased engagement and participation from the school community. The school communication procedures and policy will be reviewed to ensure they reach all members of the community. Translated documents and interpreter services will be made available in community languages.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Attendance The proportion of students attending school for greater than 90% of the time is at or above the lower bound system negotiated target of 81.0%.	• The number of students attending greater than 90% of the time or more has decreased by 17.75%. This data was impacted by the Public Health Orders in place at the time of harvesting.
Wellbeing In the element of 'Wellbeing the school is moving towards the school identified target of Excelling as measured by the School Excellence Framework.	• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Wellbeing.

Strategic Direction 3: High expectations and continuous improvement culture

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Professional learning: $7,500.00

Summary of progress

Creating Effective Classroom Practice Through Learning and Development

The evidence showed that collaboration sessions were held for stage teams weekly. During these sessions, participants reflected upon professional readings from the CESE What Works Best 2020 update, The Literacy Block, Collaboration and Effective Feedback. This enabled staff to build a shared understanding of high-impact teaching practices, reflect upon their practices, and collaborate with colleagues to develop and implement these practices in their classrooms. The evidence showed that teachers incorporated formative assessment, explicit teaching practices and feedback into their unit and lesson plans. Stage-based class formation enabled teachers to collaboratively plan programs and lessons resulting in greater consistency in practice across classes.

In 2023, the school will continue to embed structures enabling staff to participate in collaborative learning, reflection and planning. Spirals of Inquiry will be introduced as a high-impact professional learning model to further capitalise on the collaborative practices that were developed this year

Excelling Learning Culture through Educational Leadership

This initiative has been delayed until 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Evidence Based Teaching Practice In the element of Effective Classroom Practice the school is moving towards the school identified target of Excelling as measured by the School Excellence Framework.	• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Effective Classroom Practice.
School Leadership Team In the element of Educational Leadership the school is moving towards the school identified target of excelling as measured against the School Excellence Framework.	• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Educational Leadership.

Funding sources	Impact achieved this year
Refugee Student Support $992.70	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing **Overview of activities partially or fully funded with this targeted funding include:** • employment of additional staff for targeted student support • additional staffing for targeted interventions to support student learning • intensive English language and learning support to increase educational outcomes for students **The allocation of this funding has resulted in the following impact:** parents/carers reported significantly increased confidence and self-worth when engaging with the school and developed positive relationships with staff members. Partnerships between the school and the parents/carers has been strengthened. **After evaluation, the next steps to support our students will be:** to sustain relationships with culturally and linguistically diverse parents, the need to embed the use of interpreters within all home-school communication processes has been identified.
Integration funding support $177,392.00	Integration funding support (IFS) allocations support eligible students at Rydalmere Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) **The allocation of this funding has resulted in the following impact:** all eligible students demonstrating progress towards their personalised learning goals. all PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. **After evaluation, the next steps to support our students will be:** 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 PLSPs reviews to ensure funding is used to specifically address each student's support needs.
Socio-economic background	Socio-economic background equity loading is used to meet the additional

$22,652.62	learning needs of students at Rydalmere Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Quality Teaching and Differentiation • Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** equitable access for all students to engage in the curriculum and extra curricular activities. resourcing of materials to support students in having equitable access to the curriculum. **After evaluation, the next steps to support our students will be:** to continue to support families financially so that they can engage in all school activities. employ an SLSO to support identified students. to maintain resourcing of identified students who need additional financial assistance and support.
Aboriginal background $6,860.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Rydalmere Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in the following impact:** Aboriginal families engaging in the PLP process with authentic conversations taking place. teaching of Aboriginal Culture and History embedded into teaching and learning programs. **After evaluation, the next steps to support our students will be:** to continue to build upon relationships already evident in the school community and incorporate rich and authentic cultural experiences within whole school.
English language proficiency $52,688.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Rydalmere Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

| English language proficiency

$52,688.00 | **including:**
• Wellbeing

Overview of activities partially or fully funded with this equity loading include:
• provision of additional EAL/D support in the classroom and as part of differentiation initiatives
• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds
• additional staffing intensive support for students identified in beginning and emerging phase
• withdrawal lessons for small group (developing) and individual (emerging) support
• establish a core practice for supporting students learning English as an Additional Language or Dialect
• provide EAL/D Progression levelling PL to staff
• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms

The allocation of this funding has resulted in the following impact:
EALD students showing improved outcomes
EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.
increased teacher capacity to identify the learning needs of EALD students.

After evaluation, the next steps to support our students will be:
to capitalise on teacher confidence and their capacity to design integrated units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. |
| Low level adjustment for disability

$65,158.40 | Low level adjustment for disability equity loading provides support for students at Rydalmere Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
• Quality Teaching and Differentiation
• Wellbeing

Overview of activities partially or fully funded with this equity loading include:
• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students
• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting
• providing support for targeted students within the classroom through the employment of School Learning and Support Officers
• targeted students are provided with an evidence-based intervention to increase learning outcomes
• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs
• 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

The allocation of this funding has resulted in the following impact:
the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.

After evaluation, the next steps to support our students will be:
to further expand the impact of the learning support team, the school will |

Low level adjustment for disability $65,158.40	continue to provide additional support for identified students.
Professional learning $21,000.00	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Rydalmere Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Quality Teaching and Differentiation • Authentic Assessment to inform Data Skills and Use • Wellbeing • Creating Effective Classroom Practice through Learning and Development **Overview of activities partially or fully funded with this initiative funding include:** • Quality Teaching Rounds, 7 Steps to Writing and Phonics Training 24/7 • Complete What Works Best PL suite in collaboration time • Prepare to implement new syllabuses by completing NESA PL **The allocation of this funding has resulted in the following impact:** increased capacity of all teachers to embed effective practices in explicit teaching, resulting in improved internal student results. **After evaluation, the next steps to support our students will be:** targeted professional learning focused on the school's three strategic directions led by the executive to ensure that professional learning is aligned with the school's Strategic Improvement Plan.
Literacy and numeracy $18,193.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Rydalmere Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Quality Teaching and Differentiation **Overview of activities partially or fully funded with this initiative funding include:** • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students **The allocation of this funding has resulted in the following impact:** improvement in teacher capacity to differentiate their teaching programs to meet individual student needs. This led to improved student results in NAPLAN. **After evaluation, the next steps to support our students will be:** to identify groups of students to be plotted against the progressions and identify individualised student needs in literacy and numeracy.
QTSS release $31,373.43	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Rydalmere Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

QTSS release $31,373.43	• Quality Teaching and Differentiation **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. **After evaluation, the next steps to support our students will be:** employ Assistant Principal Curriculum and Instruction to support classroom teachers to deliver explicit teaching strategies across the curriculum.
COVID ILSP $74,000.00	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 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and/or numeracy. • providing intensive small group tuition for identified students . • development of resources and planning of small group tuition **The allocation of this funding has resulted in the following impact:** the majority of the students in the program achieving significant progress towards their personal learning goals **After evaluation, the next steps to support our students will be:** to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Provide additional in-class support for identified students to continue to meet their personal learning goals. Student progress will continue to be monitored through the Learning Support Team, with suitable adjustments made to ensure student success and growth in the classroom.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	85	95	88	89
Girls	60	52	59	77

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.4	92.7	92.8	86.0
1	92.5	92.3	93.1	88.7
2	94.6	92.3	92.5	90.1
3	90.7	93.8	93.4	89.3
4	90.2	88.0	92.9	88.5
5	90.3	93.3	88.9	89.5
6	90.8	93.2	88.7	85.0
All Years	92.0	92.3	92.2	88.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:
- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.29
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	3.22

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2022 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 **Actual** ($)
Opening Balance	201,796
Revenue	3,364,052
Appropriation	3,328,922
Sale of Goods and Services	1,659
Grants and contributions	30,062
Investment income	3,209
Other revenue	200
Expenses	-3,295,206
Employee related	-3,041,363
Operating expenses	-253,843
Surplus / deficit for the year	68,847
Closing Balance	270,642

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2022 **SBAR Adjustments** ($)
Targeted Total	178,385
Equity Total	147,361
Equity - Aboriginal	6,860
Equity - Socio-economic	22,653
Equity - Language	52,688
Equity - Disability	65,159
Base Total	1,547,327
Base - Per Capita	39,140
Base - Location	0
Base - Other	1,508,187
Other Total	1,209,279
Grand Total	3,082,351

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools seek the opinions of parents, students and teachers about their school. This year our school used Tell Them From Me, a web-based evaluation system to survey our students in Years 4-6. Forty-one students completed this survey. Information from the Tell Them From Me report is highlighted in this report

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

- 51% of students have a positive sense of belonging
- 73% of students enjoy positive relationships at school
- 85% of students valued schooling outcomes
- 91% of students had positive behaviour at school
- 76% of students gave a high rate of participation in school sports
- 63% of students gave a high rate of participation in extra curricula activities.
- 34% of students have positive homework behaviours

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

- 52% of our students are interested and motivated (78% NSW gov norm)
- 78% of our students try hard to succeed in their learning (88% NSW gov norm)

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

- Positive learning climate - 6.3
- Expectations of success where staff emphasise academic skills and hold high expectations for all students to succeed - 7.6

The school used the Tell Them From Me Survey to seek the perspectives of parents and carers and received 10 responses. This sample was not sufficient to provide statistically valid information.

Teachers were surveyed to find their perspective on how well the school was delivering on the 8 drivers of learning. For each driver of learning, the school was provided with a rating out of ten. Teacher ratings for Rydalmere Public School were

- Leadership 7.1 (7.1 NSW gov norm)
- Collaboration 7.4 (7.8 NSW gov norm)
- Learning Culture 7.8 (8.0 NSW gov norm)
- Data Informed Practice 7.2 (7.8 NSW gov norm)
- Teaching Strategies 7.7 (7.9 NSW gov norm)
- Technology 4.6 (6.7 NSW gov norm)
- Inclusive School 7.9 (8.2 NSW gov norm)
- Parent Involvement 6.1 (6.8 NSW gov norm)

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.