2022 Annual Report

Rylstone Public School

3025

Introduction

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

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

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School vision

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

School context

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

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

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

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

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

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

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

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

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

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

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

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

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

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

Initiatives

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

- Data skills and use
- Personalised Self-Directed Learning

Resources allocated to this strategic direction

Professional learning: $8,146.98
Socio-economic background: $13,000.00
AP Curriculum & Instruction: $20,000.20

Summary of progress

Data and skills remain a focus for us as we move into 2023. The establishment of set Professional Learning time to analyse and discuss data results was initiated towards the end of the year. All staff were trained in using Sentral for updating data. We are developing a focus of data when addressing numeracy and literacy outcomes.

Internal data sources indicate ongoing focus is required in reading fluency and understanding and comprehension of texts. In 2022 all staff engaged in PL with a focus on Effective Reading. We looked at Konza's Big 6 of Reading and Scarborough's Reading Rope to develop an understanding about the skills and processes involved in learning to read. We introduced a learning sprint around reading fluency as it was identified as an area of weakness that may be preventing effective reading comprehension in the upper primary years. We found our students had solid decoding strategies, but due to the time and cognitive load spent on decoding, they were losing the meaning of the text. An initiative was developed by the APC&I whilst participating in the High Impact School Leadership program, where all primary classes conducted learning sprints around fluency and recorded data of results. The data indicated an uptick in speed and fluency during the sprint of 8 weeks. During the 8 weeks, 78% of students who were identified as "support required" during the pre-assessment made improvements and moved to carefully monitor. It was then decided to further train the rest of the staff and continue to focus on reading fluency in teaching and learning and assessing during 2023.

Reading Check in data from Term 4 2022 suggested in Year 3 and 4, comprehension was the strongest area with 58.1% and 67.8% of questions correct, respectively. The Year 5 cohort got 55.3% of comprehension questions correct but vocabulary was the area of strength (68.8%). Whilst we have made it a focus, more work will need to be put in to bringing our results into the range we are happy with.

Staff analysed numeracy data to identify the specific areas for improvement, and design a process for ongoing data collection and evaluation. Staff engaged in professional learning throughout Terms 2 and 3 on quality practices in teaching numeracy, data analysis, ALAN, PLAN 2 and the numeracy progressions. Time was a barrier in the longevity of Mathematics PL, and this will take precedence in 2023.

Baseline data was captured through the 'Interview for Student Reasoning' and results mapped against the progressions. Staff collaborated to discuss data and insights, develop teaching ideas and identify available resources to support student learning. Feedback was also taken from the team on what did and didn't work and why, and on what further support was needed in order to effect change.

Triangulation of internal and external data sources indicates ongoing focus is required in number. Place value in particular was identified as an area of need. As a result, in addition to the planned professional learning, staff re-engaged with the mathematics syllabus and mapped the learning progressions against the syllabus outcomes from Early Stage 1 to Stage 3 with a focus on number sense and place value. Staff looked at the resource 'A Learning Place, A Teaching Place' as an additional support to assist moving into the new mathematics curriculum in 2023.

Number sense and algebra remains an area of focus. Numeracy Check in data from Term 4 revealed Year 5 answered 44.3% of questions correctly, Year 4 52.6% and Year 3 56.9%. The work of the staff, in sharing the data analysis,

created a deep understanding and commitment by everyone of what we needed to do, as a school, to improve. Professional learning included follow-up work and staff feedback revealed staff found this a highly supportive process. As evidenced by staff survey results, most staff felt confident to work collaboratively with stage colleagues to plan lessons, design assessment tasks and participate in lesson observations. There was strong evidence through document analysis of programs and lesson plans, that the professional learning was reflected in lesson planning and teaching practice, with clear strategies included.

A review of our data collection and analysis process helped us to plan for strengthened evaluative practice. Formative and summative assessment tasks, which have been linked to the syllabus and learning progressions, have been used to track student progress. Ongoing collection, monitoring and analysis of student data enabled class teachers to quickly respond to the changing needs of students and were supported through this process by the stage team as well as through instructional support. Ongoing staff feedback on the quality of the professional learning, the collaboratively developed lesson plans that showed the inclusion of new learning relevant to number sense and place value and lesson observations were most helpful in determining the change of practice amongst teachers.

All teachers have reported an increased confidence in teaching number sense and place value with every teacher reporting a better understanding of the syllabus and the learning progressions and greater expertise in what constitutes quality lessons in mathematics. Teachers are more confident to work collaboratively with colleagues and all indicated they would like the support in analysing data, designing lessons and observing practice, to continue. All teachers have reported using resources from the Literacy and Numeracy Resource hub and have developed additional resources to support student learning. 2023 will see all staff participate in "Big Ideas to Start Strong" Professional Learning.

Teacher feedback has acknowledged that we have strong structures in place that support the ongoing analysis of student data. The Principal and APC&I are leading data discussions with teachers and are providing instructional support in the design of lessons at a class, group and individual level. A planned and scheduled approach to data analysis and review will be a focus in 2023.

Personalised Self-Directed Learning has also been a focus with staff addressing student agency and ensuring learning Intentions and jointly constructed Success Criteria are used everyday. Students have been goal setting and discussing what they need to do next with class teachers for several years now. We have particularly been addressing Lyn Sharratt's Big 5 questions: 'What are you learning?', 'How are you doing?", "How do you know?", 'How can you improve?" and "Where can you go for help?".

Staff were trained in 2021 in Lyn Sharratt's 'CLARITY' suite and our APC&I was asked to present at a Learning Fair on our work with Sharratt's 14 parameters. As a result Lyn Sharratt attended our school with several other schools in our region in 2022, to observe how we embed self-directed learning in our classrooms and create the 'Third Teacher' environment. This, in itself, was an enormous privilege. Our APC&I facilitated a reboot/refresher PL for staff that had not participated in the CLARITY training to provide snapshots of the training at Professional Learning sessions. This allowed them to develop and articulate their instruction of self-directed learning. Staff felt that we as a school, were extremely proactive and had the skills to strengthen practice and improve our school systems. Rylstone Public School teachers ensured a culture was focused on learning in which they could talk collaboratively about practice, share their "craft knowledge" as co-learners and participated in 'walk and talk's in classrooms.

100% of teachers utilise learning intent and success criteria in their lessons in order to establish explicit, challenging and achievable learning goals for all students. and in creating the Third Teacher environment. This has resulted in robust and genuine self-directed learning by the students. It will continue to be an area of focus and growth in 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
Improvement in the percentage of students achieving in the top 2 bands to be at or above the upper bound system-negotiated target in reading of 45.8%.	• 2022 NAPLAN data indicates 36.4% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 2.5%.
Improvement in the percentage of students achieving in the top 2 bands to be at or above the school's lower bound system-negotiated target in numeracy of 44.7%.	2022 NAPLAN data indicates 19.05% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target, however there was an upward trend toward the target baseline.

Increase by 3.8% the number of students achieving expected growth in reading to achieve the lower bound target of 68.4%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase by 11.7% the number of students achieving expected growth in numeracy to achieve the lower bound target of 52.2%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
85% Kindergarten students will achieve within the expected end of year progression for Understanding Texts (4) in Literacy and Quantifying Numbers (4) and Additive Strategies (2) in Numeracy. 85% students achieve or exceed expected growth in Literacy and Numeracy using the Learning Progressions, PLAN 2 Data and syllabus indicators.	80% of kindergarten students have achieved within Level 4 of the understanding texts sub-element of the Literacy Progressions.
In the Learning Domain: School Performance Measures improvement moving from Sustaining and Growing toward Excelling as measured against the School Excellence Framework In the Teaching Domain: Data Skills and Use improvement maintaining Sustaining and Growing as measured against the School Excellence Framework In the Learning Domain: Assessment improvement moving from Sustaining and Growing toward excelling as measured against the School Excellence Framework	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of School Performance Measures while the element of data skills and use has remained at sustaining and growing. In the learning domain of assessment we have maintained our position of sustaining and growing.
Value-Add Data K-3 is Sustaining and Growing Value-add Data 3-5 is Sustaining and Growing	Value-Add Data K-3 is maintained at Sustaining and Growing Value-add Data 3-5 is maintained at Sustaining and Growing
Increase the % of students attending school more than 90% of the time to achieve the lower bound target of 77.2%	The number of students attending greater than 90% of the time or more has decreased by 12%, however this figure was significantly affected due to Covid as well as the impact of flooding on the community.

Strategic Direction 2: Excellence and Equity

Purpose

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

Initiatives

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

- High Expectations
- Quality Engaging Curriculum

Resources allocated to this strategic direction

QTSS release: $14,939.73
Per capita: $19,456.35
AP Curriculum & Instruction: $10,114.00

Summary of progress

HIGH EXPECTATIONS

The school's curriculum provision supports high expectations for student learning. The curriculum is enhanced by learning alliances with other schools or organisations, such as Kandos preschool and Kandos High School. Students' learning and courses of study are monitored longitudinally (for example K-2; K-6) to ensure continued challenge and maximum learning. Teachers' beliefs about their students influence how they teach and interact with them. High expectations are linked with higher performance for all students. Knowing every student, valuing them as learners and understanding how to support their learning, is all part of holding high expectations. When teachers hold high expectations it can boost students' confidence and motivation, which in turn impacts on learning and achievement. It has been a long standing issue at Rylstone Public School that our students are often 'passive-learners' and are reluctant to do that little bit more unless encourage (this ties closely with our Personalised Self-Directed learning and student agency focus).

Staff aim to promote high expectations of their students when they differentiate instruction, provide individualised feedback and engage in ongoing and meaningful classroom interactions, in order to challenge their students and encourage continuous improvement. Many Rylstone PS Staff participated in High Expectations course through MyPL which is aligned with CESE's What works best in practice which provided staff with key strategies on how to:

- consistently challenge all students to learn new things
- establish clear and consistent expectations for learning and behaviour
- guide and support students towards meeting expectations
- engage with parents and carers to encourage them to hold high expectations of their children.

The Principal also led Professional Learning on Student Agency. This allowed staff to collaboratively plan data and assessment processes that encourage personalised self-directed learning. In conjunction with the High Expectations PL, teachers applied and consistently used a range of evidence-based teaching practices to optimise learning progress for all students. Assessments were used across the teaching and learning practices in all classrooms to promote consistent judgement and inform practice. During weekly case management (Spirals of Inquiry), staff collaborated and used student progress and achievement data to identify strategic priorities for continuous improvement.

Progress towards 2022 annual progress measure captured by internal data and system check-in data supporting evidence of progress.

- Goals are articulated to students and embedded in instructional activities so that students understand these goals and their position on the trajectory to achieve them.
- Our school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.
- Change in staff in 2022 has resulted in most staff having to be re-introduced to our school plan and participate in professional learning around High Expectations and Deep Learning.
- During 2022, we had parent-teacher interviews with the parents/carers of 45 students in Term 1. Our student-led

conferences in Term 3 were held with 28 students. Whilst our Student -led conferences are not as well attended as our parent -Teacher interviews, we are persisting with them as we feel they are powerful examples of student-learning and goal setting. This information suggests we are maintaining respectful positive relations and have effect parental involvement which is valued. Next steps will be to ensure all new staff are trained in High Expectations and to continue to work for parental engagement in students goal setting and learning.

QUALITY CURRICULUM

Key indicators of curriculum success include the quality of the learning achieved by students, and how effectively students use that learning for their personal, social, physical, cognitive, moral, psychological and emotional development. All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information; including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

An identified goal for 2023 will be to look more deeply into the systems and structures utilised across the school, particularly, Inquiry Based Learning and the opportunities offered around High Potential Gifted Education. This can dovetail into our current work with Lyn Sharratt and our current gradual release of responsibility model. It also aligns with the new English Syllabus, which will be the main driver for our professional learning and curriculum delivery in 2022/3. 2022 saw us implement coding stem based extension and enrichment activities, however they did not continue for long due to staff shortages.

Document analysis of learning programs indicate 100% of all teaching and learning programs include evidence of adjustments made to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Termly program meetings ensure all teachers annotate and assess lessons regularly to ensure differentiation is being addressed. Part of the Performance and Development framework is to ensure staff address the Teaching Standards and lead initiatives within the school to evaluate and improve knowledge of content and teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs. Staff worked towards expanding their understanding of how students learn using research, such as High Potential and Gifted Education and High Impact School leadership program.

All staff participated in the Engage, Enact and Embed process of Curriculum Implementation of the new syllabus. This Professional learning was run collaboratively between the Principal and APC&I in after school.
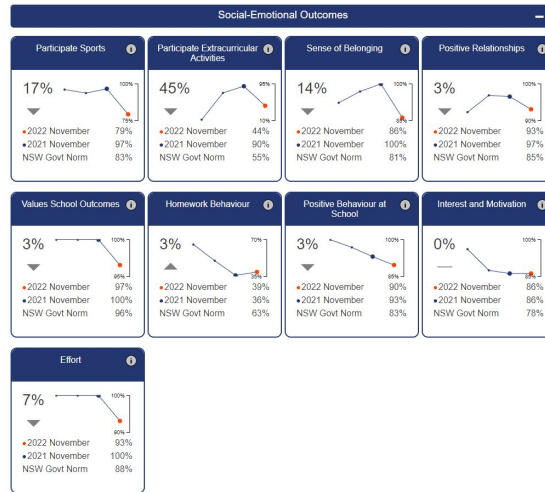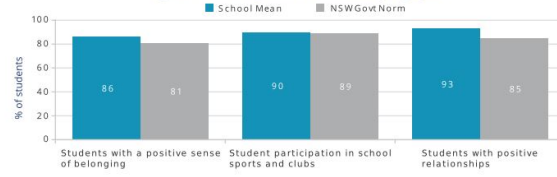
Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
In the Learning Domain: Learning Culture-trending towards Excelling In the Learning Domain: Wellbeing-maintained at Excelling In the Learning Domain: Assessment-trending towards Excelling In the Leading Domain: Educational Leadership - trending towards Excelling In the Leading Domain: Management Practices and Processes- trending towards Excelling	While we are currently on our way to becoming excelling in identified progress measures, staff were unsure whether they had data to indicate we were at the level of excelling. We found in learning Culture we were maintaining our position of working towards excelling. Wellbeing we maintained at excelling as we had data from Sentral as evidence of declining behaviour and wellbeing issues. Assessment is still an area for growth and one we will be addressing more comprehensively in 2023. Educational leadership has successfully moved to the area of excelling. Leading Management Practices and processes maintained at Sustaining and growing.
TTFM Wellbeing data (advocacy, belonging, expectations) increases to be at 85% In the area of Advocacy at School (50%) and Sense of Belonging (75%) to be at or above Expectations for Success (90%).	In the Tell Them from Me survey conducted by students in 2022, student sense of belonging was at 86%, above progress measure identified. 93% of students experienced positive relationships and 97% valued school outcomes. Advocacy at school was raised to 81%. Expectations for success had decreased to 86% from the suggested 90%.

Social Engagement

Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation [4]. Figure 1 shows the percentage of students in Rylstone Public School that were socially engaged compared with NSW Govt norms for students at the year levels assessed in this school.

Figure 1: Percentage of students socially engaged

	School Mean	NSW Govt Norm
Students with a positive sense of belonging	86	81
Student participation in school sports and clubs	90	89
Students with positive relationships	93	85

Social-Emotional Outcomes

Participate Sports

17%

2022 November	79%
2021 November	97%
NSW Govt Norm	83%

Participate Extracurricular Activities

45%

2022 November	44%
2021 November	90%
NSW Govt Norm	55%

Sense of Belonging

14%

2022 November	86%
2021 November	100%
NSW Govt Norm	81%

Positive Relationships

3%

2022 November	93%
2021 November	97%
NSW Govt Norm	85%

Values School Outcomes

3%

2022 November	97%
2021 November	100%
NSW Govt Norm	96%

Homework Behaviour

3%

2022 November	39%
2021 November	36%
NSW Govt Norm	63%

Positive Behaviour at School

3%

2022 November	90%
2021 November	93%
NSW Govt Norm	83%

Interest and Motivation

0%

2022 November	86%
2021 November	86%
NSW Govt Norm	78%

Effort

7%

2022 November	93%
2021 November	100%
NSW Govt Norm	88%

Funding sources	Impact achieved this year
Integration funding support $18,167.00	Integration funding support (IFS) allocations support eligible students at Rylstone 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:** • Other funded activities **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 • 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:** Use of integration funding has resulted in a comprehensive and holistic level of support for those students who require it. SLSO staff were utilised in classes across the school to ensure students were supported thoroughly throughout their entire day and at all points of learning. All students need were being met and catered for. **After evaluation, the next steps to support our students will be:** Maintenance of the levels of support and collaboration amongst staff. Professional learning to be maintained particularly for SLSOs. Staff to be given time to meet with various professionals and develop comprehensive plans. The use of integration funding will be adjusted throughout the year in response to student IEP/PLP reviews to ensure funding is being used where it makes the biggest impact.
Socio-economic background $28,853.02	Socio-economic background equity loading is used to meet the additional learning needs of students at Rylstone Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data skills and use • Personalised Self-Directed Learning • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through Clarity training to support student learning • development of reading fluency assessment sprint. • 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:** Teachers have a deeper understanding of how students learn and have introduced classroom practices to further develop fluency and understand the concept of character. Teaching staff are able to plan and source equitable events for students to participate in allowing them to develop their whole self. **After evaluation, the next steps to support our students will be:** to allow all students to access excursions, incursions and extra-curricula

Socio-economic background $28,853.02	activities so that there is equity across the school. To continue to address data driven results and support the effective deliver of explicit tailored teaching in literacy and numeracy.
Aboriginal background $1,847.19	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Rylstone 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:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • staffing release to support development and implementation of Personalised Learning Plans • creation of school literacy resources embedding local language **The allocation of this funding has resulted in the following impact:** More resources have been provided for staff and students to authentically address aboriginal culture and impact. Teachers have been given time to create and implement PLP **After evaluation, the next steps to support our students will be:** Maintain currency and commitment to connection with Aboriginal culture and resources. To continue to build an active and authentically inclusive culture at Rylstone PS. A specific focus will be ensuring the achievement of Personalised Learning Pathways (PLP) learning goals is attained by all Aboriginal students.
Low level adjustment for disability $33,665.04	Low level adjustment for disability equity loading provides support for students at Rylstone Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **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 equity loading include:** • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists **The allocation of this funding has resulted in the following impact:** Students identified as requiring support are provided with access to staff and programs to best support them throughout the day . Employment of SLSO to support class teacher and implement specialist programs . **After evaluation, the next steps to support our students will be:** for the school to provide additional support for identified students through the employment of trained SLSOs.
Location $29,231.65	The location funding allocation is provided to Rylstone Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students**

Location $29,231.65	**enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this operational funding include:** • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions • technology resources to increase student engagement • additional staffing for teaching principal release **The allocation of this funding has resulted in the following impact:** All students were given increased opportunities and choices to access excursions and incursions and no child missed out on learning opportunities. Principal release was utilise to allow for principal to better deal with administration requirements as well as manage a class teaching load. **After evaluation, the next steps to support our students will be:** developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.
Professional learning $8,146.98	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Rylstone Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data skills and use **Overview of activities partially or fully funded with this initiative funding include:** • Participating in Lynn Sharrat's Clarity Suite • engaging teachers to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing **The allocation of this funding has resulted in the following impact:** Further work will be focused around the Clarity , visible learning and 14 parameters. Additive thinking and Reading have been the focus. **After evaluation, the next steps to support our students will be:** Due to high change over of staff, new staff will need to be upskilled. To explore mentoring and co-teaching more formally across the school.
QTSS release $14,939.73	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Rylstone Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • High Expectations **Overview of activities partially or fully funded with this initiative funding include:** • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • The principal reviewed programs, provided written and verbal feedback and worked with classroom teachers to analyse data. **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. 100% of teachers reported lessons differentiated according to students'

| QTSS release

$14,939.73 | needs
100% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria. Professional standards were observed, teachers are willing to grow professionally and the learning culture is strong across the school. Teachers are well supported in their work and benefit with support from within the school context.

After evaluation, the next steps to support our students will be:
Continuation of time to release teachers to negotiate learning goals with students and engage with the SIP more authentically. |
|---|---|
| COVID ILSP

$36,973.00 | 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:
 • releasing staff to participate in professional learning
 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]
 • development of resources and planning of small group tuition

The allocation of this funding has resulted in the following impact:
Staffing shortages meant we did not have a designated COVID ILSP person this year. SLSO supported class teachers in supervising small groups. Staff were released where possible to create resources for use in small groups around COVID ILSP targets. Identified students demonstrated notable personal growth in targeted numeracy and literacy area.

After evaluation, the next steps to support our students will be:
Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. |
| AP Curriculum & Instruction

$30,114.20 | Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Personalised Self-Directed Learning
 • Quality Engaging Curriculum

Overview of activities partially or fully funded with this Staffing - Other funding include:
 • APC&I implemented reading fluency and numeracy programs.
 • APC&I created resources for various programs and ran s PL for staff

The allocation of this funding has resulted in the following impact:
Staff trained in reading fluency and numeracy related yo he new curriculum.

After evaluation, the next steps to support our students will be:
APC&I to maintain focus on new curriculum implementation and training of staff. APC&I to maintain regular professional development sessions and monitor resources needed for successful classroom implementation of curriculum. |

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	38	43	43	35
Girls	31	35	34	35

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.6	95.1	92.4	91.4
1	90.4	92.6	95.0	89.2
2	90.4	95.8	92.9	92.7
3	95.1	93.4	93.6	91.5
4	90.6	95.9	91.1	93.6
5	90.3	92.9	97.6	89.4
6	91.1	89.6	91.8	92.7
All Years	91.7	93.9	93.5	91.4
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)	0.2
Classroom Teacher(s)	2.42
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.46

*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	165,611
Revenue	1,060,492
Appropriation	1,008,558
Sale of Goods and Services	-300
Grants and contributions	51,688
Investment income	546
Expenses	-1,011,694
Employee related	-889,918
Operating expenses	-121,776
Surplus / deficit for the year	48,798
Closing Balance	214,409

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	18,167
Equity Total	64,365
Equity - Aboriginal	1,847
Equity - Socio-economic	28,853
Equity - Language	0
Equity - Disability	33,665
Base Total	732,182
Base - Per Capita	19,456
Base - Location	29,232
Base - Other	683,494
Other Total	68,209
Grand Total	882,923

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.
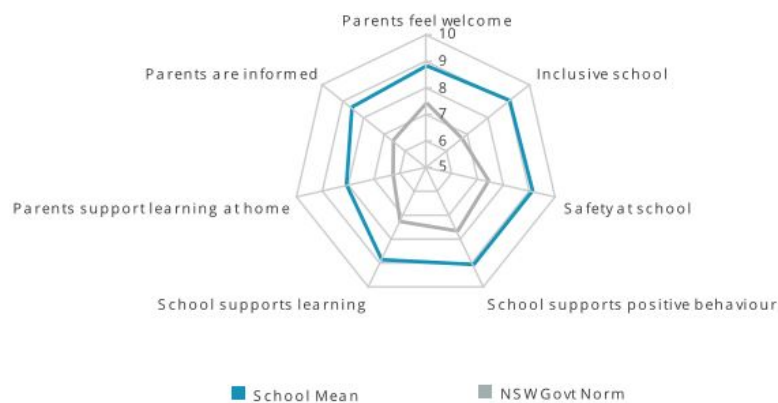
School performance - NAPLAN

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.
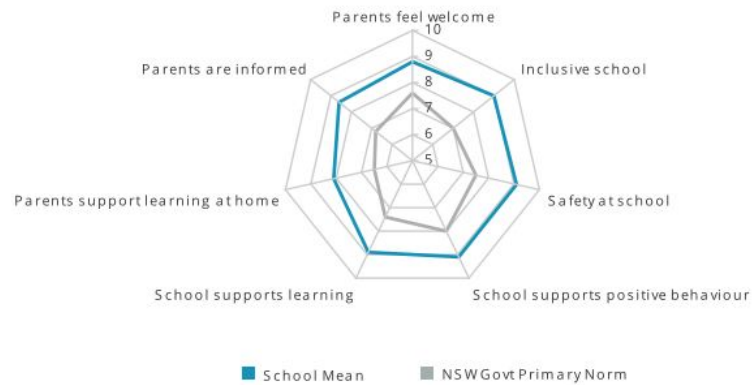
Parent/caregiver, student, teacher satisfaction

In 2022 Rylstone Public School parents completed a Tell Them From Me survey. Throughout the survey, Rylstone Public School ranked significantly above state norms in all positive areas. Findings from the survey indicated 64% of parents who completed the survey felt they could talk easily with their child's class teacher about their learning or behaviour. 96% believed they could speak easily with the school principal. 94% felt welcomed when they visited the school. 93% felt well informed about school activities. 88% felt written information from the school was in clear, plain language. 75% believed their child's school reports provided them with information on how best to support their child's learning. 60% believed enough resources were provided and 80% believed the school successfully helped all students. 80% strongly agreed they would recommend Rylstone Public School to other parents and 20% agreed . In the trend reports parents were significantly above the government norm in feeling welcome and informed at school. RPS parents considered that our school supported positive behaviour, was safe and inclusive at significantly above state norms. 80% believed our school environment was welcoming, well maintained and easily accessible. 80% of parents found our social media communication and sharing platforms to be very useful and easy to navigate.

Parents feel welcome		Parents are informed		Parents support learning at home		School supports learning	
N/A		N/A		N/A		N/A	
• 2022 November	8.8	• 2022 November	8.6	• 2022 November	8.1	• 2022 November	8.9
• 2018 September		• 2018 September		• 2018 September		• 2018 September	
NSW Govt Norm	7.4	NSW Govt Norm	6.6	NSW Govt Norm	6.3	NSW Govt Norm	7.3

School supports positive behaviour		Safety at school		Inclusive school	
N/A		N/A		N/A	
• 2022 November	9.1	• 2022 November	9.2	• 2022 November	9.0
• 2018 September		• 2018 September		• 2018 September	
NSW Govt Norm	7.7	NSW Govt Norm	7.4	NSW Govt Norm	6.7

School Mean   NSW Govt Norm

Two-way Communication with Parents

Kindergarten - Year 6 (Primary)

Legend: ■ School Mean   ■ NSW Govt Primary Norm

Two-way Communication with Parents

Parents feel welcome

School Mean (NSW Govt Norm)	8.8 (7.4)
I feel welcome when I visit the school.	9.4
I can easily speak with my child's teachers.	9.0
I am well informed about school activities.	9.3
Teachers listen to concerns I have.	8.9
I can easily speak with the school principal.	9.6
Written information from the school is in clear, plain language.	8.8
Parent activities are scheduled at times when I can attend.	8.5
The school's administrative staff are helpful when I have a question or problem.	8.1

Two-way Communication with Parents

Parents are informed

School Mean (NSW Govt Norm)	8.6 (6.6)
Reports on my child's progress are written in terms I understand.	8.5
If there were concerns with my child's behaviour at school, the teachers would inform me immediately.	9.3
I am informed about my child's behaviour at school, whether positive or negative.	8.5
The teachers would inform me if my child were not making adequate progress in school subjects.	9.2
I am well informed about my child's progress in school subjects.	8.3
I am informed about opportunities concerning my child's future.	8.5
I am informed about my child's social and emotional development.	7.7

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.