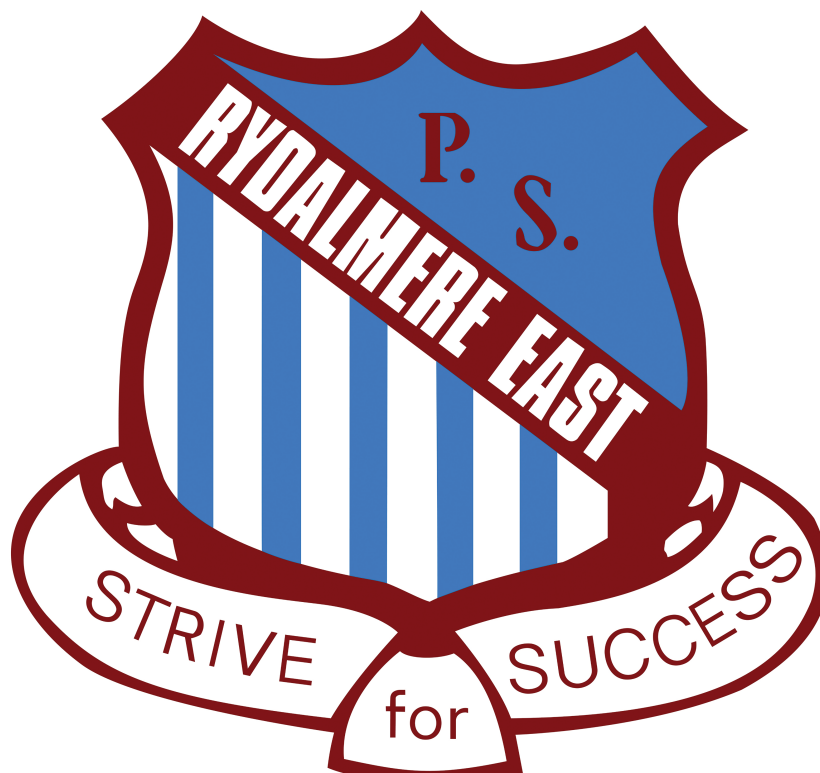


2022 Annual Report

Rydalmere East Public School



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Introduction

The Annual Report for 2022 is provided to the community of Rydalmere East 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

Rydalmere East Public School's aim is to empower all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being. This will enable them to be life-long learners, to participate in and contribute to the global world and practise the core values of the school: respect, excellence and perseverance.

School context

Rydalmere East Public School is a school of approximately 170 students (this includes students enrolled in preschool). The school works hard to promote the values of honesty, empathy and respect for others. The school delivers programs to students in preschool, support classes and mainstream K-6 classes. The staff work collaboratively to provide the best learning experiences for all students. The school endeavours to address the complex needs of the school community. These needs are ; highly transient student population, defence families and the complex needs of indigenous students and those from low socio-economic groups within the community.

Through our situational analysis, we have identified the need to embed quality teaching practices in literacy, specifically reading and numeracy. This will be achieved through the use of high impact teaching strategies. Students will utilise effective self-directed learning opportunities to develop independent practice. There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing. 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 also in all teaching and learning. This reflective practice will involve a deeper use of data to inform all processes and practices 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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
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 student proficiency and growth in all learning areas through the further development and refinement of data driven practices and the development of strong foundational skills in literacy and numeracy. We will implement high impact teaching strategies to ensure quality, consistency and evidence based pedagogical practice.

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.

- Literacy Action Plan
- Mathematics

Resources allocated to this strategic direction

Aboriginal background: \$13,223.23

English language proficiency: \$69,962.73

Integration funding support: \$79,596.00

Literacy and numeracy intervention: \$36,200.12

Low level adjustment for disability: \$96,131.18

Literacy and numeracy: \$7,244.06

Summary of progress

Literacy Action Plan

Inclusion of Intensive Reading Comprehension Program in Stage 3 allowed for an increase in student vocabulary in Year 5 students. Collaborative planning days in Term 2 and 3 have allowed for explicit unpacking of effective use of scope and sequences to consistently program amongst stage teams. They have also allowed for effective use of Consistent Teacher Judgement (CTJ) and Common Assessment Task (CAT) processes to differentiate for students and meet students at point of need. Teachers used data from CAT pre and post tests, to track student achievement and effective teacher practice. In Terms 3 and 4 the school received support from the DoE Strategic Support Team (SSS). Through targeted professional learning, all staff developed an understanding in building a reading culture within the school. The SSS team built capacity of teachers to use explicit instruction of reading and teacher knowledge about reading with emphasis on explicit vocabulary instruction to embed effective practices within classrooms and teacher practice.

In 2023, we will continue to build on effective teaching practices implemented by SSS and embed practices throughout K-6 classrooms.

Mathematics

Classroom teachers have participated in professional learning with a focus on PLAN 2 data, specifically Quantifying Number. With the use of data from pre and post tests, teacher capacity in tracking student achievement increased, resulting in a positive impact on student results. Staff engaged in DoE micro learning about the new K-2 Mathematics syllabus with professional learning delivered on Staff Development Days. The impact of this initiative has been that 100% of teachers are now implementing the whole school assessment schedule and using pre and post testing to inform teaching.

In 2023, we will continue to build on effective teaching practices in mathematics with emphasis on quality numeracy blocks. Staff will continue to build their capacity, with professional learning led by the Assistant Principal Curriculum and Instruction and engage in micro learning on School Development Days..

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
Expected Growth - Reading	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for

Improvement in the percentage of students achieving expected growth in reading to be moving towards the lower bound system negotiated target of 72.6%.	2022.
NAPLAN Top 2 bands - Reading: Improvement in the percentage of students achieving in NAPLAN top 2 bands in reading to be at or above the lower bound system negotiated target of 46.0%.	<ul style="list-style-type: none"> • 40.00% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
NAPLAN Top 2 bands in Numeracy: Improvement in the percentage of students achieving in NAPLAN top 2 bands in numeracy to be at or above the lower bound system negotiated target of 33.5%.	<ul style="list-style-type: none"> • 26.67% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.
Expected Growth - Numeracy Improvement in the percentage of students achieving expected growth in numeracy to be moving towards the lower bound system negotiated target of 53.8%.	<ul style="list-style-type: none"> • 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: SD 2 Stronger Learning Environments

Purpose

Build a culture of high expectations and inclusion through authentic engagement with parents and the broader community to support students' academic, physical, social, and emotional growth.

Initiatives

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

- Community Engagement
- Data Skills and Use

Resources allocated to this strategic direction

Refugee Student Support: \$688.00

Professional learning: \$18,360.00

Summary of progress

Community Engagement

In 2022 the school engaged with the Defence School Mentor (DSM) to work on developing and implementing events to engage the community back into school life. Some of these including ,parent morning teas, Education Week and an end of year barbeque at the Defence Force's accommodation's park. Feedback included that parents enjoyed socialising with others including staff and appreciated the student performances.

In 2023, we will implement a weekly playgroup session outside the hall/canteen area so that parents with younger children can socialise and enjoy morning tea and have an opportunity to hear form the principal about school activities and events.

Data Skills and Use

Whole school implementation of assessment schedules for each stage allowed for consistent use of common assessments, with a focus on collecting and interpreting data to inform and drive teaching and learning programs. All teachers engaged with professional learning through stage meetings to ensure accuracy in assessment. This resulted in effective analysis and evaluation of assessment data driving future teaching and learning programs.

In 2023, we will continue to build on embedded assessment practices with a focus on data driven practice targeting student growth in literacy and numeracy.

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
COMMUNITY ENGAGEMENT An improvement in the theme of "Community Engagement" to be 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 sustaining and growing in the theme of Community Engagement in the element of Educational Leadership.
EFFECTIVE CLASSROOM PRACTICE An improvement in the element of "Effective Classroom Practice" to be moving towards the school identified target of Excelling as measured by the	• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Effective Classroom Practice.

School Excellence Framework.	
<p>DATA SKILLS AND USE</p> <p>An improvement in the element of "Data Skills and Use" to be moving towards the school identified target of Excelling as measured by the School Excellence Framework.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Data Skills and Use.
<p>Assessment</p> <p>The percentage of student assessment data that is regularly used school wide to identify student learning and progress, reflect on teaching effectiveness and inform future directions is moving towards the school identified target of 100%.</p>	<ul style="list-style-type: none"> • Analysis of internal school data shows staff undertook training in the use of data to inform practice to ensure that student assessment data is regularly used school wide to identify student learning and progress, reflect on teaching effectiveness and inform future directions indicating progress toward the school identified target.

Purpose

To maximise student learning the school will implement a positive practical approach to wellbeing that increases engagement for all students including those with complex learning needs and develop students' self-regulation, growth and academic achievement.

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 and engagement

Resources allocated to this strategic direction

Socio-economic background: \$21,768.42

QTSS release: \$42,176.06

Summary of progress

Wellbeing and engagement

Executive staff engaged with Behaviour Specialists from the Department of Education and led classroom teachers in targeted professional on Trauma Informed Practice. Feedback from teachers indicated that they thought the training equipped them to better support children at their point of need. The school also undertook a rejuvenation of Positive Behaviour for Learning (PBL) by introducing a new mascot and awards system. This led to a reduction in negative incidents in semester 2. We created an outdoor learning circuit for teachers to use to enhance classroom learning and develop imaginative play for K-2 students. Cubby houses and other equipment were also rejuvenated to give students a sense of pride in their school. A traditional Aboriginal Artist was engaged to develop and paint a mural as part of our PBL processes which connected it to our local country. He also led staff through developing this traditional Aboriginal mural depicting our families and staff working in partnership to support our students. An ANZAC Memorial Garden was also developed as a place to recognise our veterans and serving defence personnel. Feedback from our community is that they are appreciative of the physical changes made to the school with a large number of families purchasing a brick paver that were installed in the ANZAC Memorial Garden, honouring serve men and women from their families. Students enjoy using this area as an outdoor classroom.

In 2023, we will focus on student voice to develop our school values in consultation with staff and community. The ANZAC Memorial Garden will have an official launch in 2023. A yarning circle will be installed next to the ANZAC Memorial Garden to connect students to country and will serve as an additional outdoor learning space.

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 Increase the percentage of students attending school more than 90% of the time to be moving towards the lower bound system negotiated target of 80.6%.	<ul style="list-style-type: none">• The number of students attending greater than 90% of the time or more has decreased by 34.33%. This data was impacted by the Public Health Orders in place at the time of harvesting.
Wellbeing Tell Them From Me data (advocacy, belonging, expectations) improves to be moving towards the lower bound system negotiated target of 87.5%.	<ul style="list-style-type: none">• Tell Them From Me data indicates 69.09% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).

**SCHOOL EXCELLENCE -
WELLBEING**

An improvement in the element of "Wellbeing" to be 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 sustaining and growing in the element of Wellbeing.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$688.00</p>	<p>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.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community Engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • release time for staff to provide targeted support to students, including mentoring and tutoring • additional staffing for targeted interventions to support student learning • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>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.</p> <p>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. This will involve professional learning for all staff on the use of translating and interpreting services, and school resources will be created to guide this process.</p>
<p>Integration funding support</p> <p>\$79,596.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Rydalmere East Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy Action Plan <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • 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) <p>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.</p> <p>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</p>

Integration funding support \$79,596.00	year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.
Socio-economic background \$21,768.42	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Rydalmere East Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>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.</p> <p>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.</p>
Aboriginal background \$13,223.23	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Rydalmere East Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy Action Plan <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>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.</p> <p>After evaluation, the next steps to support our students will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students to continue to build upon relationships already evident in the school</p>

<p>Aboriginal background</p> <p>\$13,223.23</p>	<p>community and incorporate rich and authentic cultural experiences within whole school.</p> <p>continue our partnership with the local AECG to support our identified students to connect to Country.</p>
<p>English language proficiency</p> <p>\$69,962.73</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Rydalmere East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy Action Plan <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • 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 • additional teacher time to provide targeted support for EAL/D students and for development of programs • 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 • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact:</p> <p>EALD students showing improved outcomes</p> <p>EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>increased teacher capacity to identify the learning needs of EALD students.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>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.</p>
<p>Low level adjustment for disability</p> <p>\$96,131.18</p>	<p>Low level adjustment for disability equity loading provides support for students at Rydalmere East Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy Action Plan <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 LaST and interventionist teacher

<p>Low level adjustment for disability</p> <p>\$96,131.18</p>	<ul style="list-style-type: none"> • 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 <p>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.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will continue to provide additional support for identified students. to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$18,360.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Rydalmere East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • establishment of Writing Bump It Up Walls in every classroom based on text type rubrics. • implementation of the K-2 English and mathematics curriculum. <p>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.</p> <p>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. personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Literacy and numeracy</p> <p>\$7,244.06</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Rydalmere East Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy Action Plan <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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 • employment of an additional Learning and Support intervention teacher • 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 <p>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.</p>

<p>Literacy and numeracy</p> <p>\$7,244.06</p>	<p>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.</p>
<p>QTSS release</p> <p>\$42,176.06</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Rydalmere East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing and engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>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.</p> <p>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.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,200.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Rydalmere East Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy Action Plan <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in the following impact: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Literacy and numeracy intervention</p> <p>\$36,200.12</p>	<p>to continue to have differentiated literacy and numeracy interventions across the school and to ensure that identified students are receiving targeted support.</p> <p>engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$78,660.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • 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 <p>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</p> <p>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.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	113	107	86	84
Girls	87	74	58	46

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.2	90.2	92.4	82.8
1	89.6	90.1	88.2	82.5
2	91.7	91.0	94.6	85.5
3	89.6	89.0	91.2	85.2
4	92.2	87.2	93.0	85.8
5	92.0	90.4	91.8	84.6
6	91.2	92.3	90.8	79.2
All Years	91.2	90.1	91.7	83.8
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)	7.26
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.2
Teacher ESL	0.2
School Administration and Support Staff	6.01
Other Positions	1

*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	74,229
Revenue	2,955,839
Appropriation	2,887,150
Sale of Goods and Services	6,136
Grants and contributions	59,252
Investment income	956
Other revenue	2,345
Expenses	-2,757,753
Employee related	-2,363,888
Operating expenses	-393,865
Surplus / deficit for the year	198,086
Closing Balance	272,314

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	80,284
Equity Total	201,086
Equity - Aboriginal	13,223
Equity - Socio-economic	21,768
Equity - Language	69,963
Equity - Disability	96,132
Base Total	1,833,213
Base - Per Capita	42,604
Base - Location	0
Base - Other	1,790,609
Other Total	528,939
Grand Total	2,643,522

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, Rydalmere East Public School participated in the Tell Them From Me surveys.

The survey includes measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

Parent/Carer Feedback

- 8.8 - Parents feel welcome at the school. This is an increase of 0.6 from 2021.
- 7.8 - Parents feel informed by the teacher about their child's behaviour, whether positive or negative.
- 8.2 - Parents expressed their child is encouraged to do his/her best work at school.
- 8.1 - Teachers devote their time to extra-curricular activities.
- 100% of parents stated the school newsletter and social media platform was a useful type of communication tool employed by the school.
- 100% of parents 'strongly agreed' or 'agreed' that the school is well maintained and the physical environment is welcoming.

Student Feedback

- 90% of girls and 82% of boys, believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 81% of girls and 40% of boys have a high participation rate in extra-curricular activities.
- 85% of students stated they engage in positive behaviour at school.

Teacher Feedback

- 9.1 - Teachers understand the learning needs of students with additional needs.
- 8.4 - Teachers set high expectations for student learning.
- 100% of teachers agree that Rydalmere East Public School is a culturally safe place for students.
- 90% of teachers 'strongly agree or agree' that students focus on their learning.

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.