

# 2022 Annual Report

## Rutherford Public School



4561

# Introduction

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

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

## School contact details

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## Message from the principal

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Well what a year it has been! We started the year thinking that the pandemic was behind us, but we were wrong.

Before we even came back to school, there was a scramble to secure RAT tests, with the school distributing tests to every family, and continuing to do so throughout the year. We had booster shots, air purifiers around the school, open windows, and handrails and high touch surfaces wiped down all day long.

We had to change our mindset from avoiding Covid, to accepting and minimising Covid. Staff and students ended up with Covid, which came in waves. At our hardest time, in early Term 3, we had 29 staff absent on one day, including the principal, both deputy principals and three of the seven Assistant Principals.

With very few casual teachers available, we have managed to keep the school running by collapsing programs, splitting classes and being creative and flexible. I thank the staff, students and parents for their resilience and patience to get through a tough year.

But despite all this, we managed to invite the community back into our school grounds. It has been a year of strengthening the connection between the school and its community. Even though we had to cancel our Easter Parade and Education Week assembly, we were able to host our Mother's Day and Father's Day and Grandparent's Day events, and our Book Week Parade.

Parents and community were able to come on site and marvel at our new buildings, and wonderful grounds.

Our students were able to attend their yearly excursions, with Year 6 getting to Canberra for the first time in three years. And of course, we are able to hold our Presentation assemblies in person. We had to train our younger students about assemblies because until recently they had never experienced one!

We thank those in our community who have contributed to our school in some way this year, whether it be through time and energy or through your wallet.

We have been ably led this year by a terrific group of Year 6 students. We wish them well in their future endeavours in high school and beyond.

Thank you to our P&C who have worked hard to make things better for the students and supported us in so many other ways.

So we look forward to 2023 with excitement and anticipation, as we continue to strive to make your child's experience at Rutherford Public School the best it can be.

We say farewell to a number of staff. Among them is Mrs Denise Mills, who has been at this school almost since it opened in 1985. She has led our office staff for many years, and will be missed. To all the staff who are leaving, I thank

you for your contribution to the lives of our students.

Mr Brown, the substantial principal of the school, returns to the helm in 2023, after an 18 month absence. I thank everyone for the support you have given me in my time here. Rutherford is a wonderful school in a wonderful community, and I know it will prosper into the future.

Jonathan Ridgway

Relieving Principal 2022

## School vision

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

## School context

Rutherford Public School 4561 (FOEI 129 ICSEA 924) was established in 1985 on the land of the Wonnarua People and is now a large regional primary school catering to a diverse community of learners. The school is situated within a growing residential area within the local Maitland district. The school is located in the Maitland Principal Network, Regional North and West Education School Performance Directorate. The school's enrolment for 2022 is 986, which includes students from diverse socio-economic backgrounds. The percentage of Aboriginal students in our school is 21%. The school has strong ties with the Aboriginal community and a close association with the Aboriginal Education Consultative Group (AECG). The school has a proud tradition of providing quality and highly successful programs in the creative arts, sport and extra curricula activities. Positive Behaviour for Learning (PBL) is an integral part of the school welfare ethos focusing on respect, responsibility, personal best and safety. The school values the input of community members through the Parents and Citizens' Association. Rutherford Public School is one of seven schools that are part of the Rutherford Learning Community (RLC). The school is well resourced, attracting significant funding through the Resource Allocation Model (RAM). The school has made significant investments in Information Communication Technologies (ICT) over the last two planning cycles, and the school is committed to bridging the 'digital divide' by providing laptops to all students in Years 3-6.

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

### 1. Student Growth and Attainment

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

### 2. Student wellbeing and attendance

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

### 3. Community Engagement, Consultation and Partnerships

Community engagement, consultation and cohesion is an area of focus, identified through the situational analysis. Although data from the Tell Them From Me survey suggests that overall parent and carer satisfaction is commensurate with state norms, there is a need to engage with the whole community to ensure authentic partnerships are developed between home and school. The school has worked hard to provide opportunities to include the community in the life of the school through school events, activities and assemblies. The school has identified the need to build collaborative decision-making, across all stakeholders, to ensure parents and carers are given an authentic voice in school direction.

and planning.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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

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

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

### Initiatives

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

- NUMERACY
- LITERACY

### Resources allocated to this strategic direction

**Socio-economic background:** \$655,500.00  
**AP Curriculum & Instruction:** \$301,142.00  
**Literacy and numeracy:** \$101,714.00  
**Low level adjustment for disability:** \$219,234.00  
**Professional learning:** \$40,000.00  
**Refugee Student Support:** \$687.68  
**English language proficiency:** \$15,277.00  
**Integration funding support:** \$880,024.00

### Summary of progress

Initiative teams were re-established and met twice per term.

Teachers in Initiative teams engaged with up-to date, DoE-endorsed research and training to support the presentation of whole-school TPL throughout the year. They were able to communicate and support their respective initiative progress at stage meeting level.

Teachers on Initiative teams were involved in the presentation of TPL relating to high-level engagement and enrichment of vocabulary, through the teaching of both literacy and numeracy. Team members were encouraged to investigate and trial the use of resources in the Universal Resources Hub in their classrooms, and provide feedback on their effectiveness. Staff were introduced to the three-tier model for teaching vocabulary across literacy and numeracy. The SEEC model was introduced as a tool to plan for explicit instruction in vocabulary.

A variety of data was analysed to drive literacy and numeracy initiatives: Check-in, NAPLAN and school-wide data collection, including the DoE spelling assessment.

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

2023 initiatives were planned and clearly documented (Term 4, Week 8) to begin in Week 1 of Term 1, 2023.

Some teachers moderated their practice through the implementation of enhanced literacy and numeracy initiative focus areas in their classrooms, including a noted improvement in explicit practice and high expectations for students.

Prioritising literacy and numeracy initiatives was integrated into all curriculum areas in many classrooms.

Whole-school teacher professional learning in the four forms of spelling supported the implementation of a new, draft K-6 scope & sequence for spelling. This TPL was extended to include a focus on vocabulary, and linked to improved explicit teaching of comprehension strategies. The draft scope & sequence has been updated for 2023, based on an analysis of spelling data which identified weakness by grade cohorts.

There was an overall lower level of implementation of school-wide initiatives in 3-6 classrooms.

The impact of COVID-19 in 2020/2021, and early 2022, continued to impact school results data across grades 1-6,

resulting in a particular focus on intervention in years 3 and 5 as a result of NAPLAN data.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>NUMERACY</b> <ul style="list-style-type: none"><li>• Increase the % of Year 3 and 5 students in the top two bands in NAPLAN numeracy to at least 30.3%. (Lower bound system-negotiated target).</li></ul>	Data indicates that 15% of students are achieving in the top two bands of NAPLAN numeracy which falls short of the system negotiated target of 30.3%.
<b>NUMERACY</b> <ul style="list-style-type: none"><li>• Increase the % of Aboriginal students achieving in the top 3 NAPLAN bands in numeracy to be at least 39.6% (lower bound system negotiated target).</li></ul>	Data indicates that 25.86% of Aboriginal students are achieving in the top 3 bands of NAPLAN numeracy, 13.74% below the system negotiated target.
<b>READING</b> <ul style="list-style-type: none"><li>• Increase the % of Year 3 and 5 students in the top two bands in NAPLAN reading to be at least 41.10% (Lower bound system-negotiated target).</li></ul>	Data indicates that 30% of students are achieving in the top two bands of NAPLAN reading which falls short of the system negotiated target of 41.10%.
<b>READING</b> <ul style="list-style-type: none"><li>• Increase the % of Aboriginal students in the top 3 NAPLAN bands in reading to be at least 47.30% (Lower bound system negotiated target).</li></ul>	Data indicates that 24.14% of Aboriginal students are achieving in the top 3 bands of NAPLAN reading, 23.16% below the system negotiated target.
<b>NUMERACY</b> <ul style="list-style-type: none"><li>• Increase the % of students achieving expected growth to be above 61.0% in NAPLAN numeracy (Lower bound system negotiated target).</li></ul>	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<b>READING</b> <ul style="list-style-type: none"><li>• Increase the % of students achieving expected growth to above 64.90% in NAPLAN reading (lower bound system negotiated target).</li></ul>	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.



## Strategic Direction 2: Student Wellbeing and Attendance

### Purpose

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

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

### Initiatives

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

- WELLBEING
- ATTENDANCE

### Resources allocated to this strategic direction

**Socio-economic background:** \$237,746.00

**Low level adjustment for disability:** \$149,000.00

**Aboriginal background:** \$260,345.52

**Professional learning:** \$29,209.00

### Summary of progress

Staff worked together to provide a positive and engaging learning climate for students. The structure and systems of the Positive Behaviour for Learning (PBL) framework allowed for careful data analysis. The school reviewed data each term as a whole staff, and SEL lessons were taught explicitly across K-6 using evidence informed practices related to respect, responsibility, personal best and safety. The wellbeing teacher modelled and supported the teaching of wellbeing lessons to embed positive behaviour support strategies and supported staff to implement "the Morning Circle" across the school. Teachers developed personal wellbeing goals with students every five weeks, focusing on social and emotional learning. Every class developed a classroom matrix where classroom-agreed expectations were established under the school expectations.

The school was moving toward the RRPS model based on intrinsic motivation, acknowledging and celebrating over and above actions. The wellbeing team prioritised a more intrinsic approach to dealing with behaviour with a greater emphasis on relationships. Staff are actively supported to follow up on behaviour incidents using restorative practices, and there has been a significant reduction of incidents across 3 to 6.

COVID-19 continued to present many challenges, as many staff and students tested positive for Covid. The illness affected staff and student absences, made worse by a lack of available casual teachers. It was a great challenge because the school constantly had to keep the school running by collapsing programs and splitting classes.

Attendance monitoring and support for students were heavily impacted by COVID-19. The school Attendance Initiative Team worked to respond to the changing environment throughout the year. Staff required specific information around appropriate absence codes due to various complex circumstances.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
WELLBEING	In Snapshot 1 of 2022, students with positive wellbeing (Expectations for

<ul style="list-style-type: none"> <li>• Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School to 89.5% (Lower bound system-negotiated target)</li> </ul>	Success, Advocacy, and Sense of Belonging at School) equals 77.65%.
<b>ATTENDANCE</b> <ul style="list-style-type: none"> <li>• Increase the percentage (uplift) of students attending &gt;90% of the time to 74.1% (lower bound system-negotiated target)</li> </ul>	45.6% (456 students) of students are attending school 90% of the time. This is well below our target.

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

### Purpose

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

### Initiatives

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

- Community Engagement, Consultation and Partnerships

### Resources allocated to this strategic direction

**Socio-economic background:** \$108,000.00

**QTSS release:** \$190,767.00

**Per capita:** \$249,910.00

### Summary of progress

In 2022 we re-established pre-Covid routines of communication and parent involvement at school. At the beginning of Term 1, 2022 every class, K-6, initiated the use of SeeSaw. Open classrooms were well-attended by parents and carers, and feedback was positive from staff and parents. Students enjoyed sharing their learning spaces with families and felt a sense of ownership to the learning spaces.

Consultation with community members took place throughout Book Week. Some major findings from our Book Week event were that 92% of parents felt well-informed, 67% of parents want these events to be held on the same day, only 32% of parents said that their children participated in at least one event, 78% of parents felt an Aboriginal perspective was incorporated.

We developed a reporting information pamphlet to increase parental knowledge of student reports. The executive members of staff and the Community Initiative Team concluded that there was insufficient need for an information pamphlet. Other contributing factors included timing limitations, COVID related staff shortages and relevance when considering the existence of the DoE reporting policy. Therefore the reporting information pamphlet was not shared.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Portion of parents/carers feeling welcome in the school is >75% (>7.5 in Tell them from Me Survey)	From the 2022 Tell Them From Me survey, the portion of parents/carers feeling welcome in the school is 6.8
Results in 'Tell them from Me' Survey in "parents feel informed" is greater than the state average 6.6.	From the 2022 Tell Them From Me survey, the portion of "parents who feel informed" is 6.6

Funding sources	Impact achieved this year
<p>Literacy and numeracy</p> <p>\$101,714.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Rutherford Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• NUMERACY</li> <li>• LITERACY</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students K-6 have access to quality online subscriptions to enhance literacy and numeracy learning. Kindergarten students and families are well supported by the speech pathologist. Improved resourcing in literacy and numeracy has been supported by the the purchase of resources.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Review of resourcing to support the new syllabus.</p>
<p>Professional learning</p> <p>\$69,209.00</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 Rutherford Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• NUMERACY</li> <li>• LITERACY</li> <li>• WELLBEING</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Teaching staff engaged in ongoing professional learning opportunities in literacy, numeracy and wellbeing.</li> <li>• Collaborative planning and in class observations were facilitated across the school.</li> <li>• The executive team engaged in a series of professional learning opportunities around educational leadership.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Grade and stage teams have become key working teams in collaborative planning and engaging in lesson observations. Mentoring and coaching support by executive and key staff has resulted in consistent understandings by staff and in pedagogical practices. School executive members applied understandings around building team processes in literacy, numeracy and wellbeing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Professional learning will focus on the teaching of spelling, vocabulary and comprehension through a whole school focus. Professional learning will extend to phonological, graphological processes and reciprocity of writing. Numeracy learning will focus on student engagement in mathematical activities and mathematical reasoning.</p>
<p>Refugee Student Support</p> <p>\$687.68</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>Refugee Student Support</p> <p>\$687.68</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• LITERACY</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have been well supported in transitioning to school life. Language and vocabulary skills have been a focus of student support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing monitoring of student engagement and use of vocabulary during classroom sessions.</p>
<p>Aboriginal background</p> <p>\$260,345.52</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Rutherford Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• WELLBEING</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students in literacy.</li> <li>• employment of specialist additional staff (CLO) to support Aboriginal students in attendance</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal and Torres Strait Islander students have been supported individually in aspects of early literacy. Attendance monitoring and family engagement is a priority. Students engage in high quality, community-based education programs in the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Authentic involvement of parents and community members in the targeted Aboriginal programs.</p>
<p>English language proficiency</p> <p>\$15,277.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Rutherford Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• LITERACY</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students have engaged in small group instruction and support. Specialised EAL/D teaching staff has provided TPL for teachers around progression levels and in reporting requirements for EAL/D students.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

English language proficiency \$15,277.00	TPL for teachers to continue and include monitoring of EAL/D students in class.
Low level adjustment for disability \$368,234.00	<p>Low level adjustment for disability equity loading provides support for students at Rutherford Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• NUMERACY</li> <li>• LITERACY</li> <li>• WELLBEING</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention program to increase learning outcomes</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Support teachers, paraprofessionals and SLSOs review literacy and numeracy data in the development of targeted support. Support occurs individually, in small groups and as part of whole-class lessons. A highly individualised approach to high needs students has led to improved student engagement and achievement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Linking additional support for students with their current classroom learning goals in literacy, numeracy and wellbeing.</p>
QTSS release \$190,767.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Rutherford Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community Engagement, Consultation and Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Assistant Principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives in technology</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The leadership team have further flexibility and capacity to achieve leadership initiatives and tasks, resulting in more effective leadership and management of the school and its community.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuing to provide Assistant Principals with additional release time to support classroom programs, and providing additional teaching staff to implement quality teaching initiatives in technology.</p>
COVID ILSP \$354,388.00	<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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>COVID ILSP</p> <p>\$354,388.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improvement in Literacy and Numeracy outcomes for targeted students as identified by ILSP grouping on PLAN 2.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Consulting NAPLAN, PLAN 2 and Check-In data early in 2023 to identify students who are still in need of support and maintaining communications between classroom teachers and Covid ILSP teachers on student progress.</p>
<p>Socio-economic background</p> <p>\$1,001,246.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Rutherford Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• NUMERACY</li> <li>• WELLBEING</li> <li>• Community Engagement, Consultation and Partnerships</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support the High School Transition Program, Gymnastics Program, Music Program and Dance Program implementation.</li> <li>• employment of additional staff to build capacity in the school's partnership with its community, by providing a Community Liaison Officer and a Community Garden Program.</li> <li>• additional staffing to implement quality literacy and numeracy programs to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Socio-economic background funding has a significant impact on all aspects of school. Additional support for students in literacy and numeracy through LaST and SLSO engagement actively supports students from diverse backgrounds to positively engage in learning. An individualised approach to student wellbeing together with whole school programs ensures socio-economic background is not a barrier to engagement and achievement. Whole school programs including music, dance, and gymnastics provide high quality learning experiences for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue funding literacy and numeracy programs, and wellbeing and community partnership initiatives in line with School Improvement Plan targets.</p>
<p>Integration funding support</p> <p>\$880,024.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Rutherford Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• LITERACY</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> </ul>

<p>Integration funding support</p> <p>\$880,024.00</p>	<ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the successful provision of additional support for students who have high-level learning needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to employ staff to provide intensive learning and behaviour support for funded students and students presenting with additional needs.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	484	479	491	500
Girls	455	466	486	485

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.9	93.7	92.2	86.5
1	91.6	93.2	91.1	85.1
2	92.4	93.4	92.2	85.2
3	92.1	92.5	90.5	86.0
4	92.1	93.4	90.7	82.9
5	90.8	92.6	90.7	84.8
6	89.9	91.0	90.4	84.2
All Years	91.8	92.8	91.1	84.9
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

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	7
Classroom Teacher(s)	39.19
Learning and Support Teacher(s)	2.1
Teacher Librarian	1.6
School Administration and Support Staff	8.87

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	373,363
<b>Revenue</b>	11,540,635
Appropriation	11,350,093
Sale of Goods and Services	14,932
Grants and contributions	170,715
Investment income	4,696
Other revenue	200
<b>Expenses</b>	-11,227,060
Employee related	-10,203,653
Operating expenses	-1,023,407
<b>Surplus / deficit for the year</b>	313,576
<b>Closing Balance</b>	686,939

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	880,712
<b>Equity Total</b>	1,645,103
Equity - Aboriginal	260,346
Equity - Socio-economic	1,001,246
Equity - Language	15,277
Equity - Disability	368,235
<b>Base Total</b>	7,224,697
Base - Per Capita	249,910
Base - Location	0
Base - Other	6,974,787
<b>Other Total</b>	788,193
<b>Grand Total</b>	10,538,705

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2022 the school again elected to be part of the 'Tell Them From Me' survey run by the Learning Bar Company. Contracted by the Department of Education, the online surveys aim to measure satisfaction with various aspects of the schooling experience.

### Student Satisfaction

364 Students from Years 4, 5 and 6 completed the Tell Them from Me Survey in 2022.

Some findings include:

- 64% of students reported a strong sense of belonging to the school (2021= 62% and State 2022 norm 81%)
- 80% of students identified with having positive relationships at school (2021 = 84% and State norm 85%)
- 85% of students valued schooling (2021= 85% and State norm 96%)

**Implications:** The school needs to continue to provide opportunities for each individual student to thrive and succeed. The school will look to provide additional extra curricular activities in 2023 as well as additional supports through the care continuum. <https://education.nsw.gov.au/student-wellbeing/attendance-behaviour-and-engagement/behaviour-support-toolkit/support-for-teachers/the-care-continuum>

### Parent Satisfaction

One hundred and fifteen (115) parents and carers took the opportunity to complete the Tell Them From Me Survey in 2022.

Some findings include:

- Parents generally felt welcome at Rutherford Public School with a overall score of 6.8/10 on a Likert- scale. (2021= 6.8 and State norm= 7.4)
- Parents were generally positive about communication and well informed about school activities with an overall score 6.6 on a Likert- scale = ( 2021=6.6 State norm= 6.6)
- Parents and carers saw Rutherford Public School as an inclusive school with an overall score 6.4 on a Likert- scale. (2021=6.1 State Norm= 6.7)

**Implications:** Parents were most supportive of the opportunity to meet individually with the classroom teacher. There is satisfaction with the schools communication systems (e.g. Facebook and Seesaw). The school needs to look at ways to improve the administration of excursions, payments and coordination of school events and activities. The school will look at the migration to 'School Bytes' to improve this area of the parent/carer experience. Authentic engagement opportunities for parents and carers to support their child's education and achievement against the curriculum standards is also an area for development (e.g. curriculum information sessions and newsletter articles).

### Teacher Satisfaction

Fifty-one (51) staff members completed the 2021 Tell Them From Me Survey.

Some findings include:

- Staff rated collaboration as 6.9/10 on a Likert- scale. (2021=7.6 State norm= 7.8)
- Staff rated the school's 'Learning Culture' as generally positive with a 7.7/10 on a Likert- scale. (2021=7.8 State norm= 8.0)
- Staff generally considered the school as inclusive with a score of 8.1 /10 on a Likert- scale. (2021=8.1 State norm= 8.2)

**Implications:** The school leadership teams needs to continue to look for innovative ways to build collaboration across the large school setting. Teachers and non-teaching staff have indicated that the school leadership team could explore ways to provide more timely and meaningful feedback on their teaching. The school will look to strengthen Performance and Development Plan (PDP) protocols and support.



# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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