

2022 Annual Report

Russell Lea Public School



Russell Lea
PUBLIC SCHOOL

5132

Introduction

The Annual Report for 2022 is provided to the community of Russell Lea 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

Students at RLPS succeed because we have high expectations for growth and the implementation of best practice. We know our students through deliberate, collaborative and systematic data and evaluation processes. School leadership builds teaching and learning capacity through high purpose collaboration and processes which match teaching effort to learning impact. We acknowledge the complexity of high impact educational delivery and build efficacy amongst teachers with incremental improvement and strong evaluative practices. Our students value learning skills and know when they have improved. Parents understand the student learning strategies which make the biggest difference and partner with the school to implement and support them.

School context

Russell Lea Public School is located 6km from the Sydney CBD and one street away from the upper reaches of Sydney Harbour. The school rests on the traditional land of the Wangal clan of the Eora Nation. The community has high expectations for student educational success and involvement in school operations. RLPS became a K-6 school in 2019 and moved into in totally rebuilt facilities at the same time. The new building has the potential to accommodate up to 600 students giving the current enrolment of 350 students plenty of space and the ideal platform for a rich and future focussed curriculum.

RLPS has a strong reputation in the local community for quality literacy and numeracy programs, innovation and positive wellbeing outcomes. Learning potential is increased through the use of Visible Learning and Positive Psychology. Most students achieve results in the top two bands of NAPLAN for each aspect and average results are well above the state average. All staff are committed to professional development and student success. The parent community are strong advocates for the school and significantly enhance the ability of the school to deliver quality programs and broad educational opportunity.

Situational analysis has identified we can improve understanding of students and teaching practice with enhanced data collection and analysis processes. Collaboration with clear goals and purpose around student achievement and high impact practices is the primary school development focus in this plan. Stage leaders will lead teams through teaching sprints which build capacity and student achievement incrementally and through collective effort. The leadership team will develop knowledge and capacity to implement teaching sprints and build collective efficacy. Our school community expects best practice and our work is to build understanding about what best practice is and why it works.

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>

Strategic Direction 1: Student growth and attainment

Purpose

Improve student achievement and annual growth through the implementation of high impact and data informed learning strategies.

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.

- Visible data processes
- Effective practice teaching sprints

Resources allocated to this strategic direction

Summary of progress

In 2022 the executive team led the teaching sprint process in Stage teams. Two sprint cycles were completed and improvement in teacher practice and student outcomes in the target areas was observed.. The data collected during the sprints was shared throughout the process, along with the sprint goals and the evidence based practice underpinning the improvement. The result was highly visible improvement processes and enhanced teacher practice evidenced by student growth.

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
An 11% increase in the proportion of Year 5 students achieving expected growth in NAPLAN numeracy to reach a total of 65%.	NAPLAN was not run in 2020 so Year 5 Growth figures for 2022 are not available.
A 5.5% increase in the proportion of Year 5 students achieving expected growth in NAPLAN reading to reach a total of 61%.	NAPLAN was not run in 2020 so Year 5 Growth figures for 2022 are not available.
The proportion of Year 3 and 5 students achieving in the top 2 bands in NAPLAN numeracy increases by 14.9% to the lower bound system-negotiated target.	47.3% of students in Year 3 and 5 achieved in the top two bands of NAPLAN numeracy which is lower than baseline system targets.
The proportion of Year 3 and 5 students achieving in the top 2 bands in NAPLAN reading increases by 3.4% to the lower bound system-negotiated target.	67.6% of students in Year 3 and 5 achieved in the top two bands of NAPLAN reading which is in line with base line results.
Increase attendance levels by 1.4% to a total of 87.6%.	The 2022 attendance rate was 71.78% which is below the target rate set for the four year plan.

Strategic Direction 2: Leadership Development

Purpose

Improve the ability of school leaders to lead teachers in the implementation of high impact teaching and learning strategies.

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.

- Visible school evaluation
- Collective and efficacious teams

Resources allocated to this strategic direction

Summary of progress

Stage teams have collaboratively designed teaching sprint projects which develop their ability to implement evidence based practices. Within these projects they have developed greater capacity to meet the needs of students, resulting in improved individual and collective efficacy. The progress made in school development target areas and in broad SEF themes has been documented in SPaRO and on our executive data wall. These processes have increased the visibility of data collection and evaluation.

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
The executive team can describe the improvements they have observed in two of the four agreed highly effective collective efficacy practices.	The executive team have improved the degree of participation in their teams evidenced by improved teacher initiative and leading of aspects of the sprint process. Teachers have become part of the leadership team and attended leadership Sprint PL. Two teachers will move into formalised leadership roles in 2023.
Whole school data processes are led by the executive team to understand achievement and to direct strategic effort.	A whole school data wall has been created in the staff annex. Whole school results are analysed and triangulated with data derived from sprints and stage based assessments. Analysis of NAPLAN results were completed by the executive team. This provided direction for strategic improvement, especially in the teaching of writing and numeracy in Year 3.

Strategic Direction 3: Community Engagement

Purpose

Ensure high impact learning practices are understood, valued, and expected by parents and carers.

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.

- Communication of best practice
- Community implementation of best practice

Resources allocated to this strategic direction

Summary of progress

Communication resources which explain best practice in key areas of the curriculum have been created and shared within parent workshops and beyond. Survey results from these events have indicated parents have increased their ability to improve student outcomes in literacy, numeracy and student well being. Parent helpers have joined ES1 and Stage 1. A training session provided parent helpers with the skills needed to understand how to best support students.

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
Each stage team produces several communication resources for a significant teaching and learning strategy used in 2022.	Stage leaders have contributed to communication resources which have been released to parents for key aspects of the curriculum. Communication resources have been provided which explain the use of decodable texts, orientation to ESI, the new K-2 curriculum, parent volunteering, UR strong relationships and well being, calculation strategies and the teaching of phonics.
Parents are given several opportunities for guided implementation of a teaching and learning strategy using the <i>What can I do as a parent</i> communication resources.	Parents have been provided with interactive sessions based on the provided communication resources. Workshop or training sessions have been provided which explain decodable texts, supporting children in ESI, the new K-2 curriculum, volunteering in the classroom, UR strong relationships and well being, calculation strategies and the teaching of phonics.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$141,434.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Russell Lea 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"> • Other funded activities <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 • employment of staff to provide additional support for students who have high-level learning needs • consultation with external providers for the implementation of [strategy] • 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 targeted students have met at least two goals described in their learning plans.</p> <p>After evaluation, the next steps to support our students will be: Ensure goals are adjusted throughout the year to reflect changing needs and progress towards the original goals.</p>
<p>Socio-economic background</p> <p>\$4,215.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Russell Lea 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"> • Other funded activities <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: Students without additional resources, supplies and access to opportunities are funded to ensure equity.</p> <p>After evaluation, the next steps to support our students will be: Apply a more proactive approach to identifying needs to ensure equity.</p>
<p>Aboriginal background</p> <p>\$4,602.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Russell Lea 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"> • Other funded activities

<p>Aboriginal background</p> <p>\$4,602.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: Students who identify as Aboriginal have been given opportunities to connect with culture and attend offsite events. The whole school has participated in events on site to build cultural awareness.</p> <p>After evaluation, the next steps to support our students will be: Formally open our Yarning circle. Build an ongoing relationship with an Aboriginal elder in order to meet our Aboriginal education objectives.</p>
<p>English language proficiency</p> <p>\$11,340.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Russell Lea 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"> • Other funded activities <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 intensive support for students identified in beginning and emerging phase • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: Students with EALD needs have been given intensive and ongoing language support through teacher allocation and parent consultation.</p> <p>After evaluation, the next steps to support our students will be: Provision of grouped support for target students with similar language development needs.</p>
<p>Low level adjustment for disability</p> <p>\$83,442.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Russell Lea 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"> • Other funded activities <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 <p>The allocation of this funding has resulted in the following impact: New students with significant needs have been supported through staff professional development and strategy planning with early intervention teams. Students with identified adjustments have received direct in class support from LAS teachers.</p> <p>After evaluation, the next steps to support our students will be: Build on existing teacher and SLSO capability to produce specialist skills.</p>

<p>Professional learning</p> <p>\$24,438.00</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 Russell Lea 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Teachers have worked collaboratively in stage teams to examine specific aspects of their practice and shared their progress.</p> <p>After evaluation, the next steps to support our students will be: Introduce Walkthroughs to improve the precision with which effective practice is implemented.</p>
<p>Literacy and numeracy</p> <p>\$25,833.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Russell Lea 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Teachers have worked collaboratively in stage teams to examine specific aspects of their practice and shared their progress.</p> <p>After evaluation, the next steps to support our students will be: Introduce Walkthroughs to improve the precision with which effective practice is implemented.</p>
<p>QTSS release</p> <p>\$66,624.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Russell Lea 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Teachers have worked collaboratively in stage teams to examine specific aspects of their practice and shared their progress.</p> <p>After evaluation, the next steps to support our students will be: Introduce Walkthroughs to improve the precision with which effective practice is implemented.</p>

<p>COVID ILSP</p> <p>\$27,580.00</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 <p>The allocation of this funding has resulted in the following impact: Students who are have identified learning and engagement vulnerabilities have received targeted SLSO support.</p> <p>After evaluation, the next steps to support our students will be: Monitor progress towards further independence.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	115	136	156	172
Girls	143	172	190	194

Student attendance profile

School				
Year	2019	2020	2021	2022
K	98.1	97.7	96.8	92.5
1	95.0	97.1	94.8	90.8
2	95.2	96.2	96.1	92.4
3	95.5	95.9	95.5	93.6
4	94.1	96.4	93.6	92.6
5	93.7	96.6	94.5	89.9
6	95.1	95.6	92.6	90.1
All Years	95.5	96.7	95.0	91.9
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

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.81
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*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	280,373
Revenue	3,599,204
Appropriation	3,290,437
Sale of Goods and Services	635
Grants and contributions	302,814
Investment income	5,219
Other revenue	100
Expenses	-3,621,001
Employee related	-3,275,517
Operating expenses	-345,484
Surplus / deficit for the year	-21,797
Closing Balance	258,576

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	141,434
Equity Total	103,598
Equity - Aboriginal	4,602
Equity - Socio-economic	4,215
Equity - Language	11,340
Equity - Disability	83,441
Base Total	2,742,740
Base - Per Capita	87,427
Base - Location	0
Base - Other	2,655,312
Other Total	160,693
Grand Total	3,148,464

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

Annual parent survey results indicated:

- 86% of parents surveyed would recommend RLPS to friends and family.
- 90% of parents surveyed believe administration staff make it easy to engage with the school and complete school business.
- 83% of parents surveyed believe administration systems make it easy to engage with the school and complete school business.
- 83% of parents surveyed believe formal communication provided by the school gives them information in a timely manner.
- 88% of parents surveyed believe they can work with the school to support their child with their learning.
- 80% of parents surveyed believe the leadership team fosters a culture of personal and collective growth in staff and students.
- 87% of parents surveyed believe staff at RLPS are professional in their approach and work to develop the skills that make a difference to student outcomes.
- 72.% of parents surveyed are confident their child's strengths are understood and nurtured at RLPS.
- 88% of parents surveyed are confident their child's wellbeing will be nurtured and developed at RLPS.
- 78% of parents surveyed are confident their child's learning potential will be reached at RLPS.

Student TTFM results indicated:

- 81% of students have a positive sense of belonging.
- 92% experience positive behaviour at school.
- 15% lower than state average levels of reported bullying.
- 79% of students expect to go to university.
- 84% have pride in RLPS.
- 82% have positive growth orientation.

Teacher TTFM results indicated above state average scores in collaboration, learning culture, data informed practice and parent involvement.

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.