

# 2023 Annual Report

## Rydalmere Public School



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# Introduction

The Annual Report for 2023 is provided to the community of Rydalmere Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## School vision

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

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

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

**S** - students being nurtured and knowing they belong.

## School context

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

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

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

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

1. Improvement through **Student growth and attainment**. We will achieve at or above the system negotiated targets in reading and numeracy through the delivery of individualised and targeted teaching practices that we know work for our variety of learners.
2. Improvement through **Wellbeing**. The positive wellbeing of all of our preschool children and K-6 students is at the fore of what we do. We know that when we get wellbeing right, the best learning occurs for our students. We will have the greatest efficacy in this area by having a planned approach to wellbeing with targeted strategies focused on caring for students and behaviour.
3. Improvement through **High expectations and continuous improvement culture**. Every staff member in our school plays a pivotal role in our students' educational journey. To develop the very best educators and support staff we will engage in collegial professional learning to plan for learning, reflect on and improve practice. This direction will have the greatest impact on the success of Strategic Direction 1 and 2.

## Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Working towards Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Working towards Delivering
LEADING: Educational leadership	Working towards Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
LEADING: School resources	Working towards Delivering
LEADING: Management practices and processes	Working towards Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

#### Professional learning

#### AP Curriculum & Instruction

#### Low level adjustment for disability

### Summary of progress

#### Quality Teaching and Differentiation

In Term1, staff were introduced to using a Teaching and Learning Program proforma to use as part of the teaching and learning cycle. Stage 2 and 3 teachers worked together to collaboratively program together in using the new proforma. The proforma supported teachers to explicitly plan for differentiated learning. As a result, staff demonstrated an improvement in planning differentiated activities to meet the needs of all students in their class. Student engagement increased through the use of differentiated practices across the school. Teacher feedback was positive as the shared platform and use of the school proforma reduced planning time and supported the inclusion of explicit differentiated activities in programs.

In 2024, the school will have changes in staffing which will mean that processes for programming, planning and collaborative practices will be revisited early in the year. Professional learning will be provided to all staff to support explicit instruction and develop their understanding of how to best support students with diverse learning needs across the school. The use of the K-6 school proforma through Microsoft OneNote which will allow for collaborative practices and ensure that teachers can access programs across the stages of learning to best support student needs.

#### Authentic Assessment to inform Data Skills and Use

In Terms 1 and 2, K-2 staff undertook professional learning to develop a foundational understanding of the use of ALAN and how to analyse data PLAN2 in phonics to support their understanding of student needs. Years 3-6 staff also developed a foundational understanding of how to access check-in assessment data through Scout and became proficient in analysing data to support their understanding of student needs. Staff across the school developed some understanding of how to use the department's diagnostic assessments and then to access the data in PLAN2. As a result. staff capacity in understanding that student learning data is an important process to inform the next steps in teaching has increased.

in 2024, we will continue to support staff by developing a whole school assessment schedule for literacy and numeracy that outlines diagnostic, CTJ, stage, on demand and other summative assessments. Professional learning will continue to support staff with an understanding of a range of assessments, including formative assessment and how to analyse data to inform teaching and learning. Building the capacity of staff in their data literacy will continue to be a priority.

### 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
Reading Growth	• Analysis of PAT data indicates that 29% of students demonstrated <b>reading</b> growth from Semester 1 to Semester 2.

All students can demonstrate reading growth and achievement from Semester 1 to Semester 2 using PAT as a key data point.

**NUMERACY GROWTH**

All students can demonstrate numeracy growth and achievement from Semester 1 to Semester 2 using PAT as a key data point.

- Analysis of PAT data indicates that 39% of students demonstrated **numeracy** growth from Semester 1 to Semester 2.

## Strategic Direction 2: Caring for Our Students

### Purpose

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

### Initiatives

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

- Wellbeing
- Engagement

### Resources allocated to this strategic direction

Professional learning  
English language proficiency  
Low level adjustment for disability  
Aboriginal background  
Socio-economic background

### Summary of progress

#### Wellbeing

This initiative has to been deferred to 2024 where we will reintroduce the Positive Behaviour Learning initiative, develop whole school behaviour and learning support procedures.

#### Engagement

In term 1, the Safeguarding Kids Together Team worked closely with the school principal to develop guidelines around attendance. All staff attended Attendance professional learning conducted by the Safeguarding team and a school flowchart for attendance was shared. As a result, staff became confident in the capacity to contact families in relation to student absences which in turn strengthened home/school relationships. Attendance is regularly discussed at stage and Learning and Support Team meetings, which ensured that all staff had a good understanding and ownership of student attendance data concerns. The impact of this initiative has been that all staff have a foundational understanding of attendance, students with attendance concerns and developing relationships with the community.

In 2024, we will support staff to understand and implement attendance procedures to further strengthen the impact of our processes, including the introduction of a LAMP to improve attendance.

### 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
<b>Attendance</b> An increase in the proportion of students attending school for greater than 90% of the time is at or above the lower bound system negotiated target of 81.0%.	The number of students attending greater than 90% of the time or more has increased from 55.41% in 2022 to 65.10% in 2023.
<b>Wellbeing</b> In the element of 'Wellbeing' the school is moving towards the school identified target of Excelling as measured by the School Excellence Framework.	• Self-assessment against the School Excellence Framework shows the school currently performing at Working Towards Delivering in the element of Wellbeing.

## Strategic Direction 3: High expectations and continuous improvement culture

### Purpose

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

### Initiatives

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

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

### Resources allocated to this strategic direction

AP Curriculum & Instruction  
Professional learning  
QTSS release  
Refugee Student Support  
New Arrivals Program  
Low level adjustment for disability  
Integration funding support  
Aboriginal background  
Beginning teacher support

### Summary of progress

#### Creating Effective Classroom Practice through Learning and Development

In 2023, foundational work was undertaken to support all teachers in the implementation of the new curriculum. Additional planning and programming time was organised for K-2 teachers to support implementation and development of teaching and learning strategies for the effective implementation of the K-2 curriculum. The extra time supported teachers to unpack the new K-2 units and adjust them to our context. In terms 3 and 4, stage 2 and 3 teachers trialed the new mathematics syllabus. The impact of this initiative has been to develop the capacity of year 3-6 teachers in becoming more familiar with the change in syllabus and navigating the new units of work.

In 2024, we will continue to provide professional learning for all staff on explicit teaching across the curriculum.

#### Excelling Learning Culture through Educational Leadership

In 2023, preschool staff and supervisors regularly attended Early Learning Statewide Staffroom meetings which supported the implementation of updated Early Years Learning Framework (EYLF). Extra release time and regular meetings supported the preschool processes for early learning improvement efforts. Preschool resources were audited against the Early Years Learning Framework and foundational work began to ensure the preschool aligned with EYLF to support learning outcomes. As a result of this initiative the preschool teacher has developed her capacity to develop effective teaching and learning programs.

In 2024, the Preschool Network will be further developed to support the professional development and networking opportunities for preschool staff across schools. Resourcing will continue to be addressed to support the implementation of the EYLF including ensuring that the preschool teacher will be allocated a Pcard. A change in supervision will allow greater transitioning between preschool and kindergarten.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Evidence Based Teaching Practice In the element of Effective Classroom	• Self-assessment against the School Excellence Framework shows the school currently performing at Working Towards Delivering in the element of Effective Classroom Practice.



Practice the school is moving towards the school identified target of Excelling as measured by the School Excellence Framework.

**School Leadership Team**

In the element of Educational Leadership the school is moving towards the school identified target of excelling as measured against the School Excellence Framework.

- Self-assessment against the School Excellence Framework shows the school currently performing at Working Towards Delivering in the element of Educational Leadership.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,503.19</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><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>• Creating Effective Classroom Practice through Learning and Development</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 for targeted interventions to support student learning</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> 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.</p>
<p>New Arrivals Program</p> <p>\$29,151.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Rydalmere 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>• Creating Effective Classroom Practice through Learning and Development</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>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students progressing to the next phase of English learning proficiency</p> <p><b>After evaluation, the next steps to support our students will be:</b> professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$187,289.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Rydalmere 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>• Excelling Learning Culture through Educational Leadership</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> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• consultation with external providers</li> </ul>

<p>Integration funding support</p> <p>\$187,289.00</p>	<ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$27,528.06</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Rydalmere 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>• 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 additional staff to support identified students</li> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> 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>
<p>Aboriginal background</p> <p>\$6,944.80</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Rydalmere Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</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> <li>• Excelling Learning Culture through Educational Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Aboriginal background</p> <p>\$6,944.80</p>	<ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> to continue to build upon relationships already evident in the school community and incorporate rich and authentic cultural experiences within whole school.</p>
<p>English language proficiency</p> <p>\$62,343.44</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Rydalmere 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>• 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 additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EALD students showing improved outcomes EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. increased teacher capacity to identify the learning needs of EALD students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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>\$124,367.99</p>	<p>Low level adjustment for disability equity loading provides support for students at Rydalmere Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</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>• Authentic Assessment to inform Data Skills and Use</li> </ul>

<p>Low level adjustment for disability</p> <p>\$124,367.99</p>	<ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Creating Effective Classroom Practice through Learning and Development</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>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of LaST and interventionist teacher</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> to further expand the impact of the learning support team, the school will continue to provide additional support for identified students.</p>
<p>Professional learning</p> <p>\$24,460.43</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 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>• Quality Teaching and Differentiation</li> <li>• Wellbeing</li> <li>• Creating Effective Classroom Practice through Learning and Development</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>• Authentic Assessment to inform Data Skills and Use and implementation of the new curriculum.</li> <li>• teacher relief for staff engaging in professional learning</li> <li>• course costs for staff undertaking recognised courses</li> <li>• other methods of learning designed to improve student outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in explicit teaching, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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.</p>
<p>QTSS release</p> <p>\$35,628.77</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Rydalmere 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>• Creating Effective Classroom Practice through Learning and Development</li> <li>• Excelling Learning Culture through Educational Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>QTSS release \$35,628.77</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved staff confidence and teaching practice. teachers use learning intentions, success criteria.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Assistant Principal Curriculum and Instruction to support classroom teachers to deliver explicit teaching strategies across the curriculum.</p>
<p>COVID ILSP \$55,559.96</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 2023.</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>• 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 and numeracy</li> <li>• providing intensive small group tuition for identified students</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students will be:</b> 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			
	2020	2021	2022	2023
Boys	95	88	89	82
Girls	52	59	77	72

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	92.7	92.8	86.0	90.9
1	92.3	93.1	88.7	87.3
2	92.3	92.5	90.1	88.5
3	93.8	93.4	89.3	92.6
4	88.0	92.9	88.5	87.6
5	93.3	88.9	89.5	86.9
6	93.2	88.7	85.0	90.3
All Years	92.3	92.2	88.3	89.0
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

## Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

## 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
Assistant Principal(s)	4
Classroom Teacher(s)	13.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Administration and Support Staff	3.22

\*Full Time Equivalent

## 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 2023, 2.5% 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>	2023 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
<b>Opening Balance</b>	270,642.24
<b>Revenue</b>	3,763,415.57
Appropriation	3,677,324.31
Sale of Goods and Services	634.58
Grants and contributions	74,045.29
Investment income	11,111.39
Other revenue	300.00
<b>Expenses</b>	-3,743,598.65
Employee related	-3,383,199.38
Operating expenses	-360,399.27
<b>Surplus / deficit for the year</b>	19,816.92
<b>Closing Balance</b>	290,459.16

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.

	2023 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	72,743
<b>Equity Total</b>	221,184
Equity - Aboriginal	6,945
Equity - Socio-economic	27,528
Equity - Language	62,343
Equity - Disability	124,368
<b>Base Total</b>	1,584,754
Base - Per Capita	46,326
Base - Location	0
Base - Other	1,538,428
<b>Other Total</b>	1,395,646
<b>Grand Total</b>	3,274,327

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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

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

- 49% of students have a positive sense of belonging
- 73% of students enjoy positive relationships at school
- 63% of students valued schooling outcomes
- 85% of students had positive behaviour at school
- 85% of students gave a high rate of participation in school sports
- 69% of students gave a high rate of participation in extra curricula activities.
- 28% of students have positive homework behaviours

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

- 44% of our students are interested and motivated (78% NSW gov norm)
- 65% of our students try hard to succeed in their learning (88% NSW gov norm)

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

- Positive learning climate - 5.0
- Expectations of success where staff emphasise academic skills and hold high expectations for all students to succeed - 6.9

The school used the Tell Them From Me Survey to seek the perspectives of parents and carers and received 55 responses.

Perspectives of parents are measured on a 10-point scale. Responses showed:

- Parents feel welcome - 6.8
- Parents are informed - 5.8
- Parents support learning at home - 7.3
- School supports learning - 6.4
- School supports positive behaviour - 6.6
- Safet at school 6.5
- Inclusive school 6.6

# 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.