

# 2023 Annual Report

## Russell Vale Public School



3973

# Introduction

The Annual Report for 2023 is provided to the community of Russell Vale 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

Russell Vale Public School sets high expectations for all students to reach their potential and develop as confident and creative individuals, successful lifelong learners, and active and informed members of the community. Our goal is for every student, every teacher and every leader to improve every year.

## School context

Russell Vale Public School is a personal, family-oriented, community-focused primary school located within picturesque parklands in the northern suburbs of Wollongong. Established in 1954, it has a proud tradition of academic, cultural, creative and sporting programs and achievements. Enrolments are currently at 283 students structured into 11 classes with 21 EAL/D and 9 Aboriginal students.

The teaching staff are experienced and work collaboratively to set high expectations for all students. A focus on explicit and effective teaching practices, coupled with a differentiated curriculum that is research and evidence-based drives student improvement. Embedded reflection on practice and engagement in ongoing high impact professional learning is integral to our pursuit of quality teaching practices.

There is a strong involvement of our supportive parent community, including an active and interested Parents and Citizens' Association and the Fathers of Russell Vale Kids (FORKS). We proudly deliver quality public education for the children and families we serve.

The school completed External Validation in 2020, followed by a situational analysis that has identified three areas of focus for this Strategic Improvement Plan.

When analysis was conducted against the student outcome measures it was evident that expected growth in both Reading and Numeracy would be an area for explicit focus in the new Strategic Improvement Plan. Target areas in Reading and Numeracy have been identified using internal and external data and will be a focus for professional learning and in class support.

Reflecting on the *What Works Best* strategies, it became apparent that there are many inter-dependencies between the themes. Having reflected on our implementation of practices in the past, we have prioritised establishing sustainable structures and processes for leading continual improvement, innovation and change. These activities will focus on continuing to develop and sustaining whole school processes for collecting and analysing data to ensure the implementation of contextually appropriate curriculum provision underpinned by evidence-informed strategies and embedded evaluative practices to improve student learning outcomes in Reading and Numeracy.

### **Strategic Directions:**

1. Student growth and attainment
2. Quality Teaching - Effective Classroom Practice
3. High Expectations, High Potential, High Performance

## 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	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

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

### Initiatives

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

- Data to inform practice

### Resources allocated to this strategic direction

**QTSS release**  
**AP Curriculum & Instruction**  
**Professional learning**  
**English language proficiency**

### Summary of progress

In 2023, the focus of the school's work in Strategic Direction One was on reviewing internal and external data for literacy, with a strategic focus on completing our Agreement of Practice in Reading. All teachers have a shared understanding of how evidence-based teaching strategies will be employed consistently, to optimise learning progress for all students, across a full range of abilities. Students have a greater understanding of what they are learning and can articulate what they need to do next to progress. The shared understanding also outlines the expectations for programming at the school and the non-negotiables.

The school analysed internal and external data to generate a good hypothesis about the contributing factors that need to be addressed in Numeracy, in order to drive improvement. A Theory of Action was developed defining our specific focus of improvement for Numeracy in the area of Measurement & Geometric Reasoning. These tools indicated that teachers needed to deepen their understanding of an evidence-based approach to the teaching of mathematics and to increase teacher knowledge of the new syllabus documents and the analysis and use of student data to inform practice.

School leaders unpacked data with their staff to enhance their understanding of what areas need to be a focus. Relevant professional learning was provided to support teachers to improve their teaching practice and to develop a shared understanding for the school focus, linking student needs to professional learning. The outcome of this was that there was an increase in teachers' knowledge of expected student progression in knowledge, understanding and skill and an increase in teachers engaging in professional discussions from the targeted professional learning with other staff.

Next year, Term 1 will focus on an investigation of how teachers are using their knowledge and skills in numeracy and to create a professional learning cycle.

### 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 increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 1.2%.
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 0.3%.
<b>SEF Elements Learning:</b>	• Self-assessment against the School Excellence Framework shows the

- *Curriculum (Teaching and learning programs - theme)* continues to show movement within the individual themes from Sustaining and Growing to Excelling
- *Assessment* element continues to show movement within the individual themes from Sustaining and Growing to Excelling
- *Student Performance Measures (NAPLAN, Internal and external measures against syllabus standards - themes)* continues to show movement from Sustaining and Growing to Excelling

**SEF Elements Teaching:**

- *Data Skills and Use* continues to show movement within the individual themes from Sustaining and Growing to Excelling

**Tell Them From Me Surveys**

- Teacher results in *Data Informs Practice* continue to rise and are above the NSW Govt Norm

school currently performing at sustaining and growing in the theme of Teaching and learning programs (Curriculum).

- Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Assessment.
- Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Student Performance Measures.
- Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Data Skills and Use.
- Tell Them From Me data indicates a score of 8.5 in Teaching Strategies by Teachers.

## Strategic Direction 2: Quality Teaching - Effective Classroom Practice

### Purpose

Quality teaching and leadership is essential to schools that excel. Targeted and relevant professional learning will enable teachers and leaders to develop every year. Explicit systems for collaboration and feedback will sustain quality teaching practice, with a focus on the impact of professional learning on the quality of teaching and student learning outcomes.

### 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.

- Explicit and Systematic Teaching
- Collaborative Practice

### Resources allocated to this strategic direction

QTSS release

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AP Curriculum & Instruction

Professional learning

Beginning teacher support

### Summary of progress

2023 focused on the use of collaborative practices to enhance knowledge and implementation of effective comprehension lessons through teaching sprints.

The school followed the Theory of Action and engaged staff in professional learning related to the evidence-based explicit teaching of comprehension (science of reading, syllabus, progressions) and developed a whole school explicit teaching framework (modelled, guided and independent practice), completing our Agreement of Practice in Reading. Professional learning focused on the creation and adoption of a K-6 explicit teaching model to be reflected in programs. Teacher professional learning focused on making a clear articulation of the learning intention for students that is evidenced in programs and the adoption of a whole-school language for the success criteria and learning intention. There was a strong focus on the development of the consistent and reliable use of formative assessment based upon the success criteria and learning intentions and embedding feedback to students in the learning sequence, ensuring students are provided time to act on feedback.

This professional learning resulted in an increase of teachers' knowledge of evidence-based effective teaching strategies (including explicit teaching) and enhancing teachers' ability to practice evidence-based effective teaching strategies. Teachers used a range of explicit strategies in each lesson to explain and break down knowledge. This includes questioning, reviewing previous content and learning, previewing planned content, checking that students understand feedback and expectations and assessing student learning needs.

Teachers partook in classroom observations and the modelling of effective practice and the school adopted explicit teaching as the main teaching practice. Students have an increased understanding in their learning and what they need to learn next in comprehension. This is evidenced in the use of effective formative assessment records, stage-based summative assessments, student voice, teacher observations, teaching sprint days and data analysis.

The school began our journey into Numeracy by creating a Theory of Action that was developed defining our specific focus for improvement. Next year, further work will be required to ensure that there is consistency in lesson planning across the school so that evidence-based teaching strategies will be employed to optimise learning progress for all students, across the full range of abilities. This will be implemented by engaging staff in the process of developing an 'Agreement of Practice' and a 'Consistent Model of Programming' in numeracy.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement

<p><b>High Impact Professional Learning School (HIPL) School self-assessment tool:</b></p> <ul style="list-style-type: none"> <li>• <i>Professional learning is driven by identified student needs</i> achieves beyond Delivering</li> <li>• <i>School leadership teams enable professional learning</i> achieves beyond Delivering</li> <li>• <i>Collaborative and applied professional learning strengthens teaching practice</i> achieves beyond Delivering</li> <li>• <i>Professional learning is continuous and coherent</i> achieves beyond Delivering</li> <li>• <i>Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement</i> achieves beyond Delivering</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Professional learning is driven by identified student needs</i> achieved Sustaining and Growing.</li> <li>• <i>School leadership teams enable professional learning</i> achieved Sustaining and Growing.</li> <li>• <i>Collaborative and applied professional learning strengthens teaching practice</i> achieved Sustaining and Growing.</li> <li>• <i>Professional learning is continuous and coherent</i> achieved Sustaining and Growing.</li> <li>• <i>Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement</i> achieved Sustaining and Growing.</li> </ul>
<p><b>SEF Elements Teaching:</b></p> <ul style="list-style-type: none"> <li>• <i>Effective Classroom Practice</i> element continues to show movement within the individual themes from Sustaining and Growing to Excelling</li> <li>• <i>Professional Standards</i> element continues to show movement within the individual themes from Sustaining and Growing to Excelling</li> <li>• <i>Learning and Development</i> element continues to show movement within the individual themes from Sustaining and Growing to Excelling</li> </ul> <p><b>SEF Elements Leading:</b></p> <ul style="list-style-type: none"> <li>• <i>Educational Leadership</i> achieves Excelling</li> </ul> <p><b>Tell Them From Me Surveys</b></p> <ul style="list-style-type: none"> <li>• Student results in <i>Explicit Teaching Practices and Feedback</i> continue to rise and are above the NSW Govt Norm</li> <li>• Teacher results in <i>Collaboration</i> continue to rise and are above the NSW Govt Norm</li> <li>• Teacher results in <i>Learning Culture</i> continue to rise and are above the NSW Govt Norm</li> <li>• Teacher results in <i>Teaching Strategies</i> continue to rise and are above the NSW Govt Norm</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Effective Classroom Practice.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Professional Standards.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Learning and Development.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the element of Educational Leadership.</li> <li>• Tell Them From Me data indicates a score of 7.3 in Explicit Teaching Practices and Feedback by students.</li> <li>• Tell Them From Me data indicates a score of 8.4 in Collaboration by Teachers.</li> <li>• Tell Them From Me data indicates a score of 8.6 in Learning Culture by Teachers.</li> <li>• Tell Them From Me data indicates a score of 8.5 in Teaching Strategies by Teachers.</li> </ul>



### Purpose

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All students will be challenged and engaged in curriculum experiences in order to develop their potential. A culture of high expectations that informs differentiation will be supported by strategies that both challenge and support all students' learning.

### Initiatives

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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.

- Personalised Learning
- Curriculum Implementation

### Resources allocated to this strategic direction

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Professional learning  
Integration funding support  
Socio-economic background  
English language proficiency  
Low level adjustment for disability  
Per capita  
Aboriginal background  
Beginning teacher support  
AP Curriculum & Instruction  
QTSS release

### Summary of progress

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The school's work in Strategic Direction 3 focused on challenging students through engagement in curriculum experiences in order to develop their potential through high expectations that informs differentiation and strategies that both challenge and support all students' learning.

The school began a three year partnership with the Living Ripples team in collaboration with Western Sydney University, with a focus on gaining a greater understanding of the ongoing wellbeing story in our school and community.

K-2 teachers spent the year teaching the new curriculum by modifying and contextualising the new units of work, while teachers in Years 3-6 spent the year unpacking and implementing the new curriculum in anticipation of the 2024 release for implementation. All teachers provided personalised learning and targeted support, while creating a teaching and learning environment that is inclusive, promotes the intellectual engagement of all students, including high potential, and reflects individual strengths, needs and learning directions, ensuring that the school offers a curriculum that provides equitable opportunities for all students.

High Impact Professional Learning included the familiarisation and implementation of the High Potential and Gifted Education Policy. A team of school leaders attended the Wollongong North and Wollongong Networks Community of Practice to engage in professional discussion, led school-based professional learning and evidence in the implementation of practice.

Other resources allocated enabled the Learning and Support Team to integrate with whole school practices supporting students with socio-economic background, low level adjustment for disability and integration funding. This included the employment of a Learning and Support Teacher (0.8) and Student Learning Support Officers (SLSOs) to support Learning Support Team programs and interventions.

This work will continue next year as we continue to implement the High Potential and Gifted Education Policy across the school and the new curriculum is released.

### 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
<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• 4.72% uplift in the percentage of students attending &gt;90% of the time</li> </ul>	<ul style="list-style-type: none"> <li>• The number of students attending greater than 90% or more of the time is 78.18% indicating progress toward the lower bound target.</li> </ul>
<p><b>SEF Elements Teaching:</b></p> <ul style="list-style-type: none"> <li>• Curriculum (Curriculum provision - theme) continues to show movement from Sustaining and Growing to Excelling</li> </ul> <p><b>SEF Elements Learning:</b></p> <ul style="list-style-type: none"> <li>• <i>Learning Culture (High expectations - theme)</i> continues to show movement from Sustaining and Growing to Excelling</li> <li>• <i>Student Performance Measures (Student growth - theme)</i> continues to show movement from Sustaining and Growing to Excelling</li> </ul> <p><b>Tell Them From Me Surveys</b></p> <ul style="list-style-type: none"> <li>• Student results in <i>Expectations for Success</i> continue to rise and are above the NSW Govt Norm</li> <li>• Teacher results in <i>Parent Involvement</i> continue to rise and are above the NSW Govt Norm</li> <li>• Teacher results in <i>Challenging and Visible Goals</i> continue to rise and are above the NSW Govt Norm</li> <li>• Teacher results in <i>Quality Feedback</i> continue to rise and are above the NSW Govt Norm</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Curriculum provision.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of High expectations.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Student growth.</li> <li>• Tell Them From Me data indicates a score of 8.0 in Expectations for Success by students.</li> <li>• Tell Them From Me data indicates a score of 6.6 in Parent Involvement by Teachers.</li> <li>• Tell Them From Me data indicates a score of 7.9 in Challenging and Visible Goals by Teachers.</li> <li>• Tell Them From Me data indicates a score of 7.7 in Quality Feedback by Teachers.</li> </ul>
<p><b>Wellbeing</b></p> <ul style="list-style-type: none"> <li>• 5.4% uplift in the percentage of students reporting <i>Advocacy, Expectations for Success and Sense of Belonging</i> in the Tell Them From Me surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Tell Them from Me data shows 79.50% of students identify as having positive Wellbeing (<i>Expectations for Success, Advocacy and Sense of Belonging</i>) at school indicating progress below the lower bound target.</li> </ul>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$32,925.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Russell Vale 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>• Personalised Learning</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>• intensive learning and behaviour support for funded students</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <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> all eligible students demonstrating progress towards their personalised learning goals. All Personal Learning and Support Plans (PLaSPs) 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 continue to support the funded students in the classroom with SLSO support, reviewing and reporting on their personal learning goals across the year in response to needs. The use of integration funding will be adjusted throughout the year in response to student PLaSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$46,331.73</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Russell Vale 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>• Personalised Learning</li> <li>• Curriculum Implementation</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 the Learning and Support Team to support identified students with additional needs</li> <li>• equitable access to specialist resources</li> <li>• engage with external providers to support student engagement and retention</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> identified students accessing additional learning support from teachers and School Learning Support Officers (SLSOs). All students demonstrated progress towards their learning goals as detailed in their personalised learning plans.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to supplement and extend the Learning and Support Team staff to ensure well-developed and evidence-based approaches address the needs of students who require additional assistance in learning and/or wellbeing.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Russell Vale Public School. Funds under</p>

<p>\$8,572.23</p>	<p>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>• Personalised Learning</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>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Pathways</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the creation and development of an environment that fosters higher levels of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to strengthen the school's Personalised Learning Pathway processes to identify, organise and apply personal approaches to learning and engagement for all Aboriginal Students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Russell Vale 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>• Data to inform practice</li> <li>• Personalised Learning</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>• maintain a core practice for supporting students learning English as an Additional Language or Dialect</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students becoming more confident and prepared to take risks with their language use, as noted in teacher observations, work samples and the EAL/D learning progression.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to provide extra support to identified teachers and increase teacher capacity to support EAL/D learners to support growth on the EAL/D learning progression.</p>
<p>Low level adjustment for disability</p> <p>\$93,616.61</p>	<p>Low level adjustment for disability equity loading provides support for students at Russell Vale 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>• Personalised Learning</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 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>• targeted students are provided with an evidence-based intervention</li> </ul>

<p>Low level adjustment for disability</p> <p>\$93,616.61</p>	<p>(Maqlit) to increase learning outcomes</p> <ul style="list-style-type: none"> <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> an increase in students achieving at or above expected scores in NAPLAN results. The school has achieved a consistent approach to student learning support and interventions with all teachers regularly timetabled to attend Learning and Support Team meetings and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to expand the impact of the learning support team. The school will provide additional support for identified students through the increase of the Learning and Support Teacher to 0.8 and the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$19,579.29</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 Vale 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>• Data to inform practice</li> <li>• Explicit and Systematic Teaching</li> <li>• Personalised Learning</li> <li>• Curriculum Implementation</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>• teacher relief for staff engaging in professional learning with the Assistant Principal Curriculum &amp; Instruction to unpack evidence-based approaches to teaching reading and numeracy and to explore evidence-based practices.</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> personalised and targeted professional learning for staff new to the school or returning from leave in the form of modelling, mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$55,277.86</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Russell Vale 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>• Data to inform practice</li> <li>• Explicit and Systematic Teaching</li> <li>• Collaborative Practice</li> <li>• Curriculum Implementation</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>• 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> differentiated teaching through on-going formative assessment. This intensive professional learning approach has resulted in improved engagement in learning and student achievement. Evidence can be seen in a combination of internal assessments, teacher observations and external</p>

<p>QTSS release</p> <p>\$55,277.86</p>	<p>assessments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to strengthen and continue our professional learning cycle of LEARN - DO - REFLECT.</p>
<p>COVID ILSP</p> <p>\$83,189.92</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 to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</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 significant progress towards their personal learning goals and/or PLAN 2 learning progression data.</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 the Small Group Tuition funding provided by the department. These groups will be formed using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will continue to be a priority.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	151	147	143	147
Girls	140	142	136	128

## Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.4	94.4	91.7	92.7
1	93.0	94.9	89.5	92.7
2	92.0	91.7	91.7	93.2
3	92.1	92.9	89.2	94.7
4	93.9	91.2	87.4	92.9
5	91.1	92.7	88.0	90.4
6	93.1	90.6	87.5	92.1
All Years	92.9	92.5	89.2	92.6
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)	3.8
Classroom Teacher(s)	9.43
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.47

\*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>	224,299.93
<b>Revenue</b>	3,073,339.96
Appropriation	2,907,904.84
Sale of Goods and Services	12,438.24
Grants and contributions	145,312.26
Investment income	7,684.62
<b>Expenses</b>	-2,862,080.90
Employee related	-2,429,763.14
Operating expenses	-432,317.76
<b>Surplus / deficit for the year</b>	211,259.06
<b>Closing Balance</b>	435,558.99

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>	13,401
<b>Equity Total</b>	150,921
Equity - Aboriginal	8,572
Equity - Socio-economic	46,332
Equity - Language	2,400
Equity - Disability	93,617
<b>Base Total</b>	2,197,312
Base - Per Capita	72,613
Base - Location	0
Base - Other	2,124,699
<b>Other Total</b>	252,758
<b>Grand Total</b>	2,614,391

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

All parents and carers were surveyed about their satisfaction with Russell Vale Public School.

20 parent/carer replies were received, representing 10.6% of families. There were 13 questions inquiring about areas regarding resources, connection to the community, contact with teachers, acceptance of all students, student welfare and discipline, challenging programs, high expectations, extracurricular programs, reporting to parents and homework. Out of a possible 260 responses, only 8 disagreed, meaning that 97% of responses either agreed or strongly agreed.

All teaching staff were surveyed about their satisfaction with Russell Vale Public School. 12 responses were received. There were 13 questions inquiring about areas regarding the environment, communication, resourcing, guidance, high expectations, responsibilities of learning, balance of learning, reflection, research, professional learning and diversity. Overall, 98% of teachers either strongly agreed or agreed with the questions.

All students in years 4-6 participated in the Tell Them From Me survey provided by the Department. Although this survey does not directly request satisfaction data, 91% of students indicated that they had positive relationships at school, while 70% of students indicated that they feel proud of their school, 20% neither agreed or disagreed and 9% either disagreed or strongly disagreed.

# 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.