2020 Annual Report

Russell Vale Public School

3973

Introduction

The Annual Report for 2020 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 school 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

Russell Vale Public School
Terania St
Russell Vale, 2517
www.russellval-p.schools.nsw.edu.au
russellval-p.school@det.nsw.edu.au
4284 4396

School vision

Russell Vale Public School sets high expectations for all students to reach their potential and develop as confident and creative individuals that are lifelong learners. Our goal is for every student, every teacher and every leader to improve every year.

School context

Russell Vale Public School is a small, personal, family-oriented primary school located within picturesque parklands in the northern suburbs of Wollongong. Established in 1954, it has a proud tradition of academic, cultural and sporting programs and achievements. Enrolments are currently in a slow but steady increase with 292 students structured into 12 classes.

Staff 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 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.

We proudly deliver quality public education for the children and families we serve.

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 school plan and annual report. Every five 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 school 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	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing
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

Data Informed Evaluative Practices

Purpose

"Expert teachers are not wedded to specific teaching strategies - rather, they regularly focus on evaluating the effects they have on students, and adjust teaching methods accordingly" - John Hattie.

Teachers need to be knowledgeable about data and to be able to use it competently and confidently in order to make instructional decisions. Taking time to reflect on this rich information and to consider each student in the class on a regular basis is the foundation of good assessment and teaching. Reflection on the class as a whole and on individuals within the class is necessary if teachers are to provide effective learning experiences for students. Effective analysis of student data will help teachers identify student learning needs.

Improvement Measures

Students achieve one year of growth in literacy and numeracy for one year input of teaching as measured by internal and external measures.

Increased leadership capacity as evidenced by improved use of evaluations, assessment and data.

Improved effective analysis and use of data by individual teachers and teams to meet student learning needs.

Progress towards achieving improvement measures

Process 1: **Evaluative Practices for Leaders "Big Data"**

Implement a systematic plan for the collection, analysis, interpretation and use of a range of student achievement data.

Evaluation	Funds Expended (Resources)
Data is used to evaluate and validate teaching and school improvement strategies. Leaders display the technical expertise to measure the capacity of learning. Class information sheet completed to inform next year's teacher. Leadership capacity was improved as evidenced by evaluations, assessments and effective use of internal and external data.	$3000 ACER OARS Progress and Achievement (PAT). $46000 Curriculum Leader. Continued professional learning in executive meetings, after school staff meetings, planning days, School Development Days and with external professional learning providers.

Process 2: **Data/Assessment Practices for Teachers "Small Data"**

Facilitate professional learning that builds teachers' and leaders' data literacy skills to ensure a deep understanding of the teaching and learning cycle by ensuring that teams meet every 1-4 weeks and follow a specific structure to examine student data, set incremental goals, improve instruction, create, plan, repeat.

Evaluation	Funds Expended (Resources)
Teachers display the technical expertise to measure the impact of teaching. Targeted and ongoing continual professional learning has improved the effective analysis and use of data by individual teachers and teams to meet student learning needs.	Continued professional learning in executive meetings, after school staff meetings, planning days, School Development Days and with external professional learning providers.

Strategic Direction 2

Quality Teaching - Literacy and Numeracy

Purpose

Teachers share a significant responsibility in preparing young people to lead successful and productive lives. Teacher quality is the single most important in-school factor influencing student achievement. Our purpose is to create a collaborative culture that develops skilled and high performing teachers with a focus on evidence-based practices. We are particularly focused on improving instruction in literacy and numeracy because of its direct impact on student achievement as per the Premier's Priorities.

Improvement Measures

Increase the proportion of students achieving proficiency in NAPLAN in line with and to exceed the Premier's Priorities.

Effective, collaborative, integrated approach to quality literacy and numeracy teaching, curriculum planning and delivery, and assessment is evident in all classrooms.

Increased effective use of the learning progressions and formative assessment strategies, by both students and teachers, is evident in every classroom.

100% Aboriginal students set and work towards individual learning goals set in Personalised Learning Pathways. Every student supported as an individual to achieve proficiency.

Progress towards achieving improvement measures

Process 1:   Evidence-Based Professional Learning

Draw on research informed practices to develop and implement high quality professional learning in literacy and numeracy (formative assessment, feedback, differentiation).

Evaluation	Funds Expended (Resources)
An evidence-based approach to teaching and learning has been displayed in all classrooms and teaching and learning programs, which has directly impacted on student growth and achievement. There has been an increase in the effective use of formative assessment strategies.	Continued professional learning in executive meetings, after school staff meetings, planning days, School Development Days and with external professional learning providers. $50864 QTSS release. $10000 phonics resources and professional learning.

Process 2:   Programming, Planning, Delivering and Assessing

Systematic and thoughtfully structured school systems, led by school leaders, drive the collaborative school planning of teaching and learning programs that focus on student growth and consistency in teacher judgement in the literacy and numeracy progressions and classroom assessments.

Evaluation	Funds Expended (Resources)
Student work samples were collected and analysed. Staff drew data from work samples to inform teaching focuses in writing, in order to formulate learning intentions and success criteria. All staff are beginning to demonstrate growing competency in the use of backward mapping from classroom data to jointly construct success criteria with students. Student work samples begin to show evidence of attention to success criteria when providing feedback to self and others.	Continued professional learning in executive meetings, after school staff meetings, planning days, School Development Days and with external professional learning providers. Curriculum Leader 2 days per week ($46000).

Progress towards achieving improvement measures	
K-2 staff analysed, evaluated and researched Synthetics Phonics Program - Get Reading Right and we are in the early phases of implementation. Structures are in place to ensure continuous collaboration opportunities to plan, reflect, improve and deliver upon highly specific outcomes and incremental goals.	Get Reading Right Phonics programs and professional learning ($15000). QTSS funds utilised for Planning Days - K-2 (5 casual days), 3-6 (6 casual days) - twice per term (while working on-site).

Process 3:   Personalised Learning and Support

Develop and implement a process that supports a wide range of students with additional learning and support needs.

Develop and implement a process that supports all Aboriginal students through the development, implementation and evaluation of Personalised Learning Pathways.

Evaluation	**Funds Expended (Resources)**
Learning support meetings with all teachers, Principal and LaST team sharing progress and achievement for all students. All teachers attended a minimum of one LST meeting each term to discuss student progress; PAT, progressions, learning sprints, classroom data and any behavioural/learning/wellbeing concerns. All teachers were able to identify student learning needs in literacy and numeracy and differentiate the classroom program to provide specific intervention strategies. Teaching and learning programs show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and adjustments lead to improved learning.	Continued professional learning in executive meetings, after school staff meetings, planning days, School Development Days and with external professional learning providers. Student Learning Support Officers employed to assist with Phonics and Learning and Support Program ($65000). Learning and Support Teacher employed one extra day per week ($23000).

Strategic Direction 3

Engagement and Deep Learning

Purpose

We promote equity and excellence and that all young Australians will become successful learners, confident and creative individuals and active and informed citizens. All students need to be continuously challenged to learn new things as if this does not occur, underachievement may result. The early school years contribute to the development of the whole child, which in turn drives academic outcomes. Every child brings a different set of experiences, knowledge and skills to school with them, and understanding these is essential to planning their individual and personalised learning pathways. Our goal is to build connections and relationships so that all students, Aboriginal and non-Aboriginal come together, improving the educational outcomes and wellbeing of all so that they can excel and achieve in every aspect of their education.

Improvement Measures

Increased evidence of critical and creative thinking in classrooms and teaching and learning programs.

Improved student engagement and wellbeing school mean in student Tell Them From Me surveys (students who are interested and motivated, positive teacher-student relations, students with a sense of belonging) to above average for similar schools.

Increased activity in partnership meetings where information is shared and strategies to promote and improve learning are developed.

Progress towards achieving improvement measures

Process 1:   Enrichment for Students

Refine and review future-focused learning where students collaborate and use critical and creative thinking to solve complex problems across all curriculum areas and learning stages.

Evaluation	Funds Expended (Resources)
Collection of data compared to baseline from previous year guides future planning. Student work samples reflect quality engagement, including technology. Higher levels of student engagement and well-being that are linked to higher academic achievement and mental health.	Continued professional learning in executive meetings, after school staff meetings, planning days, School Development Days and with external professional learning providers.

Process 2:   Wellbeing

Implement a whole-school integrated approach to student wellbeing in which students can connect, succeed and thrive at each stage of development, while incorporating the 16 Habits of Mind to build social, emotional learning and life skills.

Evaluation	Funds Expended (Resources)
Higher levels of student engagement and well-being in the Tell Them From Me and Student Satisfaction surveys.	Continued professional learning in executive meetings, after school staff meetings, planning days, School Development Days and with external professional learning providers.

Process 3:   Partnerships

Increase partnerships across and beyond the school community (parents, Northern Illawarra Aboriginal Educational Consultative Group, universities, businesses, community groups, community of schools and networks of schools).

Evaluation	Funds Expended

Progress towards achieving improvement measures	
Evaluation	**(Resources)**
Structures are in place to enable regular opportunities to collaboratively plan, reflect, improve and deliver innovative practices.	Continued professional learning in executive meetings, after school staff meetings, planning days, School Development Days and with external professional learning providers.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Total Aboriginal background loading available ($10718)	All Personalised Learning Pathways were developed and implemented with parents/carers. Aboriginal students continue to progress academically and socially through School Learning Support Officer (SLSO) assistance. Funds have been used appropriately to support learning of Aboriginal students and results indicate an increased % of students achieving at levels similar with their non-Aboriginal peers in literacy and numeracy. Funds were also utilised for student assistance.
English language proficiency	Total English language proficiency ($2898)	All EALD students achieved academic growth. Through the analysis of individual student programs and the review of internal student data, students are supported by differentiation in the classroom and by School Learning Support Officer assistance. Students with additional needs in English language proficiency are showing improvement in their language skills on internal and external measures.
Low level adjustment for disability	Funding used as part of Learning support program ($25228)	Low level adjustments for students with a disability were supported in many ways. Our Learning and Support Team met weekly each term to discuss individual student needs and monitor their progress. The Learning and Support Teacher, employed 4 days per week, assisted classroom teachers in the provision of support structures for students with additional needs. Comprehensive support was also provided through the provision of School Learning Support Officers for students with learning needs. Development and review of Individual Education Plans for students with additional needs was completed by classroom teachers. The Learning and Support Team continue to modify the caseload by term and make adjustments for 2021.

The learning support team has effectively supported all students with additional needs in learning and behaviour and this is reflected in pre and post intervention assessment data. |
| **Quality Teaching, Successful Students (QTSS)** | QTSS allocation ($50864) | QTSS funds have been used to support the implementation of Learning Sprints. Teachers have increased their capacity in collaborative problem solving and use student data to drive differentiated instruction. These funds also supported the opportunity for teachers to observe classroom practice and provide feedback as part of the Performance and Development Framework. All staff continue to make progress on individual plans for continual improvement. The executive was released to facilitate professional learning, mentoring and planning. |
| **Socio-economic background** | Socio-economic Background allocation ($51308) | Comprehensive support was provided through the provision of School Learning Support Officers for students with behaviour, social or learning needs. Development and |

Socio-economic background	Funding used as part of the Learning Support program and was used for provision of the Curriculum Leader position and extra day Learning Support Teacher. Funds used to support all professional learning activities in conjunction with Learning Support and QTSS. Student assistance funds made available to families.	review of Personalised Learning and Support Plans (PLaSP) or adjustments for students with additional needs was completed by classroom teachers. The Learning and Support Team will continue to modify its caseload by term and make adjustments for 2021. Funds have been used to support professional learning for teachers to support implementation of the school plan priorities. Teachers have enhanced skills and understanding that impact positively on the literacy and numeracy skills of all students including those from low socio-economic backgrounds.
Support for beginning teachers	$4375	Funds were used to support a beginning teacher in early years and reduce workload. Beginning Teacher mentoring and professional learning.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	126	139	150	151
Girls	130	131	136	140

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.6	94.9	94.2	95.4
1	94.7	93.3	93.5	93
2	94	94.1	95.3	92
3	95.5	91.7	94.7	92.1
4	93.2	93.4	94.1	93.9
5	94.7	92	93.7	91.1
6	94.7	94	89	93.1
All Years	94.8	93.3	93.6	92.9
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. 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.

Management of non-attendance

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

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

Russell Vale Public School 3973 (2020)

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.47
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 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2020 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2014-17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 **Actual** ($)
Opening Balance	170,723
Revenue	2,646,137
Appropriation	2,581,361
Sale of Goods and Services	6,006
Grants and contributions	58,086
Investment income	684
Expenses	-2,752,725
Employee related	-2,388,763
Operating expenses	-363,961
Surplus / deficit for the year	-106,588
Closing Balance	64,135

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

Financial summary - Equity loadings

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

	2020 **Approved SBA** ($)
Targeted Total	29,677
Equity Total	155,782
Equity - Aboriginal	10,718
Equity - Socio-economic	51,308
Equity - Language	2,898
Equity - Disability	90,859
Base Total	2,196,744
Base - Per Capita	68,784
Base - Location	0
Base - Other	2,127,960
Other Total	103,739
Grand Total	2,485,942

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

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

34 parent/carer replies were received, representing 19% of families. There were 13 questions enquiring 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 442 responses, only 22 disagreed, meaning that 95% of responses either agreed or strongly agreed. The majority of disagreement statements were in regard to parents feeling that outside of reports, not enough information regarding academic achievement has been shared. A Term 1 Snapshot has been developed and this will be a focus point for the new planning cycle.

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, supplemental surveys were distributed in response to answers. A trend had appeared noting our Students' disapproval of our toilet facilities. Further feedback was sought in regards to improvements that will take place early in 2021.

All teaching staff were surveyed about their satisfaction with Russell Vale Public School. 14 responses were received. There were 13 questions enquiring 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.

Throughout 2020, Russell Vale Public School utilised the Tell Them From Me survey provided by the Department. This survey was provided to students, teachers and the community, but did not directly request satisfaction data.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.