2009 Annual School Report
Ruse Public School

NSW Public Schools – Leading the way
Messages

Principal's message

The Annual School Report reflects the self evaluation processes undertaken within Ruse Public School in 2009. It is a summary of the school’s achievements this year and provides information regarding our priorities for 2010. I congratulate the students, staff, parents and community members of Ruse Public School on their achievements and endeavours throughout 2009 and promote our commitment to continue to deliver quality programs catering for the needs of all our students in the 21st century.

Ruse Public School has a tradition of excellence. Outstanding teaching and learning programs have been planned and delivered by our dedicated and professional staff reflecting our key focus areas of literacy, numeracy, technology and student engagement. In addition, many opportunities and experiences have been provided within sport, creative and performing arts, cultural activities and student welfare programs.

As a partner in our local learning community, we have joined with other schools for professional learning and a variety of student activities during the year. A number of students from Leumeah High School worked with our Stage 3 students on a highly successful peer support/anti-bullying program, a transition to high school program was implemented, our dance groups performed in the Leumeah High School MAAD Festival, Year 6 students participated in a Year 6/7 gala day and several of our student leaders were involved in high school SRC activities.

All students at Ruse Public School now have the benefit of an interactive whiteboard in each classroom, video conferencing facilities in the library, a computer laboratory as well as a small bank of laptop computers. Our interactive whiteboards have been funded with money from the P&C, funds raised from our fun run and a federal government grant.

The parents and community members of Ruse Public School provide outstanding support to the school. A very active P&C holds meetings twice each term and operates a healthy canteen, uniform shop and second hand clothing pool.

I would like to take this opportunity to thank all members of our school community for their support during 2009.

I certify that the information in this report is the result of a rigorous school self evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Annette O’Neill

P&C Message

In 2009 we have seen a very dedicated and enthusiastic P&C team. The entire P&C has devoted an enormous amount of time and energy into achieving our goals and continuing our great partnership with the school and the community.

Our canteen proved again to be our most successful fundraiser. We have extended our community support this year by purchasing our fruit and vegetables from the new Ruse IGA store and continuing our support of other local businesses. Ruse IGA has supported our school with a cheque for $2030.18. The school community is very appreciative of IGA’s support.

Our new uniform has really been a breath of fresh air, with all parents embracing it. The transition to the new uniform has been smooth and an overall success.

This year we have supported the school by:
- purchasing another interactive Smartboard;
- subsidising Gymnastics for K-6; and
- paying for half the slashing of the back field.

We have also assisted as a P&C in:
- covering books;
- reading and supporting in classrooms;
- attending and assisting at events ie carnivals;
- providing gifts for Mothers’ Day and Fathers’ Day stalls;
- conducting fundraising raffles and lolly/slice drives; and
- organising and implementing book club for the students.

So in what has been a great year, I thank all the volunteers within the P&C and community for their support and hard work.

Kylie Devine
Student representative’s message

Ruse Public School values the input of students in the running and leadership of our school. Students are able to fulfil a variety of important leadership positions from the time they are in Year Two.

Ruse Public School’s Student Representative Council (SRC) is made up of students elected through a ballot in their classroom. The SRC, in 2009 was headed by SRC leaders in the leadership team, Luke Kato and Ailie Byrne. The SRC organised a number of different fundraising opportunities including mufti days, lunchtime discos and school based competitions. Due to the hard work of the SRC and the support of the whole school community, donations have been made to the Victorian Bushfire Appeal, Sudden Infant Death Syndrome (Red Nose Day) and cancer charities.

The 2009 Leadership Team was comprised of ten Year 6 students. This year, members of the team have been involved in a range of activities including: links with the local high school, Young Leaders Day and many important in-school responsibilities. School Captain, Hayden Lucas, attended a two day workshop in Term 2, at the University of Western Sydney, with other student leaders from all over the region. School leaders have had the responsibility of running and assisting in the organisation of whole school assemblies throughout the year.

Peer Mediators are Stage 3 students who have been responsible for mediating minor issues in the playground and organising the distribution of sporting equipment to the larger school community. Throughout the year, these students have shown maturity when dealing with younger students and school equipment.

Hayden Lucas and Kylarna Pisani

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.
Management of non-attendance
Non-attendance is monitored through specific procedures including communication home via telephone, notice of absence letters sent home to parents/carers requiring an explanation for non-attendance and adherence to the Attendance Policy which includes referral to the Home School Liaison Officer when attendance issues have not been resolved.

A weekly positive reward program operates for K-2 and 3-6 students who attend school each day.

Class sizes
In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit conducted on Wednesday 18 March 2009.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
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<tbody>
<tr>
<td>12F</td>
<td>1</td>
<td>13</td>
<td>22</td>
</tr>
<tr>
<td>12F</td>
<td>2</td>
<td>9</td>
<td>22</td>
</tr>
<tr>
<td>12G</td>
<td>1</td>
<td>14</td>
<td>23</td>
</tr>
<tr>
<td>12G</td>
<td>2</td>
<td>9</td>
<td>23</td>
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<tr>
<td>1D</td>
<td>1</td>
<td>20</td>
<td>20</td>
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<tr>
<td>2T</td>
<td>2</td>
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</tr>
<tr>
<td>345K</td>
<td>3</td>
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<td>345K</td>
<td>4</td>
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<tr>
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<td>34M</td>
<td>3</td>
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<tr>
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<td>16</td>
<td>26</td>
</tr>
<tr>
<td>34V</td>
<td>3</td>
<td>13</td>
<td>27</td>
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<tr>
<td>34V</td>
<td>4</td>
<td>14</td>
<td>27</td>
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<tr>
<td>3B</td>
<td>3</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>56E</td>
<td>5</td>
<td>11</td>
<td>28</td>
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<tr>
<td>56E</td>
<td>6</td>
<td>17</td>
<td>28</td>
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<td>56M</td>
<td>5</td>
<td>12</td>
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<td>6</td>
<td>17</td>
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<td>KS</td>
<td>K</td>
<td>20</td>
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</table>

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

Teacher Entitlement

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Primary Principal</td>
<td>3.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Primary Teachers</td>
<td>11.0</td>
</tr>
<tr>
<td>Primary Part-Time Teacher</td>
<td>0.6</td>
</tr>
<tr>
<td>Primary Teacher RFF</td>
<td>0.588</td>
</tr>
<tr>
<td>Primary Teacher Learning Assistance</td>
<td>0.9</td>
</tr>
<tr>
<td>Primary Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Regional Personnel located at Ruse Public School</td>
<td></td>
</tr>
<tr>
<td>Primary Teacher of Visual Disabilities</td>
<td>3.0</td>
</tr>
<tr>
<td>Primary Student Support Executive Release</td>
<td>0.336</td>
</tr>
<tr>
<td>Itinerant Primary Assistant Principal Visual Disabilities</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal Learning Assistance</td>
<td>1.0</td>
</tr>
<tr>
<td>Designated Support Teacher Learning Assistance</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>24.224</td>
</tr>
</tbody>
</table>

Non teacher Entitlement

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary General Assistant</td>
<td>0.526</td>
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<tr>
<td>Primary School Administrative Officer</td>
<td>1.422</td>
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<tr>
<td>Primary School Administrative Manager</td>
<td>1.0</td>
</tr>
<tr>
<td>Total</td>
<td>2.948</td>
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</tbody>
</table>

Under the new National Education Agreement (2009) guidelines, schools must report on the Indigenous composition of their workforce. At Ruse PS, one classroom teacher is Indigenous and one of our School Learning Support Officers (SLSO) temporarily employed for the Norta Norta program is Indigenous.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>94%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>6%</td>
</tr>
</tbody>
</table>
Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Balance brought forward  163 852.95
Global funds  187 869.00
Tied funds  117 853.57
School & community sources  60 129.90
Interest  8 219.25
Trust receipts  13 140.20
Canteen   0.00
Total income  551 064.87

Expenditure
Teaching & learning
  Key learning areas  18 894.17
  Excursions  17 995.02
  Extracurricular dissections  27 359.84
Library  3 060.44
Training & development  8 770.03
Tied funds  134 353.46
Casual relief teachers  42 442.98
Administration & office  45 535.60
School-operated canteen   0.00
Utilities  42 188.91
Maintenance  25 310.07
Trust accounts  12 213.15
Total expenditure  378 123.67
Balance carried forward  172 941.20

A full copy of the school's 2009 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2009

Achievements

Arts
Ruse Public School has maintained its on-going commitment to the arts through a variety of class and school activities. Our achievements reflect the commitment of students, teachers and the community to performing arts.

Highlights of 2009 include:
- the enthusiastic performance of more than 70 students, K-6, in the Leumeah High School “MAAD Festival”;
- performances of school choir and Ruse Ropers at special assemblies;
- the celebration of NAIDOC Week. Students engaged in Aboriginal dance and musical activities;
- performances by Tony Bones entertainment troupe to celebrate Literacy Week;
- performance by Steve’s Puppets with a focus on anti-bullying; and
- enthusiastic participation and very entertaining performances by primary students in the annual Talent Show.

Public Speaking and Debating
In 2009, Ruse Public School made a commitment to the art of public speaking in a number of domains.

In class, students from grades 3-6 wrote speeches, learnt valuable public speaking skills and presented speeches to their peers. From this, students were selected to participate in a stage competition with those winners going through to the South-West Sydney Oracy competition.

In debating, senior and junior teams debated against other schools in the region. Students worked together to create arguments concerning issues such as education and the environment.

These public speaking opportunities have allowed the students of Ruse Public School to develop not only important speaking skills, but also the ability to think critically.

Sport
Ruse Public School actively promotes physical/health programs to ensure our children are fully aware of what a healthy lifestyle involves and the benefits it brings.

Our canteen has been recognised as a healthy food outlet with particular care being given to the use of recyclable and biodegradable materials.

Sporting highlights of 2009
- Two Fridays per term were dedicated to gala day Primary School Sporting Association (PSSA) competition. The winter sports were: soccer, netball and hockey and the summer sports were softball, cricket and T-ball.
Positive participation was reported by all coaches.

- PSSA T-ball and hockey both secured first place rankings in the Campbelltown Zone PSSA inter-school competition.
- Home sport students participated enthusiastically in fitness and skill sessions each Friday.
- One Stage 3 class trialled the Premier’s Sporting Challenge with great success.
- The popular and effective Gymnastics program continued for all K-6 students.
- Years 3-6 students participated in Go Go Golf clinics.
- Successful school carnivals for swimming, cross country, and athletics were held.
- Selected students represented Ruse PS in swimming, cross country and athletics competitively at zone and regional carnivals.

Other

Academic Competitions

In 2009, 19 students competed in the International Competition and Assessment for Schools (ICAS) in Mathematics, English, Spelling, Writing, Science and Computer Skills.

Two students received Distinction certificates and two achieved Credits.

Environmental Education

Ruse Public School remains actively committed to Environmental Education and conservation.

Highlights of Environmental Education in 2009 include:
- participation by all students in the Clean Up Australia campaign;
- ongoing maintenance and development of the school vegetable garden; and
- incorporation of water conservation activities in teaching programs.

Academic

In the National Assessment Program Literacy and Numeracy (NAPLAN), the results across 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 the assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)
Year 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Year 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3

Year 3 literacy results improved compared to previous years with a significant rise in performance of 24.2 points from 2008.

Year 3
- In overall literacy, 88% of students achieved in the middle to high bands compared to 86% of South West Sydney Region (the region) and 91% of the state.
- 11% of students scored in the lower two bands compared to 19% of the region and 12% of the state.
- In reading, 88% of students scored in the middle to high bands compared to 81% of students in the region and 88% in the state.
- In the writing component, 89% of students achieved in the middle to higher bands compared to 89% of students in the region and 92% in the state.
In overall literacy, 85% of students achieved in the middle to high bands compared to 80%
of students in the region and 86% of students in the state.

- 15% of students achieved in the lowest two bands compared with 20% of students in the region and 13% in the state, however, no students at Ruse Public School achieved in the lowest band in overall literacy.

- In reading, 83% of students scored in the middle to higher bands compared to 72% of students in the region and 82% of students in the state. Students at Ruse Public School outperformed the region in the top two bands by 14% and the state by 11%.

- In the writing component, 78% of students achieved in the middle to higher bands compared with 81% of students in the region and 85% in the state, however, students at Ruse Public School outperformed the region in the top two bands by 7% and the state by 2%.
Progress in literacy

Year 5 literacy results showed an improvement from the previous three years with the school outperforming the region in 2009.

86% of students' results in Year 5 can be matched to their previous results in Year 3. Growth is an important measure as it shows how the school "value adds" to students previously assessed levels.

In literacy, the school's average growth was 93.7 which exceeded the state mean of 77.6. Boys' growth was greater than the growth of girls. 70.6% of students exceeded or were equal to the state mean growth in literacy.

The school excelled in reading growth achieving 120.5 compared to the state growth of 87.7. In reading, boys' growth exceeded the girls. 86.5% of students exceeded or were equal to the state mean growth in reading.

In writing, the school's average growth was 63.2 which exceeded the state growth of 60.2. 61.8% of students were at or exceeded the minimum amount of growth.

Numeracy – NAPLAN Year 3

Numeracy scores in Year 3 improved compared to previous years, with a significant improvement in 2009 of 33.4 points which exceeded both the region and the state.

Year 3
- 86% of students achieved in the middle to high bands exceeding the region's score of 76% and the state's score of 85%.
- 14% of students scored in the lowest two bands compared to 24% of the region and 16% of the state.
Numeracy – NAPLAN Year 5

Numeracy scores in Year 5 improved compared to the previous two years.

Year 5
- 81% of students achieved in the middle to high bands compared to 75% of students in the region and 84% of students in the state.
- 19% of students scored in the lowest two bands compared to 25% of students in the region and 17% of students in the state.

Progress in numeracy
86% of students’ results in Year 5 can be matched to their previous results in Year 3. Growth is an important measure as it shows how the school “value adds” to student’s previously assessed levels.

In numeracy, the school’s average growth was 107.4 compared to the state mean growth of 95.3. Boys’ growth was greater than the growth of girls. 78.4% of students were at or above the expected minimum growth.
Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar, punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Percentage of Year 3</td>
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<tr>
<td>students achieving at</td>
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<tr>
<td>and above minimum</td>
<td></td>
</tr>
<tr>
<td>standard</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>98</td>
</tr>
<tr>
<td>Writing</td>
<td>94</td>
</tr>
<tr>
<td>Spelling</td>
<td>96</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>93</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

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<tbody>
<tr>
<td>Percentage of Year 5</td>
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<tr>
<td>students achieving at</td>
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<tr>
<td>and above minimum</td>
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<tr>
<td>standard</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
</tr>
<tr>
<td>Spelling</td>
<td>95</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal Education

Ruse Public School is very proud of its commitment, support and achievements in Aboriginal Education across all curriculum areas from Kindergarten through to Year 6. An awareness of Aboriginal people and their culture as well as the significance of Aboriginal people in Australia’s history has been a focus in Aboriginal Education.

Events and programs that were implemented to enhance the education and social development of Indigenous students and non Indigenous students throughout 2009 at Ruse Public School were exciting, inspiring and successful.

Personal Learning Plans (PLPs) were created by staff for all Aboriginal and Torres Strait Islander students, targeting specific areas of need. These PLPs have been very effective in assisting the students to focus and work hard to achieve their goals.

The ‘Norta Norta’ program has been another success story for Aboriginal students at Ruse Public School with one of our Aboriginal parents becoming an Aboriginal tutor and delivering the program. She consistently liaised with teachers to ensure the program was culturally appropriate for each student.

NAIDOC Week 2009 was extremely special because we were eventually able to have a second flag pole installed at the school. We were very privileged to have one of our local Aboriginal elders, ‘Uncle’ Ivan come to the school and perform an ‘Acknowledgment of Country’ to commemorate the official start to NAIDOC week and Ruse Public School’s inaugural Aboriginal flag raising ceremony.

During NAIDOC Week, the whole school was able to attend and enjoy an Indigenous storytelling performance.

Students and teachers participated enthusiastically in a mufti-day, wearing clothes that were red, black & yellow. Students donated a gold coin enabling the school to raise funds which were donated to the ‘Koori Kids’ Learning Links education program.

Aboriginal artworks were created by students K-6 and some of these were selected for display in the office area.

Overall, 2009 was a very exciting and rewarding year for Aboriginal Education at Ruse Public School. Students were able to achieve academically and socially in an inclusive school environment that promotes Aboriginal pride and respect.

Multicultural education

In 2009, there was no allocation for an English as a second Language (ESL) teacher. However, multicultural education was embedded in teaching and learning programs.

Curriculum and social skills programs ensured an inclusive school community and a racism-free learning and working environment. One teacher was nominated and trained as an Anti-Racism Contact Officer (ARCO).

HSIE and Connected Outcomes Groups (COGS) programs are culturally inclusive and develop understanding of cultural, linguistic and religious difference.
Respect and responsibility

Every Monday morning students gathered for our whole school assembly. At this time, we displayed our respect to our country by singing the National Anthem and raising both the Australian flag and the Aboriginal flag.

During our assembly, the Rule of the Week was presented and highlighted. Respect and Responsibility are embedded in our school rules as important qualities for Citizenship, both of our school and our nation.

At Ruse PS, students are taught respect and responsibility through:

• treating each other with respect;
• looking after school and personal property;
• showing respect to all teachers and visitors;
• taking responsibility for their actions; and
• caring for our school and local environment.

In 2009, students have participated in leadership, anti-bullying, energy monitoring, recycling and Clean Up Australia programs.

Progress on 2009 targets

Target 1

Literacy

78% of students achieve grade based stage outcomes in literacy evident in school based data

80% of students achieve grade reading benchmarks

An improvement of 5% in proficiency levels in national testing will be achieved

Percentage of students achieving minimum standards in literacy to be at or above state level

Individual growth in literacy from Years 3-5 matches or exceeds the state average.

Our achievements:

• 78% of students achieved at or beyond ‘sound achievement’ in literacy reports to parents;
• 80% of students have achieved school grade reading targets;
• 98% of Year 3 students achieved minimum standards or higher in national testing compared to 98% of students in the state;
• Improvement in Year 3 students achieving at or above minimum standards in national testing was 5% from the previous year;
• 33% of Year 3 students achieved proficiency standards in national testing which was an improvement of 9% from 2008;

• 100% of students in Year 5 achieved minimum standards or higher in national testing compared to 96% of students in the state;
• 26% of students achieved proficiency standards in national testing which was an improvement of 11% from 2008;
• Growth of students in performance from Year 3 to Year 5 was 93.7 points which was 16.1 points better than the average growth in the state;
• All kindergarten students displayed growth from the benchmark level in Best Start;
• Development and implementation of a range of quality assessment processes that provided accurate data and informed teaching and learning programs; and
• Implementation of an improved scope and sequence for the teaching of literacy has led to improved student outcomes.

Target 2

Numeracy

82% of students achieve grade based stage outcomes in numeracy evident in school based data

An improvement of 5% in proficiency levels in national testing will be achieved

Percentage of students achieving minimum standards in numeracy to be at or above state level.

Our achievements:

• 84% of students achieved at or beyond ‘sound achievement’ in numeracy reports to parents;
• 98% of Year 3 students achieved minimum standards or higher in national testing compared to 95% of students in the state;
• 40% of Year 3 students achieved proficiency standards in national testing which was an improvement of 23% from 2008;
• 98% of students in Year 5 achieved minimum standards or higher in national testing compared to 97% of students in the state;
• 10% of students achieved proficiency standards in national testing compared to 13% in 2008;
• Growth of students in performance from Year 3 to Year 5 was 107.4 points which was 12.1 points better than the average growth in the state;
• All kindergarten students displayed growth from the benchmark level in Best Start; and
• Quality numeracy programs were taught within the context of a structured scope and sequence.
Target 3

Student Engagement
Attendance rates meet or exceed the state average
96% of students actively engaged in using technology
Decrease in the number of students placed on discipline levels and/or suspended.

Our achievements:
- Attendance rate was 94.0% in 2009;
- 100% of students utilised technology in classrooms;
- Quality teaching programs were evident in all classrooms;
- Effective student leadership was demonstrated by the actions and initiatives of the student leadership team, the Student Representative Council (SRC) and the Peer Mediators;
- A decrease in the number of students referred to the student welfare team;
- Implementation of a number of positive student welfare initiatives which have supported students;
- Active engagement of students in school environmental initiatives; and
- Parent and community involvement in school activities.

Target 4

Interactive technology established in another three classrooms in the school
Teacher access to and capacity to use interactive whiteboard technology and other technologies is evident in teaching strategies and programs
Student access to and capacity to use interactive whiteboard is evident in student engagement and improved student learning outcomes in all Key Learning Areas.

Our achievements:
- Installation of interactive whiteboards in the remaining four classrooms enabling access to interactive technology in all classrooms;
- Introduction and professional learning in the implementation of the technology scope and sequence;
- Improved staff competence in the use of Connected Classroom (CC) equipment and interactive whiteboards (IWB) in the classroom setting;
- Improved student access to and capacity to use a range of technologies; and
- Implementation of a strategic funding plan to procure additional Information Communication Technology (ICT) equipment for enhanced teaching and learning.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2009, our school carried out evaluations of School Culture, Technology and PDHPE.

Educational and management practice

Culture

Background
Students, parents and staff were surveyed in Term 3 to ascertain the school community’s views on school culture.

Findings and conclusions
87% of respondents believe:
- the school understands and responds to the context of the community in which it works;
- the school recognises and celebrates students achievement;
- staff, students and parents support what is happening at school; and
- the school’s curriculum caters for the learning needs of all students.

89% of respondents believe:
- students are the school’s main concern; and
- the school culture supports a sense of ownership of the school.

94% of respondents believe:
- the school community recognises, values and supports the contribution of new members to the culture of the school; and
- the school encourages everyone to be a continuing learner.

86% of respondents believe:
- the school is continually finding ways to improve what it does; and
- the school makes important changes when necessary.

Future directions
- Continue to promote a positive school culture through strong community links.
Curriculum

Technology

Background

A whole school survey was conducted in Term 3 with the view to improving students’ outcomes in Technology.

Findings and conclusions

99% of respondents believe:
- computers are an important part of student education; and
- computer safety is an important aspect of education.

88% of students have access to a computer at home whilst 72% of students have Internet access.

94% of parents believe the school’s program is developing and meeting the technology needs of all students.

47% of students would like to access the school’s computer lab more often.

53% of parents surveyed would be interested in attending technology workshops at school.

Future directions

- Improved access to computers for all students.
- Integration of interactive whiteboards into classroom teaching and learning programs.
- Parent workshops in technology.

PDHPE

Background

A whole school survey was conducted in Term 3 with the view to improving students’ outcomes in PDHPE.

Findings and conclusions

- Extend the implementation of the Premier’s Sporting Challenge to a number of classes.
- Most respondents believe students participate in regular physical activities which meet the requirements of the PDHPE syllabus.
- A small number of parents indicated that they would like to be better informed about the PDHPE content taught at school.
- Most students believe they have good access to physical activity resources at lunchtime and recess.
- 69% of teachers feel confident in teaching all areas of the PDHPE syllabus.
- 98% of teachers feel that assessment tasks are developed and regularly implemented to assess student achievement of PDHPE outcomes.
- 93% of teachers and parents believe that PSSA sports provide a valuable sporting experience for students.

Future directions

- Extend the implementation of the Premier’s Sporting Challenge to a number of classes.
- Continue to offer professional learning in areas of PDHPE.

Parent, student, and teacher satisfaction

In 2009, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

Findings and conclusions

- Most parents, students and teachers believe the school is attractive and well-resourced.
- Most parents also believe the school encourages communication and responds to enquiries promptly and in a friendly manner.
- Students, staff and parents maintain that literacy and numeracy are the school’s main focus whilst at the same time a wide range of extracurricular activities are offered to students.
- The majority of students, parents and teachers believe the school is: supportive of the welfare of students; promoting a healthy lifestyle and responding to student welfare issues effectively.

Future directions

- Continue with current programs.

Professional learning

Professional learning to support school plans and targets was provided to all staff during 2009. Staff participated in professional learning at weekly staff meetings and during School Development Days at the beginning of Terms 1, 2 and 3 and at the end of Term 4. These sessions had a focus on literacy, particularly the Accelerated Literacy program, and technology – using Interactive Whiteboards. Courses offered by the Department of Education also supported teachers in the areas of behaviour management, literacy, numeracy, differentiating the curriculum, early career teaching and the kindergarten Best Start program.
School development 2009 – 2011

Targets for 2010

Target 1
To improve literacy outcomes of all students with a specific focus on increasing the number of students

- Achieving at or above ‘sound’ in reading and writing evident in school based data
- Achieving at or above grade reading benchmark targets
- Matching or exceeding regional proficiency levels based on national testing
- Achieving at or above minimum state level standards.

Strategies to achieve this target include:

- Systematic analysis and use of SMART Data and school based data to inform and improve literacy teaching and learning;
- Implementation of quality assessment strategies reflecting the Quality Teaching framework including - Best Start assessment; reading benchmarking; PAT-R reading assessment; writing rubrics and authentic assessment within Community of Schools;
- Revision and implementation of the even year scope and sequence for Writing and Accelerated Literacy;
- Implementation of focused literacy teaching programs K-6 including: Accelerated Literacy, visual literacy, higher order thinking skills and Personalised Learning Plans for Aboriginal students;
- Provision of professional learning to ensure the implementation of Quality Teaching; and
- Integration of connected learning and other technologies in literacy.

Our success will be measured by:

- Decrease in the number of students not achieving minimum benchmarks;
- Increase in the number of students achieving at proficient levels;
- All students in Kindergarten show growth from benchmark level;
- Individual growth in literacy from Yrs 3-5 matches or exceeds the state average;
- Evidence of quality assessment tasks to accurately assess student progress;
- Quality teaching and innovative technology evident in all literacy programs

Year 3 Reading

- 40.5% of students to be at proficient level
- 90.5% of students to be at or above minimum standards.

Year 5 Reading

- 37.0% of students to be at proficient level
- 93.5% of students to be at or above minimum standards.

Target 2
To improve numeracy outcomes of all students with a specific focus on increasing the number of students

- Achieving at or above ‘sound’ in numeracy evident in school based data
- Matching or exceeding regional proficiency levels based on national testing
- Achieving at or above minimum state level standards.

Strategies to achieve this target include:

- Systematic analysis and use of SMART Data and school based data to inform and improve numeracy teaching and learning;
- Implementation of quality assessment strategies reflecting the Quality Teaching framework including - Best Start assessment;
- Implementation of focused numeracy programs K-6 to support teaching;
- Provision of professional learning in teaching numeracy – best practice linking to the Quality Teaching model; and
- Integration of connected learning and other technologies to support the teaching of numeracy.

Our success will be measured by:

- Improved student outcomes in numeracy evident in school based and national data;
- Quality teaching and innovative technology evident in all numeracy programs; and
- Implementation of consistent assessment strategies reflecting the Quality Teaching framework.

Year 3 Numeracy

- 35.7% of students to be at proficient level
- 90.5% of students to be at or above minimum standards.

Year 5 Numeracy

- 10.9% of students to be at proficient level
- 90.7% of students to be at or above minimum standards.

Target 3
To improve student engagement with a specific focus on

- Attendance rates meeting or exceeding the state average
• All students effectively utilising technology
• Decreasing the number of students placed on discipline levels and/or suspended
• Strengthening relationships within the Community of Schools and increasing the number of students involved in joint school projects
• Increasing opportunities for student involvement in School Environmental Management Projects.

Strategies to achieve this target include:
• Revision, planning and implementation of school and class teaching programs to support student engagement–focus on Quality teaching and curriculum differentiation;
• Provision of professional learning to support staff in programs that focus on student engagement; student welfare; Quality Teaching; curriculum differentiation and catering for students with specific needs including autism;
• Promotion of student leadership and student attendance initiatives;
• Development of school environmental management strategy; and
• Promotion of school community relationships through: Kindergarten transition and orientation programs; high school transition and orientation programs, and community involvement in school activities

Our success will be measured by:
• Evidence of Quality Teaching in all class teaching programs;
• Improved student attendance;
• Decrease in the number of student suspensions; and
• Implementation of a school environmental management strategy.

Target 4
To improve opportunities for student involvement in connected learning with a specific focus on
• Improving teacher capacity to use interactive whiteboard technology and other technologies evident in teaching strategies and programs
• Improving student capacity to use interactive whiteboard technology evident in student engagement and improved student learning outcomes in all Key Learning Areas
• All classes effectively utilising connected classroom equipment.

Strategies to achieve this target include:
• Implementation of the scope and sequence to ensure alignment with Key Learning Areas;
• Development of assessment tasks that are embedded into Key Learning Areas;
• Provision of professional learning for staff in the use of Connected Classroom (CC) equipment, Interactive White Boards (IWB) and other technologies in the classroom setting;
• Provision of student opportunities to develop web site publishing techniques; and
• Development of a strategic funding plan to procure additional Information Communication Technology (ICT) equipment for enhanced teaching and learning.

Our success will be measured by:
• Improvement in student access to and capacity to use a range of technologies;
• Improved staff competence in the use of a range of technologies; and
• Implementation of the ICT scope and sequence.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: