2010 Annual School Report
Ruse Public School

NSW Public Schools – Leading the way
Messages

Principal’s message

It was again a privilege to work with all sections of the Ruse Public School community throughout 2010. The successes achieved in 2009 provided a solid framework on which to continue the focus of improving student outcomes across all Key Learning Areas throughout 2010.

Ruse Public School continues to provide quality learning opportunities for all students within a positive, safe and supportive learning environment. Our staff and community have a clear sense of purpose and work towards promoting: quality teaching within a balanced curriculum; open communication within the whole school community; and a focus on learning to enable students to achieve their potential and enjoy school life. Teachers provide a well-balanced curriculum that caters for individual talents, interests and areas of need. Quality teaching and learning is a school wide focus.

The school is committed to supporting all students to become safe and respectful learners. Students are to be congratulated for their efforts in all areas, while their families and teachers deserve acknowledgement for encouraging them in all their endeavours. Programs in literacy, numeracy and other key learning areas, combined with social skills and personal development programs aim to ensure that students are focussed on the importance of being lifelong learners.

The partnership that is fostered between the home and the school remains fundamental to assisting student learning and progress in a supportive environment. Effective partnerships are based on mutual trust and respect and research indicates that this involvement is strongly related to improved student learning, attendance and behaviour. Open and regular communication between teachers and the families of their students continues to be a priority at Ruse Public School.

Throughout this report there are descriptions of our 2010 achievements and successes; examination of our academic results and plans for the future. This report includes a multitude of achievements by the students, supported by the staff and their families, and I am extremely proud to be associated with this success. The continuing support of the Parents and Citizens Association is acknowledged at this time. Their contribution to the school has been welcomed and collectively they have assisted in the smooth operation of the school. To the president, Kylie Devine, I thank you for your support in the roles that your committees have served in assisting my role of school leadership.

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 and/or School Council message

Another year has come and gone since the last Annual School Report and I find myself with another dedicated Parents and Citizens (P&C) team this year. We have had some new members and this is always pleasing to see. Again, this year we have maintained our partnership with the school and wider community.

The canteen has been very successful and we have been pleased to say that it is operating 5 days per week thanks to dedicated volunteers. We support our local bakery and butcher for canteen supplies.

This year we have helped support the school by:

- Subsidising the gymnastics program for K-6;
- Paying for half the slashing of the back field;
- Subsidising the NAIDOC Week performance;
- Assisting towards the upgrade of school security;
• Ordering and selling school uniforms through our P&C run uniform shop;
• Reading and supporting in classrooms;
• Covering books and preparing awards;
• Providing gifts for Mothers’ and Fathers’ Day stalls;
• Organising raffles, lolly and slice drives, the election day barbeque, McDonalds and photo fundraising events; and
• Organising and implementing bookclub for students.

The P&C members make an immense contribution by giving up their time to support our school. I would like to thank all those involved and we welcome all the new initiatives that have come about this year. We look forward to welcoming all new members for 2011.

Kylie Devine

The SRC’s main role in the school has been the organisation of fundraising events. This year we have helped coordinate some great events including a Crazy Pyjama Day to raise money for the Leukaemia Foundation and a Footy Fever Mufti Day to raise money for a local charity, ‘Kids of Macarthur Foundation’.

The school community has been a huge support throughout the year and with their help we were able to raise more than $1800 for worthwhile causes.

Thank you to all those who have worked with and supported the SRC and we look forward to another successful year in 2011.

Yasmin Mason, James Partridge and Miss Sanders

Student representative’s message

2010 has been an exciting year for the Student Representative Council (SRC). The SRC is made up of students from Years 2-6 who have been active throughout the year in student leadership and fundraising events for not only the school but for local charities as well.

In March, two SRC members from Year 6 along with the school leadership team, attended the National Young Leader’s Day in Sydney. It was an inspiring experience for the students who were able to listen to community representatives and learn more about what makes a successful leader.

School context

Student information

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

Student enrolment profile

The school enrolment pattern has remained stable at approximately 350 students over the past three years. It is anticipated in 2011 that fifteen classes will be formed. Approximately 371 students will commence their formal years of schooling at Ruse Public School in 2011 and we will form 15 classes.
Management of non-attendance

Student attendance is monitored on daily basis, with parents being asked to explain student absences. These explanations are required in writing. When a pattern of non attendance becomes apparent, the school contacts parents with its concerns. If there is no subsequent improvement, referrals are made to the Home School Liaison Officer. In extreme circumstances the Department of Education and Training (DET) may take legal action.

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

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 2010 class size audit conducted on Wednesday 17 March 2010.
Structure of classes
In 2010, 9 out of 14 classes were composite stage based classes. Research continues to confirm that multi-age classes do not disadvantage students academically and may benefit them socially and emotionally. Multi-age classes can encourage student-centred learning, widen choices for placing students in classes and facilitate the flexible progression of students through a curriculum organised in stages and associated learning outcomes.

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

Our school is provided with staffing consistent with the DET guidelines. This includes both class-based teachers and non-class based teachers. Ruse Public School also has the Campbelltown/Macarthur Vision and Learning Assistance teams, which adds to our staffing.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom 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 PS</td>
<td>3.0</td>
</tr>
<tr>
<td>Primary Teachers of Visual Disabilities</td>
<td>0.336</td>
</tr>
<tr>
<td>Primary Student Support Executive Release</td>
<td>0.0</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>School Administrative &amp; Support Staff</td>
<td>2.948</td>
</tr>
<tr>
<td>Total</td>
<td>27.172</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

At Ruse Public School, one of our classroom teachers is Indigenous.

Staff retention
Since 2009, the school has retained 87.5% of staff.

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>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>7%</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.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>136 227.20</td>
</tr>
<tr>
<td>Global funds</td>
<td>178 910.11</td>
</tr>
<tr>
<td>Tied funds</td>
<td>103 441.45</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>70 049.76</td>
</tr>
<tr>
<td>Interest</td>
<td>7 426.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>12 635.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>508 690.27</td>
</tr>
</tbody>
</table>

Expenditure

<table>
<thead>
<tr>
<th>Teaching &amp; learning</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key learning areas</td>
<td>14 824.45</td>
</tr>
<tr>
<td>Excursions</td>
<td>2 649.60</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>16 702.12</td>
</tr>
<tr>
<td>Library</td>
<td>28 893.39</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>3 469.46</td>
</tr>
<tr>
<td>Tied funds</td>
<td>105 085.90</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>52 623.19</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>41 551.04</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>39 727.70</td>
</tr>
<tr>
<td>Maintenance</td>
<td>40 449.20</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>14 734.28</td>
</tr>
<tr>
<td>Capital programs</td>
<td>26 659.82</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>387 370.15</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>121 320.12</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2010 financial statement is tabled at the annual general meetings of the P&C. Further details concerning the statement can be obtained by contacting the school.
School performance 2010

Achievements

Arts
Students were provided with opportunities to develop their creative talents through a range of school programs. All students experience different art forms including Dance, Drama, Music and Visual Arts.

Highlights:
- Education Week Art Focus with prizes awarded in various categories and a static display of commendable art works;
- 16 art works were displayed at Campbelltown Art Centre as part of the Festival of Fisher’s Ghost Art Award 2010;
- Performances by Ruse Ropers, the dance troupe and the performance group at special assemblies;
- Participation in Aboriginal dance and cultural activities as part of NAIDOC Week celebrations;
- Outstanding individual and group performances in the annual Talent Show;
- Performance by the dance troupe at Leumeah High School Music, Art, Dance and Drama (MADD) Festival as part of the Community of Schools group. Performance preparation was provided by a Leumeah High School teacher working with Ms Brentnall and students from Ruse PS, Leumeah PS and Kentlyn PS;
- Students experienced a social skills show ‘The Magic Words’; and
- Enthusiastic involvement in Team Beat, an African drum performance.

Public Speaking and Debating
Throughout 2010, students at Ruse Public School have been involved in a range of public speaking and debating experiences. During Term 3, primary students competed in class and stage competitions, developing speeches on the environment, the future and civics and citizenship. From these competitions, two students from Stage 2 and Stage 3 were selected to represent Ruse Public School at the South West Sydney Regional Oracy Competition.

In debating, students from Stage 2 and Stage 3 competed against other schools in the region on a range of topics. Students worked cooperatively to create effective arguments and by doing so, developed their skills of reasoning, questioning and critical thinking.

Sport
Regular fitness activities are seen as an essential part of growth and development for our children. A diverse program of sport and day-to-day physical activities underpins a welfare program that promotes a healthy body and mind. All students at Ruse Public School are encouraged to participate in the programs that are on offer.

2010 was a year of many significant sporting opportunities and achievements for our students.

- Students in grades 3-6 were offered softball, t-ball and cricket for PSSA (Primary School Sporting Association) summer sport and AFL, netball and soccer for PSSA winter sport. AFL was reintroduced after a long absence to replace hockey, and soccer was increased from two teams to four teams, enabling an increased number of skilled players to compete.
Home sport continued to provide fundamental movement skill development and all students participated enthusiastically.

Successful swimming, cross-country and athletics carnivals were held. Ruse Public School was well represented at zone and regional carnivals with students demonstrating exemplary behaviour.

The Gymnastics 2U program for K-6 continued to run successfully and an AFL Aus Kick clinic provided many students with an introduction to sport.

Also this year, 60 students participated in the School Swimming Scheme run by the Department of Education and Training at Bradbury Pool. This program increased the awareness of water safety and strengthened students’ swimming abilities.

Stage 3 students participated in a Euroball competition and Stage 2 held a handball tournament. Both programs allowed for a safe and structured sporting environment that fostered the principles of good sportsmanship.

Jump Rope for Heart (Ruse Ropers) continued under new direction. Students actively participated in this program and performed regularly throughout the year.

Teachers K-6 continued to implement the PE/Sports program, allocating specific times per week for each stage in fitness, skill development and sports lessons.

**Academic**

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

**Literacy – NAPLAN Year 3**

43 Year 3 students sat the NAPLAN tests in reading, writing, spelling, grammar and punctuation.
Year 3 NAPLAN results indicated that:

- 69% of students were placed in the top three bands in reading. This was 9% higher than the regional average;
- 63% of students were placed in the top two bands in writing. This is 25% higher than the regional average;
- 56% of students were placed in the top two bands in grammar compared to 43% of the region;
- This year, stronger and more consistent performance was achieved by girls than boys in both reading and writing. This is an area for close attention;
- The overall results in writing place our Year 3 students above the state and the region;
- The overall results in reading place our Year 3 students above the regional average;
- Our school average in both reading and writing has continued to improve; and
In reading, areas for attention include interpreting and inferring information in a text.

**Numeracy – NAPLAN Year 3**

43 Year 3 students sat the NAPLAN test in numeracy. This included: data, measurement, space and geometry, number, patterns and algebra.

Year 3 NAPLAN results indicated that:

- 63% of students were placed in the top three bands. This was 16% above regional results;
- Only 11% of girls were placed in bands 1 and 2 in numeracy which was better than the regional and the state average;
- More girls at Ruse PS achieved in the top three bands compared to girls in the region;
- 98% of students reached the minimum national expected standard;
- The overall school average improved from 2009 and placed our school above both the region and the state; and
- Students may benefit from an additional focus on problem solving activities.

**Literacy – NAPLAN Year 5**

43 Year 5 students sat the NAPLAN tests in reading, writing, spelling, grammar and punctuation.
Year 5 NAPLAN results indicated that:

- In reading, 57% of students achieved in the top three bands which was 14% above the region;
- Average growth for Year 5 boys in reading was 10.36% above state average;
- In writing, 43% of students achieved in the top three bands;
- In writing, 95% of students met the national minimum standard;
- Average growth for Year 5 boys in writing was 9.54% above state average;
- The percentage of boys in the lower two bands in writing has improved by 10% in 2010;
- More students achieved in the top two skill bands in spelling, grammar and punctuation than they did in reading and writing; and
- More boys than girls were represented in the lower 2 bands in reading. This will be an area for continued focus.

**Numeracy – NAPLAN Year 5**

43 Year 5 students sat the NAPLAN test in numeracy. This included: data, measurement, space and geometry, number, patterns and algebra.
Year 5 NAPLAN results indicated that:

- In overall numeracy, 93% of students achieved at or above the minimum standard;
- 33% of students were positioned in the top three skill bands;
- 47% of boys were represented in the top three skill bands;
- Average score growth for Year 5 boys was 94.3% which was 3.77% better than the state;
- Average score growth for all students was 91.1% which was 2.03% better than the state;
- 5% of students were placed in the top skill band which was an improvement from the last two years; and
- Students may benefit from an additional focus on problem solving, conversion of units in measurement and decimals.

Progress in literacy

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Average progress in reading between Year 3 and Year 5

Average progress in writing between Year 3 and Year 5

Average progress in spelling between Year 3 and Year 5

Average progress in grammar & punctuation between Year 3 and Year 5
**Minimum standards**

The Commonwealth Government sets minimum standards for reading, writing, grammar and 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 2010**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Year 3 students achieving at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>100</td>
</tr>
<tr>
<td>Writing</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>91</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
</tr>
</tbody>
</table>

**Significant programs and initiatives**

**Aboriginal education**

Ruse Public School is committed to providing Aboriginal Education to all students across all Key Learning Areas through the ongoing development and implementation of a quality, inclusive curriculum.

This includes developing and implementing Personal Learning Plans (PLP’s) for individual Aboriginal and Torres Strait Islander students. These are devised collaboratively with teachers, parents and students to ensure all those involved are given an opportunity to contribute to the success of the student.

In 2010, the whole school celebrated NAIDOC Week with a variety of Aboriginal workshops that provided students with ‘hands on’ Aboriginal cultural experiences. These workshops provided an opportunity for students to participate in and learn about:

- Aboriginal art;
- Traditional dance;
- Singing in traditional language;
- Ochre body painting;
- Hunting tools; and
- Boomerang throwing.

We concluded NAIDOC Week with a ‘Red, Black and Yellow Mufti Day’, which was supported by the whole school. A gold coin donation was collected from teachers and students and donated to the ‘Koori Kids’ Educational Program.
Aboriginal Education is everybody’s business and Ruse Public School staff is committed to ensuring its students receive a well rounded, comprehensive and engaging education which includes supporting the teaching of Aboriginal perspectives throughout the curriculum.

**Multicultural education**

Learning about multicultural Australia and the world community is an integral part of study from Kindergarten to Year 6. Students investigate multicultural Australia and the cultures of other countries through Connected Outcomes Groups (COGS), English and Creative Arts.

All staff members at Ruse Public School promote acceptance of Australia’s cultural, linguistic and religious diversity. The school has a trained Anti-Racism Contact Officer (ARCO) and this person provided appropriate responses to complaints regarding racism.

**Respect and responsibility**

The core values of Integrity, Excellence, Respect, Responsibility, Cooperation, Participation, Care, Fairness and Democracy continue to be taught across all years, K-6. They build understandings of the importance of obeying school rules and the rights and opinions of others, as well as respecting the cultural diversity of our community.

**Other programs**

**Environmental Education**

During 2010, the school has been involved in many environmental initiatives resulting in an increased awareness of various local and global issues. The environmental group lead by two teachers wrote a submission to obtain funding for environmental initiatives in the school. As well, the Garden Club coordinated by another two teachers successfully planted and grew numerous vegetables which were then given to the school canteen. The Garden Club won ‘Best Kids Garden’ in the Campbelltown City Garden Competition.

Throughout the year, the school has been involved in many environmental initiatives resulting in an increased awareness of various local and global issues. The school started an environment group that met every Monday during the lunch break. This time was used to research the consumption of energy within the school and brainstorm ways of reducing the amount of energy we use at Ruse Public School. As part of the Climate Clever Energy Savers program, the environment group submitted a proposal in order to purchase energy saving devices for the school. This proposal was successful and Ruse Public School was granted $870.00 to purchase a Cent-a-Meter electricity monitoring device and eco-buttons for the K-2 classrooms.

A few members from the environment group attended the Sustainable Schools Expo where they participated in workshops that related to sustainable living. The students enjoyed obtaining information and ideas for use within our school as well as engaging in hands-on learning.

A special effort has been made by the staff to allow students the opportunity to learn about reducing, reusing and recycling as well as gaining an awareness of the careful use of resources like water.

**Positive Behaviour for Learning**

Ruse Public School commenced a review of student welfare in 2010. Along with this review, several teachers were trained in Positive Behaviour Interventions and Supports (PBIS) as a
positive and consistent approach to student welfare in all settings within the school. Currently we are developing our approach to PBIS with much of the program in draft and trial phase. It is expected that the PBIS program will be ready for full implementation during 2011.

Our school rules are:

- Be Safe
- Be Respectful
- Be a Learner

The key features of the approach are:

- a common purpose and approach to discipline;
- a clear set of positive expectations and behaviours;
- procedures for teaching expected behaviour;
- a continuum of procedures for encouraging expected behaviour;
- a continuum of procedures for discouraging inappropriate behaviour; and
- procedures for on-going monitoring and evaluation.

**Progress on 2010 targets**

**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.

Our achievements include:

- 5% improvement in students achieving at or above sound in overall literacy evident in school based data.
- 3.6% improvement in students attaining grade reading benchmark targets.

**Year 3**

- School proficiency levels exceeded regional proficiency levels by an average of 12.25%.
- An average of 97.25% of students achieved at or above minimum standards in overall literacy which was 1.25% above state achievement.

**Year 5**

- School proficiency levels were an average 16% lower than regional proficiency levels.
- An average of 87% of students achieved at or above minimum standards in overall literacy which was 7.5% below state achievement.

**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.

Our achievements include:

- 2% overall improvement in numeracy achievement evident in school based data.

**Year 3**

- School proficiency levels exceeded regional proficiency levels by an average of 22%.
- An average of 98% of students achieved at or above minimum standards in overall literacy which was 1% more than state achievement.
Year 5

- School proficiency levels were an average 17% lower than regional proficiency levels.
- An average of 93% of students achieved at or above minimum standards in overall literacy which was 3% below state achievement.

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.

Our achievements include:

- Student attendance rates met the state average but were below the regional average.
- All students are effectively using aspects of technology.
- The number of students placed on discipline levels reduced in 2010 and the percentage of suspensions decreased by 47.6%.
- Relationships within the Community of Schools were strengthened with an increase in curriculum initiatives.
- Increased numbers of students were involved in environmental initiatives through recycling, carbon cops and ‘Kids Vegetable Garden’.

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.

Our achievements include:

- All staff participated in technology workshops resulting in improved teacher capacity to use whiteboard technology.
- 30% of staff used the video conferencing unit to enhance teaching and learning programs for students.
- Timetabled computer lab sessions for all classes.

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 2010, our school carried out evaluations of Management and Writing.

Educational and management practice

Management

Background

Students (52), parents (46) and staff (16) responded to surveys in Term 3 to ascertain the school community’s views on school management.
Findings and conclusions

A strong majority (91%) of those surveyed believe that the school makes major changes from time to time to improve what it does.

The same majority believe that the staff at the school are valued and supported and that the school communicates effectively with students and parents.

A majority (88%) believe the school: continually makes minor changes to its programs to improve what it does; regularly measures the success of its programs; cares about its students; provides fair discipline; is well organised; and the allocation of money and other resources are well managed.

86% of all respondents believe that the school is continually looking at ways to improve its performance.

86% of parents and students believe that teachers undertake extra training to improve their classroom practice, whereas 100% of staff members believe that professional development is planned, systematic and effective.

A smaller majority of parents and students (81%) believe that the educational needs of all students are met by the school, whereas 94% of staff believe that student interests, needs and abilities within the context of syllabus requirements, determine the curriculum and school organisation.

Future Directions

Continue to communicate with parents regarding the educational programs that are developed and implemented at Ruse PS through newsletters and the school web page.

Incorporate parent workshops in literacy and numeracy as part of parent information evening in term 1.

Promote other workshops throughout the year to inform parents about the educational programs incorporated information sessions presented by teachers as part of P&C meetings.

Curriculum

Writing

Background

Each year we evaluate an aspect of our educational practice. This year we analysed staff, student and parent perceptions regarding writing within our school. Surveys were used to evaluate strengths and weaknesses in writing and spelling and to determine future directions to support school improvement. Forty six parents, fifty students and fifteen teachers returned the survey.

Findings and conclusions

An overwhelming majority of parents, students and teachers believe the teaching of writing is very important.

Most teachers believe that they effectively assess writing in their classroom, and the results of assessments drive the planning and implementation of writing programs.

All teachers teach some aspect of writing every day, differentiating the teaching of writing to cater for individual needs.

Parents felt that their children had developed new skills in writing and spelling this year. They also believed and that their children’s achievements in writing were communicated effectively through reports and parent teacher meetings.

The majority of all students surveyed believed that they had made progress in writing and spelling this year.

Future directions

In 2011, the school intends to maintain its commitment to providing professional learning in the implementation of Accelerated Literacy. Three staff members are now trained as tutors and are able to assist staff with explicit demonstrations of Accelerated Literacy lessons.
An integrated approach to the teaching of reading, writing, grammar and spelling will be developed and implemented as a trial in 2011. Professional learning will be provided to the staff to support this implementation.

From NAPLAN and in-school assessments, students experiencing difficulty will be specifically targeted and provided with intensive support through the STLA and Learning support team.

**Parent, student, and teacher satisfaction**

In 2010, the school sought the opinions via an online survey of parents, students and teachers about the school. Paper surveys were available from the school office on request.

The outcomes of the annual survey indicated that:

- parents feel welcome in the school;
- the school places an emphasis on promoting student achievement; and
- parents are kept informed of school activities and events.

Other areas that received positive comments included:

- the cooperation between staff and parents;
- the focus on continually improving school facilities and surroundings;
- the effective approach to discipline and student welfare; and
- the emphasis on quality teaching and learning.

A few parents indicated that they would like the school to provide increased opportunities for all students in performing arts. This area will continue to be addressed by providing ongoing opportunities for dance troupe, performance group, debating, public speaking, Premier’s Sporting Challenge and Premier’s Spelling Bee.

**Professional learning**

Areas for focus in the School Management Plan for 2010 were literacy, numeracy and technology.

The majority of teacher professional learning occurred in these three areas:

- In numeracy, the staff was involved in a series of professional learning activities with the district mathematics consultant. The focus included mental computation, fractions and decimals and quality assessment. As well as whole school professional learning, teachers observed demonstration lessons conducted by the mathematics consultant.
- In literacy, one teacher was trained in Accelerated Literacy and the school continued to implement the program K-6.
- One Kindergarten teacher was trained in the implementation of the Best Start Assessment for 2010. All Kindergarten students were given the assessment in their first weeks at school.
- In the area of technology, all staff received regular training in the use of interactive white boards (IWBs). Skills gained in these professional learning sessions are used in classrooms K-6.

Teacher Professional Learning (TPL) Funds were expended in 2010 for teachers to undertake ongoing professional learning that develops skills, knowledge and understandings.

Training and development included:

- training in the analysis of NAPLAN results;
- consultancy support in numeracy to improve the quality of mathematics teaching; and
- Best Start training for Kindergarten to Year 2 teachers.

All teaching staff participated in school development days at the commencement of terms 1, 2 and 3. Quality Teaching, literacy, numeracy and the use of Information Communication Technology (ICT) were the main focuses in these sessions.
All teachers were involved in developing assessment tools for the implementation of quality assessment and reporting processes within their teaching teams.

Newly appointed teachers were supported with in-school and district workshops to enable them to plan, implement and evaluate teaching programs.

All staff participated in mandatory training including emergency care, CPR, responding to anaphylactic situations, Child Protection and professional responsibilities of teachers.

The average expenditure per teacher for professional learning was $764.

School development 2009 – 2011

Targets for 2011

Target 1

Reading

- To increase the percentage of students achieving in the top two skill bands (Year 3 from 32% in 2010 to 34% in 2011; Year 5 from 12% in 2010 to 23% in 2011)
- To increase the percentage of Year 5 students achieving at least minimum growth to 70%(2011) from 46.2%(2010)
- 95% of students in Year 3 to achieve at or above national minimum standards (band 2 and above)
- 98% of students in Year 5 to achieve at or above national minimum standards (band 4 and above).

Writing

- To increase the percentage of students achieving in the top skill band (Year 3 from 16% in 2010 to 18% in 2011)
- To increase the percentage of students achieving in the top two skill bands (Year 5 from 9% in 2010 to 24% in 2011)
- To increase the percentage of Year 5 students achieving at least minimum growth to 70%(2011) from 35.9%(2010)
- 95% of students in Year 3 to achieve at or above national minimum standards (band 2 and above)
- 98% of students in Year 5 to achieve at or above national minimum standards (band 4 and above).

Strategies to achieve this target include:

- Systematically analyse and use SMART Data and school based data to inform and improve literacy teaching and learning;
- Implement effective assessment strategies including Best Start, Kindergarten assessment; reading benchmarking; PAT-R reading assessment; writing rubrics and backward mapping;
- Revise and implement odd year scope and sequence for writing and Accelerated Literacy;
- Develop a scaffold and provide professional learning for designing English units incorporating Accelerated Literacy strategies, explicit higher order comprehension skills and visual literacy;
- Implement follow-up strategies from Best Start in teaching programs;
- Implement Personalised Learning Plans for Aboriginal students; and
- Integrate connected learning and other technologies in literacy.

Our success will be measured by:

- Teachers are using information from SMART data to develop teaching programs;
- Kindergarten students are assessed at the beginning and end of the year using Best Start;
- Best Start continuum and teaching strategies are utilised by Kindergarten and Stage 1 teachers in their class teaching programs;
Support Teacher Learning Assistance is supporting literacy teaching in the morning session;
Assessment tasks are moderated against DET syllabus and NSW Board of Studies samples;
NAPLAN style questions are embedded into the literacy session;
An integrated approach to the teaching of literacy including Accelerated Literacy strategies, phonemic awareness, phonics, sightwords, reading strategies and deconstruction of comprehension is evident in teaching programs; and
Personalised Learning Plans are evident in class teaching programs.

Target 2
Numeracy
- To increase the percentage of students achieving in the top skill band (Year 3 from 16% in 2010 to 18% in 2011)
- To increase the percentage of students achieving in the top two skill bands (Year 5 from 10% in 2010 to 20% in 2011)
- To increase growth from Year 3 to Year 5 so that a minimum of 70% of students will achieve greater than or equal to expected growth
- 98% of students in Year 3 to achieve at or above national minimum standards (band 2 and above)
- 95% of students in Year 5 to achieve at or above national minimum standards (band 4 and above).

Strategies to achieve this target include:
- Systematically analyse and use SMART Data and school based data to inform and improve numeracy teaching and learning;
- Professional learning to support the implementation of focused numeracy programs K-6 including: Newman’s Error Analysis and Targeted Early Numeracy program;
- Provide professional learning in teaching numeracy – best practice linking to the Quality Teaching model; and
- Integrate connected learning and other technologies to support the teaching of numeracy.

Our success will be measured by:
- Teachers are using information from SMART data to develop teaching programs;
- Kindergarten students are assessed at the beginning and end of the year on Best Start;
- Best Start continuum and teaching strategies are utilised by Kindergarten and Stage 1 teachers in their class teaching programs;
- Support Teacher Learning Assistance is working with teachers and students in mathematics lessons;
- Students K-2 are assessed using Best Start and Schedule for Early Numeracy Assessment;
- Count Me in Too strategies are embedded in teaching programs;
- Assessment tasks are moderated against DET syllabus and NSW Board of Studies samples;
- NAPLAN style questions are embedded into the numeracy session; and
- Personalised Learning Plans are evident in class teaching programs.

Target 3
Student Engagement
- To increase attendance from 94.5%(2010) to 94.7%(2011)
- To decrease the percentage of students placed on discipline levels and/or
suspended from 12.5% in 2010 to 10% in 2011.

Strategies to achieve this target include:

- Class teachers and executive to monitor attendance and provide in-class incentives for attendance;
- Develop, refine and implement Positive Behaviour Intervention Strategies (PBIS);
- Provide staff with access to professional learning to support student engagement including: student welfare; Quality Teaching; curriculum differentiation and students with specific needs including autism;
- Promote student leadership initiatives;
- Continue to develop school environmental management strategies; and
- Promote school community relationships through: Kindergarten transition and orientation programs; high school transition and orientation programs and joint school projects and initiatives.

Our success will be measured by:

- Student attendance is above state average;
- Positive Behaviour Intervention Strategies are explicitly taught by all class teachers;
- Student welfare strategies are consistently implemented within classrooms and in the playground;
- Evidence of catering for students with special needs is clear in class teaching programs;
- Students from Years 2-6 are involved in leadership programs;
- Students K-6 are involved in school environmental management programs;
- Effective transition programs are implemented (P-K and 6-7); and
- Effective implementation of the Community of Schools joint projects is evident.

Target 4

Connected Learning

- To increase the use of connected classroom facilities (ie video conferencing) from 28% of teachers (2010) to 40%(2011)
- To increase the percentage of staff embedding technologies other than interactive whiteboards into teaching (35% in 2010 to 70% in 2011)
- To increase the percentage of students using email facilities from 7%(2010) to 33% (2011).

Strategies to achieve this target include:

- Implement the scope and sequence to ensure alignment with Key Learning Areas;
- Develop assessment tasks that are embedded into Key Learning Areas;
- Provide professional learning for staff in the use Connected Classroom (CC) equipment, Interactive White Boards (IWB) and other technologies in the classroom setting;
- Establish student opportunities to develop web site publishing techniques; and
- Devise a strategic funding plan to procure additional technology 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 technology scope and sequence.

About this report

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