Messages

Principal’s message

It is with great pleasure that I present the 2011 Annual School Report. The annual school report represents a snapshot of our achievements. It also reports on the progress of our school plans, gives an overview of school programs and outlines our plans for the future.

Ruse Public School staff is committed to providing quality, inclusive educational programs for our students in a safe, respectful and caring learning environment. Our staff and community have a clear sense of purpose and work towards providing a curriculum that is balanced and engaging for all students. The students benefit from an extensive range of extra curricula activities including dance troupe, performance group, jump rope, debating and public speaking.

Families and community are welcomed and recognised as valued partners in the education of their children. Partnership between the school and community has continued to grow and has been evident in community involvement in many aspects of school life throughout the year.

Ruse Public School is a proud member of the local Community of Schools group consisting of Leumeah High School, Leumeah Public School and Kentlyn Public School. Numerous transition experiences are cooperatively planned as well as professional learning and joint projects in literacy, numeracy and school self-evaluation.

I would like to make mention of Mr Errol Schubert, an experienced, respected and loved teacher who had dedicated the last 21 years to the students of Ruse Public School. Tragically, he passed away on 10th July this year. His legacy to public education and the school community of Ruse will long be remembered and celebrated with the award each year of the Errol Schubert Memorial Trophy for Outstanding Sportmanship. A beautiful memorial garden was also established in honour of Mr Errol Schubert.

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.

Mrs Annette O’Neill

P & C message

The Parents and Citizens (P&C) has had another great year and I have had the pleasure of leading a wonderful group of dedicated parents and citizens. This year has seen new involvement in our meetings which has been greatly appreciated. We have also seen new parents volunteering in the canteen. We have implemented a trial of P&C meetings that alternate between afternoons and evenings to maximise parent involvement. Once again the partnership between the P&C and the school has been a wonderful experience, thus making it possible to reach our goals this year.

The canteen has proven to be our greatest asset. We have a new coordinator at the helm this year and her dedication has ensured that it has remained open four days a week.

This year we have supported the school by:

- subsidising the Dance to be Fit program;
- paying for half of the slashing of the back field;
- paying for four new air conditioning units;
- donating $1000 towards guided reading materials;
- ordering and selling uniforms through our P&C run uniform shop;
- reading and supporting in classrooms;
- covering books and preparing awards;
- providing gifts for Mother’s Day and Father’s Day stalls;
- organising raffles, McDonalds fundraiser night, photo fundraiser day and toy shopping night; and
- Organising and implementing book club for students.

I would like to thank all the P&C members and parent helpers for their valuable input into the school. Without this dedication we would not be able to financially support the school in the same manner. We look forward to welcoming more new members and parent helpers in 2012.

Kylie Devine
Student representative’s message

2011 has been an exciting year for this year’s leadership team and the students of Ruse Public School. This year our Year 6 leadership team, consisting of our school captains, vice-captains and Student Representative Council (SRC) leaders had the opportunity to attend the National Young Leaders Day at the Sydney Entertainment Centre. They had the privilege of listening to inspiring talks from people such as Jessica Watson and Kurt Fearnley, a Para Olympian who showed tremendous courage as he crawled along the Kokoda Trail.

A highlight of our school’s leadership program was the appointment of Rebecca Schweikert as the Regional Ambassador. Rebecca’s excellent leadership and public speaking skills were recognised during the Ambassadors for Public Education program. We are very proud to have the Regional Ambassador as a member of Ruse Public School.

In addition to our Year 6 leaders, our school’s Student Representative Council, which includes students from Years 2-6, has been involved in some great changes in our school. This year the SRC has held numerous fundraising events such as mufti days, cake stalls, and guessing competitions to raise money for the Kids of Macarthur Foundation, the Leukemia Foundation and other worthy causes. They have been influential in beginning to create a healthier canteen and have also been the driving force behind the development of our new school mascots – Safe Sally, Respectful Rex, and Lucy Learner.

It has been a productive year and we are looking forward to another great year in 2012.

Rebecca Schweikert, Owen O’Loughlan, Drue Russell, Dean Robson.

Student enrolment profile

The school enrolment pattern has remained stable at approximately 350 students over the past three years. Approximately 385 students will commence their formal years of schooling at Ruse Public School in 2012 and we will form 15 classes.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
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<th>2010</th>
<th>2011</th>
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<td>167</td>
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</table>

Student attendance profile

In 2011, Ruse Public continued to promote positive attendance at school and has out-performed region and state in attendance records.

![Student attendance rates](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>School</th>
<th>Region</th>
<th>State DEC</th>
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<tbody>
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<td>2011</td>
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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.
Management of non-attendance

Student attendance is monitored on a daily basis, with parents being asked to provide a written explanation of student absences. 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 Communities (DEC) 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

Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

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<thead>
<tr>
<th>School</th>
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<th>2010</th>
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<tr>
<td>Total</td>
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<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td></td>
</tr>
</tbody>
</table>

Structure of classes

In 2011, 6 out of 15 classes were composite stage based classes. Composite classes have been the source of much controversy over the years, with parents often believing that their offspring is being disadvantaged in some way by being in one. The key to understanding composites is realising that growth is determined in stages and not by ages.

The key finding of a report (Multi-Age Classes in NSW) is that the type of class organised will not determine either educational advantage or disadvantage. Important success factors for multi-age classes will include the degree of commitment of teachers, the acceptance and support of parents and, above all, the quality of classroom teaching.

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<td>Principal</td>
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<tr>
<td>Assistant Principals</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Primary Teacher RFF</td>
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</tr>
<tr>
<td>Primary Teacher librarian</td>
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<tr>
<td>Itinerant primary Teacher of Visual Disabilities</td>
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<tr>
<td>Itinerant Primary Teacher learning Assistance</td>
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<tr>
<td>Primary SS Teacher Learning Assistance</td>
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<td>Primary AP Learning Difficulties</td>
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<td>Itinerant Primary AP Visual difficulties</td>
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<tr>
<td>Primary Integration Teacher</td>
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</tr>
</tbody>
</table>

Total: 27.226

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

Ruse Public School currently has one fulltime indigenous teacher.

Staff retention

Since 2010, the school has retained 93% 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>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2011

Income

- Balance brought forward: $121320.12
- Global funds: $197968.36
- Tied funds: $115974.84
- School & community sources: $93588.26
- Interest: $8336.32
- Trust receipts: $7606.60
- Canteen: $0.00

Total income: $544794.50

Expenditure

- Teaching & learning
  - Key learning areas: $24534.24
  - Excursions: $23906.42
  - Extracurricular dissections: $31955.66
- Library: $2548.63
- Training & development: $3538.69
- Tied funds: $122318.91
- Casual relief teachers: $51402.26
- Administration & office: $47279.85
- School-operated canteen: $0.00
- Utilities: $41887.34
- Maintenance: $37079.71
- Trust accounts: $9697.38
- Capital programs: $18121.93

Total expenditure: $414271.02

Balance carried forward: $130523.48

A full copy of the school’s 2011 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 2011

Achievements

Arts

In 2011, the students of Ruse Public School were provided with many opportunities to experience and participate in all aspects of music, drama, visual arts and dance, both within the school and in external programs. These programs allow students to develop creative skills and perform to a variety of audiences.

Highlights have included:

• Public Education day with an exhibition of visual art works from all stages;
• Whole school participation in painting hand prints on the Aboriginal mural;
• Early Stage One and Stage One created their own ‘Easter hats’ and participated in the Easter Hat Parade;
• Performances by the dance troupe, Ruse Ropers and the performance group at special assemblies;
• Thirty dance troupe members participated in an Australian Ballet workshop held at the Campbelltown Arts Centre;
• Stage Three attended the Leumeah High School musical; and
• Outstanding individual and group performances in the annual talent show.

Sport

Fundamental movement skills and fitness are an integral part of any balanced sport program. A diverse program is conducive to the developing mind and body. All students at Ruse Public School are exposed to and encouraged to participate in a wide variety of physical activities.

2011 was yet another year of many significant sporting programs and achievements for our students.

• Students in grades 3-6 were offered softball, t-ball and cricket for summer PSSA (Primary School Sporting Association) and touch football, soccer and netball for winter PSSA. Touch football was re-introduced after a long

Other

Public Speaking and Debating

Throughout 2011, students at Ruse Public School have been involved in a range of public speaking and debating experiences.

During Term 2, eight Stage 3 students participated in the Premier’s Debating Challenge, competing against other schools within our region. This required students to work together on topics such as education, civics and citizenship
to formulate effective arguments in a limited time frame. Through this process, students were able to utilise and develop their skills of reasoning, questioning and critical thinking.

During Term 3, primary students competed in class and stage competitions, developing speeches on a range of topics including sport, games, Australia, music and the environment. 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 2011, Ruse Public School hosted the regional competition.

**Premier’s Challenges**

**Sporting Challenge**

The Premier’s Sporting Challenge includes a range of initiatives with one common purpose-to have more students, more active, more often! The challenge encourages all students in Years 3-6 to increase their physical activity levels at school, before and after school and on the weekend. In third term, Stages 2 and 3 participated in the challenge. They recorded their activity daily, aiming for a minimum of 200 minutes a week for 10 weeks to achieve a bronze award. Silver awards were for an average of 320 minutes a week, gold awards for an average of 420 minutes a week and diamond awards for 560 minutes a week.

- 14 students received a diamond award
- 42 students received a gold award
- 28 students received a silver award
- 31 students received a bronze award
- 16 other students participated but did not complete the hours needed to receive an award.

**Reading Challenge**

In 2011, Ruse Public School entered the NSW Premier’s Reading Challenge. This challenge is designed to encourage a love of reading in students and to increase participation in reading.

This year 115 students successfully completed the challenge. Six of those students received Gold Certificates for 5 years participation.

**Spelling Bee**

All students in Years 1 to 6 participated in the Premier’s Spelling Bee. Class and stage finals were held with the winners and runners up receiving medallions.

Four students were then selected to represent our school at the regional finals which were hosted by Ruse Public School. One student came third in the senior division.

**Dance 2bfit**

Dance2bfit is a program developed specifically for NSW Primary Schools under the PDHPE syllabus. The following dances were taught during the program: Creative Social, Folk Dance, Bush Dance, Afro Caribbean and Contemporary Hip Hop. Modified dance steps were programmed for each level to accommodate ages and skill levels. The dance classes were taught at stage levels enabling students to meet and socialise across ages. All classes were physically demanding and helped to achieve a higher level of fitness amongst all students. Early Stage 1 and Stage 2 participated in an 8 week program in Term 2 and Stage 1 and Stage 3 participated in Term 3.

The school P&C generously subsidised the cost of this program, enabling more students to participate.

**University Competitions**

Each year students from over 20 countries participate in the International Competitions and Assessments for Schools (ICAS). This year some Ruse Public School students, from Years 3 to 6, participated in Computer Skills (4 students), Science (4 students), Spelling (9 students), Writing (4 students), English (7 students) and Mathematics (13 students). In each of the Science, Spelling and Writing competitions one student received a distinction, and credits were awarded to one student in both the English and Writing competitions.

**Environmental Education**

During 2011, Ruse Public School has continued to demonstrate a strong commitment to Environmental Education and to promoting positive environmental practices across the school.
Our achievements this year include:

- Participation in National Tree Planting Day, with over 100 shrubs planted around the school;
- Increase in the number of students participating in the Garden Club. Students were responsible for growing and harvesting edible vegetables, grown organically;
- Integration of aspects of environmental sustainability into teaching and learning programs across the Key Learning Areas;
- Purchase of a variety of resources to monitor or reduce energy use. These included eco buttons (water saving), cent-a-metre (electricity usage monitors), electricity saving devices and compost buckets; and
- Participation in Clean up Australia Day.

Regional Vision Support Team

The Ruse Vision Team is a regional resource based at Ruse Public School. The team consists of 4 permanent staff members and one a casual staff member. In our role of Itinerant Support Teacher Vision (ISTV) we travel from school to school across South West Sydney Region supporting students with vision impairments. This year we supported 30 students in mainstream classrooms as well as SSP schools, students who range from low vision through to students who are blind as well as students with multiple disabilities. Students supported were from kindergarten through to Year 12.

This year support covered such diverse needs as a blind student in Kindergarten in her first year of formal schooling, a range of students completing Naplan and students who needed special assistance to complete their school certificate.

A highlight of the year was being the recipient of one of the National Australia Bank’s School First Seed Award for a partnership that was developed with the University of Western Sydney (UWS). Students, as part of their teaching degree, came to Ruse PS to learn how to cater for students with special needs and to produce Braille, tactile and electronic literacy resources for the Ruse Vision team to use with the students we support. This award came with a $25 000 grant tied to the project to ensure the continuation of the partnership with UWS and the production of valuable literacy resources for students across South West Sydney Region.

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)
Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)
Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

Literacy – NAPLAN Year 3

50 Year 3 students sat the NAPLAN test in literacy. This included: reading, writing and language conventions.

Year 3 NAPLAN results indicated that:

- 48% of students were placed in the top three bands in reading. 22% of these students were in the top skill band;
- 57% of students were placed in the top two bands in writing. 94% of students were achieving at or above the national minimum standards;
- 33% of students were placed in the top two bands in grammar. 96% were above minimum standards;
- 94% of students were at or above national minimum standards in the test aspect of spelling; and
- The overall results in writing place our Year 3 students above the state and the region.
Numeracy – NAPLAN Year 3

50 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:

- 54% of students were placed in the top three bands;
- Only 10% 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;
100% of students reached the minimum national expected standard; and
Students may benefit from an additional focus on problem solving activities.

**Literacy – NAPLAN Year 5**

58 Year 5 students sat the NAPLAN test in literacy. This included: reading, writing and language conventions.

**Year 5 NAPLAN results indicated that:**

- In reading, 88% of students were at or above national minimum standards;
- 65% of students achieved growth greater than or equal to expected growth in reading;
- In writing, 58% of students achieved in the top three bands;
- In writing, 92% of students met the national minimum standard; and
- Year 5 boys were above the state average growth in literacy.
58 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, 97% of students achieved at or above the minimum standard;
- 55% of students were positioned in the top three skill bands;
- 52% of boys were represented in the top three skill bands;
- 14% of students were placed in the top skill band which was a significant improvement from the last two years; and
- Students may benefit from an additional focus on problem solving, conversion of units in measurement and decimals.
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.

### Progress in numeracy

The following strategies were implemented to enhance the education and social development of Indigenous students and non-Indigenous students at Ruse Public School.

- Personal Learning Programs (PLP’s) created by staff, parents and Aboriginal and Torres Strait Islander students, targeting specific areas of need. These PLP’s have been very effective in assisting Aboriginal students to focus and work hard to achieve their goals.

- ‘NAIDOC’ Week 2011 was celebrated with a wonderful mural painted on our Assembly wall by a local Aboriginal man. These murals (whale, snake and kangaroo) honour the totems of the local Dhawaral people. This was then followed by the symbolic placing of
each student’s and staff member’s hand print on this wall.

- The whole school was able to attend a fantastic science show with Aboriginal perspectives that was organised through a company called ‘Jollybops’ and was enjoyed by all students and staff.
- A NAIDOC week mufti day was also organised with enthusiastic participation. Students and teachers came to school wearing clothes that were coloured red, black & yellow and donated a gold coin which enabled the school to raise over $300.00 to help purchase some new Aboriginal Education resources.
- Overall, 2011 was a very productive and rewarding year for Aboriginal Education at Ruse Public School. Students were able to participate in a range of educational and social activities in an inclusive school environment that promotes Aboriginal pride and respect.

Multicultural education

In 2011, Ruse Public School did not have an ESL (English as a second language) entitlement however the school provides a culturally inclusive curriculum and teachers employ a variety of strategies to assist ESL learners in the classroom.

Progress on 2011 targets

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).

Our achievements include:

- In Year 3, 32% of students achieved in the top skill band in reading;
- 17% of students in Year 5 achieved in the top two skill bands in reading (an increase from 9% in 2010);
- 64.9% of students in Year 5 achieved greater than or equal to expected growth in reading;
- 94% of students in Year 3 achieved at or above national minimum standards in reading;
- 97% of students in Year 5 achieved at or above national minimum standards in reading;
- In writing, 13.7% of students in Year 3 achieved in the top skill band (band 6);
- In Year 5, 15.5% students achieved the top two skill bands in writing;
• 98% of students in Year 3 achieved at or above national minimum standards in writing (Band 2 and above); and

• 100% of students in Year 5 achieved at or above national minimum standards in writing (Band 4 and above).

**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).

**Our achievements include:**

• 27.5% of Year 5 students achieved in the top 2 skill bands;

• 2% overall improvement in numeracy achievement evident in school based data;

• School proficiency levels exceeded regional proficiency levels by an average of 22%;

• 100% of Year 3 students achieved at or above minimum standards in overall numeracy which was 1% more than state achievement; and

• 97% of Year 5 students achieved at or above minimum standards in overall numeracy.

**Target 3**

**Student Engagement**

• To increase attendance from 94.5%(2010) to 94.7%

• To decrease the percentage of students placed on discipline levels and/or suspended from 12.5% in 2010 to 10% in 2011.

**Our achievements include:**

• An increase in attendance rate from 94.5% in 2010 to 94.53% in 2011;

• 100% of students effectively used a range of technologies in classroom, the library and the computer laboratory;

• Positive Behaviour for Learning was reinforced throughout the school by the use of attractive posters with characters designed by students. These characters represent the ideas of Safe, Respectable Learners;

• A decrease in the number of students referred through the school welfare system;

• Increased acknowledgement of student achievement at special assemblies including medallions for hall of Fame recipients; bronze and silver certificates and gold medallions to students who have received Principal’s Awards for 3, 5 and 7 years respectively;

• Students in Years 2-6 were actively involved in leadership programs including SRC, peer mediators, library monitoring and the school leadership team;

• Through Community of Schools initiatives, extension of the transition to high school program to include students in Years 4 and 5;

• An effective kindergarten orientation program; and

• Increased opportunities for student involvement in environmental management programs.

**Target 4**

**Connected Learning**

• To increase the use of connected classroom facilities (i.e. 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).
Our achievements include:

- 100% of students in Years 1 to 6 accessed departmental email during information literacy lessons;
- 33% of teachers established a class blog; and
- 100% of classroom teachers used interactive whiteboards across all key learning areas.

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 2011 our school carried out evaluations of School Leadership and Literacy.

School Leadership

Background

Students (83) and parents (51) responded to surveys in Term 3 to ascertain the school community’s views on Leadership.

Findings and conclusions

The majority of respondents (92.2%) believed that school leaders (principal and executive) demonstrate an interest in, and accountability for student learning outcomes.

The majority of respondents (90.2%) believed that school leaders (principal and executive) foster relationships built on trust, collegiality and mutual respect.

The majority of respondents (86.4%) believed that school leaders (principal and executive) treat all students fairly.

The majority of respondents (87%) believed that school leaders (principal and executive) make changes to help students to learn.

The majority of respondents (87.3%) believed that school leaders (principal and executive) are committed to improving the school.

Future directions

Continue to develop effective leadership skills within the staff at Ruse Public School to promote quality teaching and school improvement.

Curriculum

Literacy

Background

Each year we evaluate an aspect of our educational practice. This year we analysed student and parent perceptions regarding literacy within our school. 51 parents, 83 students and 19 teachers returned the survey.

Findings and conclusions

86% of parents and students surveyed believed literacy is a high priority at Ruse Public School.

90% of parents and students surveyed believed that the teachers at Ruse Public School make literacy lessons (reading, writing, spelling, grammar, talking and listening) fun and interesting.

94.7% of teachers believed they are providing engaging lessons in literacy.

94% of students, parents, and teachers surveyed believed that the teachers at Ruse Public School are making a significant difference in literacy outcomes for students.

90.2% of parents surveyed believed their child has made progress in literacy this year and 95% of students surveyed believed they have made progress in literacy this year.

90.2% of parents surveyed believed that their child’s progress in literacy is clearly communicated by the school.

Future directions

Provide professional learning to continue to support quality, explicit literacy programs which are engaging and appropriate to the diverse needs of learners.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

The majority of respondents (89%) believed Ruse Public School is a friendly school in which actions such as bullying and racism are dealt with promptly and fairly.
The majority of respondents (94%) believed students are the school’s main concern.
The majority of respondents (93%) believed the school has supportive welfare programs, which are well understood by students.
The majority of respondents (95%) believed student achievement and behavior is fairly recognized through the school award system.
The majority of respondents (86%) believed the school offers challenging programs for its students.
The majority of respondents (94%) believed the school maintains a strong focus on literacy and numeracy.

31% of staff believed the school needs to improve technology programs and resources.

Future directions
Improve student access to technology programs and resources.
Provide support for class teachers to integrate technology effectively into teaching programs.
Provide professional learning for teachers in curriculum differentiation to ensure quality teaching across the curriculum.

Professional learning
Teacher professional learning focussed on the target areas of literacy, numeracy and technology as identified in the School Management Plan for 2011. Staff participated in professional learning at weekly staff and stage meetings, during School Development Days each term and at relevant course offered by DEC.

Specific focuses included:
- Implementation of a literacy framework in programming;
- Relevant support for the kindergarten Best Start program;
- Analysis of NAPLAN data;
- Ongoing analysis and use of SMART and PAT-R data to drive assessments and programs;
- Developing assessment tools for the implementation of quality assessments;
- Revising student report comments;
- Training of K-2 staff to support Targeted Early Numeracy (TENS);
- Review of strategies for Newman’s Error Analysis;
- Ongoing training in the use of new technologies where applicable;
- Strategies to develop teacher capacity to differentiate the curriculum for gifted and talented students using technology;
- Training of staff as CPR examiners;
- External professional learning for two staff to develop and implement a Fundamental Movement Skills scope and sequence K-6; and
- Leadership training in capacity building and Team Leadership for School Improvement.

All staff participated in mandatory training in the areas of Child Protection, responding to anaphylactic situations, emergency care, CPR and Code of Conduct.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Literacy
Outcomes for 2012–2014
- Increased levels of achievement in literacy for every student in line with state and national targets
- Strengthened use of comprehensive assessment tools and internal/external data sets to drive teaching and learning
- Improved outcomes through targeted and strategic early identification of students with specific learning needs.
2012 Targets to achieve this outcome include:

**Reading**

- To increase the percentage of Year 3 students achieving above national minimum standards to 85%
- To increase the percentage of Year 5 students achieving above national minimum standards to 81%
- To increase the percentage of 3 students achieving proficiency standards to 35%
- To increase the percentage of 5 students achieving proficiency standards to 25%
- To increase the percentage of all Year 5 students who achieve expected growth between Year 3 and Year 5 from 64.9% in 2011 to 67% by 2012.
- 79% of students in Early Stage 1 attaining cluster 4 in comprehension on the Literacy Continuum K-6
- 65% of students in Year 1 attaining cluster 6 in comprehension on the Literacy Continuum K-6
- 55% of students in Year 2 attaining cluster 8 in comprehension on the Literacy Continuum K-6

**Writing**

- To increase the percentage of Year 3 students achieving above national minimum standards to 91%
- To increase the percentage of Year 5 students achieving above national minimum standards to 90%
- To increase the percentage of Year 3 students achieving proficiency standard to 52%
- To increase the percentage of Year 5 students achieving proficiency standard to 18%

**Strategies to achieve these targets include:**

- Update teachers in the use of SMART data, Best Start, Progressive Achievement Test in Reading (PAT-R) and other internal tracking; and provide professional learning to embed strategies into teaching and learning programs;
- Provide professional learning to assist teachers to differentiate writing programs as well as to create a consistent approach to the teaching of writing K-6;
- Develop teacher competency in the use of the K-6 literacy continuum in order to promote effective differentiation across all aspects of literacy;
- Facilitate teacher mentoring and professional learning to promote quality, explicit literacy teaching programs with a focus on quality teacher feedback;
- Improve communication of literacy strategies to parents via workshops, parent information sessions and the distribution of print media; and
- Purchase quality resources to support teaching and learning in literacy.

**School priority 2**

**Numeracy**

**Outcome for 2012–2014**

- Strengthened use of comprehensive assessment tools and internal/external data sets to drive teaching and learning
- Improved outcomes through targeted and strategic early identification of students with specific learning needs.

**2012 Targets to achieve this outcome include:**

- To increase the percentage of Year 3 students achieving above national minimum standards to 86%
- To increase the percentage of Year 5 students achieving above national minimum standards to 87%
- To increase the percentage of Year 3 students achieving proficiency standards to 43%
- To increase the percentage of Year 5 students achieving proficiency standards to 21%
- To increase the percentage of all Year 5 students who achieve expected growth between Year 3 and Year 5 in NAPLAN numeracy from 54.7% in 2011 to 58% by 2012.
- 95% of students in Early Stage 1 achieving perceptual level or higher in early arithmetical strategies
• 61% of students in Early Stage 1 achieving figurative level or higher in early arithmetical strategies
• 96% of students in Year 1 achieving figurative level or higher in early arithmetical strategies
• 88% of students in Year 1 achieving counting on level or higher in early arithmetical strategies
• 96% of students in Year 2 achieving counting on and back or beyond in early arithmetical strategies
• 56% of students in Year 2 achieving facile level or beyond in early arithmetical strategies

Strategies to achieve these targets include:
• Provide professional learning in the strategic analysis of SMART data and school based data to inform and improve teaching programs;
• Provide professional learning to support the implementation of strategic numeracy strategies including: Best Start early learning plans; Targeting Early Numeracy (TEN) program; Count Me in Too and Counting On; and Newman’s Error Analysis;
• Develop teacher competency in the use of the K-6 numeracy continuum in order to promote effective differentiation across all aspects of numeracy including the implementation of early numeracy plans;
• Facilitate teacher mentoring to promote quality explicit numeracy teaching programs with a focus on quality teacher feedback; and
• Provide support for teachers in the implementation of integrated and connected learning opportunities to enhance student numeracy outcomes.

School priority 3

Leadership and Management

Outcome for 2012–2014
• Continued strengthening of leadership and management capacity of all school staff to drive school improvement
• Promotion and development of a culture of a wider distribution of leadership across the school.

2012 Targets to achieve this outcome include:
• To increase the percentage of staff involved in leadership initiatives from 50% to 70% in 2012
• To increase the percentage of teachers involved in the Team Leadership project from 35% to 45% in 2012

Strategies to achieve these targets include:
• Promote distributed leadership and develop leadership capabilities within the school by identifying, supporting and mentoring aspiring leaders;
• Collaboratively developing individual professional learning plans for all teachers and provide support through mentoring, feedback and provision of strategic appraisal systems; and
• Develop, plan and implement professional learning in leadership for executive and aspiring executive.

School priority 4

Curriculum and Assessment

Outcome for 2012–2014
• Implementation of a broad inclusive and relevant curriculum
• Defined relationship between student learning needs, assessment, professional learning and the implementation of curriculum.
• Further refinement of authentic and consistent assessment and reporting practices.

2012 Targets to achieve this outcome include:
• To increase the percentage of teachers using SMART data to directly inform teaching and learning from 10% to 80%
• 80% of teachers using internal and external data to develop teaching and learning programs.
• In 2012, 80% of staff will identify elements of the teaching standards as a focus for individual professional learning plans

Strategies to achieve these targets include:
• Develop and implement professional learning focussing on assessment for learning – explicit assessment directly linked to teaching and learning programs;
• Utilise whole school evaluation and planning processes to evaluate the quality of teaching in curriculum areas and to develop effective and relevant professional learning within the context of school targets; and
• Develop an explicit and comprehensive system of teacher appraisal that facilitates improved teacher quality.

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: