Messages

Principal’s message

It is with great pleasure that I present the 2012 Annual School Report for Ruse Public School. Our Annual School Report highlights the school’s achievements, academic record and significant events during 2012. It provides data on students, staff, school programs and finances. As well, it communicates our priorities and the focus for our learning in 2013.

We have a commitment to developing students to their full potential in all areas through quality teaching in stimulating and supportive environments.

Student welfare programs play an important role in the social education of our students fostering an harmonious school environment where relationships are promoted and student well-being is a high priority. At Ruse Public School, we have a school culture and practices that respect and respond to every student’s needs, aspirations, culture and learning potential.

2012 has seen continued development of literacy programs with a strong emphasis on the explicit teaching of reading and comprehension skills. This has been supported by extensive professional learning for staff. Numeracy has also been a focus this year with emphasis and professional learning on lesson differentiation to cater for the needs of individual students. Both literacy and numeracy will continue to be a focus in 2013.

Our quality educational programs have assisted students with learning difficulties, addressed the needs of talented students and challenged all students to achieve their personal best. In addition, a variety of extra-curricular activities provided opportunities for our students to develop a wide range of interests and skills.

Our dedicated and professional staff is supported by an active and committed community who has worked closely with the school to further enrich school programs. The Parents and Citizens (P&C) worked tirelessly to organise our wonderful school fete that raised $17000. This money, along with another $12000 donated by P&C has been allocated to support our technology programs. The school, the P&C and the school community have developed a strong and supportive partnership and a sense of community which makes Ruse the school it is! I commend and thank the students, outstanding teaching and administrative staff, parents and the wider community for their commitment, teamwork and care throughout 2012.

We look forward to continuing the fine tradition of Ruse Public School in 2013 by providing quality and innovative programs for the students in our care.

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

In 2012, I have had the pleasure of leading a great group of dedicated parents and citizens (P&C). Again this year, all committee level positions were filled. We have welcomed new faces to our meetings which have been alternated between day and night; however, due to dwindling numbers at the daytime meeting, we have decided to change to night meetings only. The partnership between the P&C and the school has been a wonderful experience, thus making it possible to reach our goals each year.

The canteen has been running 5 days a week all this year thanks to parents, carers and grandparents volunteering their time. The canteen has proven to be our greatest asset. We are proud of the canteen and thank the coordinator for overseeing the canteen and serving healthy food choices for our children.

This year there has been a change in uniform provision for the students with a new company now providing this service. The P&C no longer run the uniform shop but still provide pre-loved uniforms to the parents on a Tuesday afternoon outside the school office.

This year we have supported the school by:

- Providing $900 towards ground maintenance;
- Paying for new air conditioning units;
- Selling pre-loved uniforms;
- Reading and supporting in classrooms;
• Covering books and preparing awards;
• Providing gifts for Mother’s Day and Father’s Day stalls;
• Raffles for Easter, Mother’s Day, Father’s Day and Christmas;
• Planning and organising a Spring Fair for the school with all proceeds made on the day being donated to the school for technology in classrooms. In total $22000 was presented to the school for technology enhancement following the fete.

During 2012, the P&C has funded the replacement of 3 air conditioners, tree lopping, an initial amount of $7000 for technology and reimbursement for sunscreen. In total, the P&C has funded projects to the value of $38477.22.

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 achieve our outcomes each year. I look forward to seeing more new members and parent helpers in 2013.

Kylie Devine (President)

Student representative’s message

In our Student Representative Council (SRC) we have two representatives from each class from Year 2 to Year 6 and two SRC chairpersons. Our two SRC chairpersons form part of the school leadership team. Our school leadership team includes two captains, two vice captains, two SRC chairpersons and four prefects. Twice each term the SRC met to discuss issues in our school and we listened to ideas put forward by our school’s students. Everyone in the SRC is a great role model for younger students.

The SRC has been active throughout the year in student leadership and fundraising events for not only the school but for local charities as well. This year, Miss Brentnall and Miss Ross, our SRC teachers, helped us to organise numerous fundraising events such as Nation Day where the students wore clothes from their cultural backgrounds, and Back in Time theme day to raise money for the Kids of Macarthur Foundation and the Leukaemia Foundation.

Being School Leaders has been a great honour and we wish everyone well for 2013.

Logan Davis-Bray and Kaylah Buckman (School Captains)
Kyle Robinson and Tiffany Craig (Vice Captains)
Dylan Hillyer and Tahlia Moore (SRC Leaders)

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

Our enrolment has continued to grow steadily over the last few years and we have maintained fifteen classes.

Student attendance profile

Our attendance percentage reflects the importance we place on school attendance. We have a number of strategies to ensure attendance continues to improve. These measures include: ‘In line by 9” program, weekly monitoring by a member of the extended executive team, phone calls home by teachers and close consultation with the Home School Liaison Officer.

Management of non-attendance

Student attendance is monitored on a daily basis, with parents being asked to provide explanations for student absence. The newsletter is used to: outline the importance of regular attendance for students; promote attendance programs; and encourage parents to send notes to school explaining 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 where further strategies to improve attendance are implemented.

**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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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12.0</td>
</tr>
<tr>
<td>Learning and Support Teacher</td>
<td>0.9</td>
</tr>
<tr>
<td>Primary Part-time Teacher</td>
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<td>Primary Teacher RFF</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>Itinerant Primary Assistant Principal</td>
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</tr>
<tr>
<td>Visual Disabilities</td>
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<tr>
<td>Itinerant primary Teacher of Visual</td>
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<tr>
<td>Disabilities</td>
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<tr>
<td>Primary Student Support Executive</td>
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<td>Release</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.422</td>
</tr>
<tr>
<td>Total</td>
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</table>

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

The Indigenous composition is 3.93% of staffing.

**Staff retention**

Staff retention from 2011 was 94.17%.

**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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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</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.

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<thead>
<tr>
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<tbody>
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<td>Income</td>
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<td>Balance brought forward</td>
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<td>Global funds</td>
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<tr>
<td>Tied funds</td>
<td>128656.82</td>
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<tr>
<td>School &amp; community sources</td>
<td>140611.89</td>
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<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<td>Canteen</td>
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<tr>
<td>Total income</td>
<td>703387.61</td>
</tr>
</tbody>
</table>

**Expenditure**

**Teaching & learning**

- Key learning areas: 36848.84
- Excursions: 29212.81
- Extracurricular dissections: 35032.95

**Library**

- 7578.72

**Training & development**

- 14931.94

**Tied funds**

- 134936.63

**Casual relief teachers**

- 48312.15

**Administration & office**

- 73118.44

**School-operated canteen**

- 0.00

**Utilities**

- 44826.73

**Maintenance**

- 30905.61

**Trust accounts**

- 16387.16

**Capital programs**

- 12951.63

**Total expenditure**

- 484503.61

**Balance carried forward**

- 218884.00

A full copy of the school’s 2012 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 2012**

**Achievements**

**Arts**

- Students continued to be provided with opportunities to develop and express their drama and music skills through class programs, assembly items and our annual Talent Show. Creative performances by individuals and groups in the Talent Show were evaluated by a team of judges with the winner performing in our presentation day assembly.
• Dance groups and Ruse Ropers have rehearsed during lunchtimes with their dance teachers and performed at Celebration of Learning assemblies and the school fete.

• Small group of dancers performed at Woolworths Market Fair for their fun day.

• Our bi-annual Art Focus provided opportunities for all students to be involved in creating artworks in various categories. Proud recipients received Art Focus awards during our Education Week assembly and the winners were entered in the Fisher’s Ghost Art Exhibition.

• Each class also created a fabulous piece of artwork on a canvas for our school fete. A silent auction during the school fete resulted in all artworks being sold while raising funds for our school.

Sport

Our school priority is to provide a wide range of sporting opportunities for all students.

• Students from Kindergarten to Year 6 participated in Sports in Schools program during term 3. This program provided a myriad of equipment and engaging team and individual activities while focusing on balance, coordination, hitting and striking, throwing and catching and cooperative learning.

• A Rugby League clinic was conducted during term 4 and focused on teaching the children about the game of Rugby League. In addition, students benefited by learning movement skills, developing coordination, practising individual and team movements as well as developing negotiation and decision making processes.

• With the expansion of our Jump Rope group to include both a junior and senior team, more students were involved in healthy physical exercise. Groups practised routines with the teachers during allocated lunch times and have performed at special assemblies throughout the year.

• Sixty students participated in a successful learn to swim program for two weeks during term 4. This program improves students’ skills in water safety, water confidence and basic swimming strokes.

• PSSA (Primary School Sporting Association) sport was offered again this year. Students in years 3-6 were given the opportunity to participate in softball, t-ball and cricket in the summer season. With a Level 1 league coach on our staff, we were able to re-introduce Rugby League together with touch football and netball in the winter season. The Rugby League proved to be very popular this time around. In total more than 120 students participated in PSSA sport.

• The school conducted successful swimming, cross country and athletics carnivals. Students represented the school at zone carnivals with a number of students progressing on to regional carnivals.

• K-6 students were involved in the Premier’s Sporting Challenge and were able to identify, participate and record their own participation in a range of healthy movement activities on a daily basis.

• Stage PDHPE and sporting programs have focused on the development of specific skills and the practising of these skills in minor and major games.
• To promote a healthy lifestyle, we encourage students to participate in fruit break each day. Students eat a fresh piece of fruit each morning and have a drink of water. This also gives classroom teachers the opportunity to discuss how to keep our bodies healthy.

• The Live Life Well @ School program was implemented this year. This is a long-term program that aims to get more students more active, more often, as well as focusing on healthy eating habits. The program develops teacher knowledge, skills and confidence in teaching nutrition and fundamental movement skills as part of the Personal Development, Health and Physical Education (PDHPE) syllabus. Ruse Public School held an Olympic day in Term 3 where students were split into different countries to compete in various sporting activities. The students used the fundamental movement skills taught through the program and we used funds from the Live Life Well @ School program to purchase fresh fruit for the students on the day.

Other

• Some of our students voluntarily participated in the University of New South Wales International Competitions and Assessments for Schools (ICAS). The assessments students participated in included: Computer Skills, English, Mathematics, Science, Writing and Spelling. Students achieved participation, credit, distinction and high distinction rankings.

• During Term 3, years 3-6 students competed in class and stage oracy competitions. Students developed their skills in public speaking by presenting prepared and impromptu speeches throughout the term. Two of our students – Morgan McPhee and Tiffany Craig represented our school and won the Campbeltown Zone Oracy competition. Morgan and Tiffany then represented the zone at the South West Sydney Oracy competition in term 4.

• During Semester 1, a group of Stage 3 students were involved in the Premiers’ Debating Challenge, competing against other schools within our region. This required students to work together on topics such as education, the media and civics and citizenship to formulate effective arguments in an hour and present these in a debate format. Teams were judged on their matter, manner and method of presentation. Through this process, students were able to utilise and develop their skills of reasoning, summarising, justifying and critical thinking.

• Kindergarten interviews took place in term 3 with the orientation program being implemented over a 3 week period in term 4. The program provided preparation for students entering kindergarten in 2013 as well as tips and hints for parents to assist in the transition process.

• A “Maths Off” competition was held during Education Week. All students participated in the “Maths Off” during class with a winner representing each class in the school “Maths Off”. Winners and runners up in each category were presented with achievement awards.

• A large number of students participated in the Premier’s Reading Challenge and were recognized with award of certificates at our end of year Principal’s assembly.

• All students participated in an “in-class” spelling bee with the winners representing classes in our school spelling bee. The winners from the school competition represented our school in the Premier’s Spelling Bee.

Vision Team

South Western Sydney regional vision team is based at Ruse Public School. The itinerant teachers who work as part of this team support students throughout the region who are vision impaired.
In 2012 there were 28 students on caseload from Kindergarten–Year 12 with the orientation/transition of a pre-school student for the first time in preparation for attendance at Mary Brooksbank School in 2013.

The team continued the successful Classroom Without Borders partnership with the University of Western Sydney. This year, two groups of students were introduced each semester. One group was involved in making digital books which were mainly for use by students on caseload in Beverley Park School. The other group created Braille/tactile books and resources for use by students who are blind.

One student entered the State Braille competition and won the Creativity of Story category.

During the year, low vision and blind students participated in an excursion to Sculpture by the Sea at Bondi. This excursion provided an excellent opportunity for reinforcement of orientation and mobility skills. The excursion also provided an opportunity for students to meet others with vision impairments and to increase and develop social skills.

The team introduced and trialled new technology including the USB Bridge to connect existing technology to students’ laptops for greater access to interactive whiteboards.

Vision staff attended professional learning including Braille and low vision literacy and the effective use of technology with vision students.

**NAPLAN**

In the National Assessment Program Literacy and Numeracy, 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.

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)

**Reading – NAPLAN Year 3**

61 students sat the reading test.

- 39.4% of students achieved proficiency level (top two bands) which represented an improvement of 7.4% from 2011.
- 40% of our Aboriginal students achieved proficiency level.
- 100% of Aboriginal students achieved above national minimum standards.

**Numeracy – NAPLAN Year 3**

60 students sat the numeracy test.

- 41.7% of students achieved proficiency level which represented an improvement of 9.3% from 2011.
- 91.6% of students were above national minimum standards which was an improvement of 5.6% from 2011.
- 40% of Aboriginal students achieved proficiency level.
- 100% of Aboriginal students achieved above national minimum standards.
Reading – NAPLAN Year 5
- 25.5% of students achieved proficiency level which was an improvement of 8.3%.
- 25% of Aboriginal students achieved above proficiency level.
- 100% of Aboriginal students achieved above national minimum standards.

Numeracy – NAPLAN Year 5
- 19.6% of students achieved proficiency standard.
- 100% of Aboriginal students achieved above national minimum standards.

Progress in reading

Average progress in Reading between Year 3 and 5*

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>82.1</td>
<td>83.3</td>
<td>84.4</td>
</tr>
<tr>
<td>SSG</td>
<td>79.8</td>
<td>71.3</td>
<td>78.1</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
</tr>
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</table>
Progress in numeracy

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

### Significant programs and initiatives

#### Aboriginal education

The school provides students and parents with experiences to develop an understanding of and sensitivity to Aboriginal history, art and culture through HSIE units of work and teacher professional learning.

This year teachers were all trained in the “8 ways of learning” by one of our teachers who had participated in this training. This program is a pedagogical framework that focuses on teachers using Aboriginal learning techniques to include Aboriginal culture. These techniques may enhance learning outcomes for all students.

Our Community of Schools, Leumeah High School, Kentlyn Public School and Leumeah Public School applied for local funding through National Partnerships to develop a common approach to Personalised Learning Plans for Aboriginal students. These plans have been developed and implemented for all 30 Aboriginal students at Ruse Public School.

‘Reconciliation Week’ week was acknowledged and a poem was read to educate the students about the significant meaning of this day.

Healthy Heartbeat Program was again offered to Indigenous students to attend the University of Western Sydney, for Years 3-4 and Years 5-6. These programs show Indigenous students the courses that are on offer, should they decide to go to university later in life and the benefits they can get from following a healthy lifestyle. Each child also got to experience these careers first hand, by taking each other’s vital signs and even plastering an arm or two. The exemplary behaviour of our students was wonderful to see on the day.

A special Community of Schools’ Aboriginal initiative – Belonging Day - was conducted on 1st November at Leumeah High School. Students were involved in traditional dance, games and cultural events to celebrate their Aboriginality.

The raising of the Aboriginal flag, along with the Australian flag is an integral part of our Monday morning assemblies.

#### Multicultural education

Ruse Public School maintains its strong focus on ensuring that the school is inclusive, engaging, sensitive and free of discrimination and racism in its learning and working environment.

Our English as a Second Language (ESL) program provided targeted, curriculum based support for ESL students and assisted in ensuring our teaching practices were culturally inclusive. Our school reinforced practices to ensure an inclusive racism free learning environment.

Cultural diversity is supported through our inclusive curriculum and celebrated through the...
extra-curricular activities at school. In particular, in 2012, we held a mini Olympics with students dressing in national colours and competing to represent a variety of countries.

The anti-racism contact officer (ARCO) continued to play an active role in being accessible to teachers and students. While incidences of racism are very rare, teachers are equipped with the skills to educate, intervene and resolve reported cases.

Positive Behaviour for Learning

The Positive Behaviour for Learning (PBL) program continues to assist the school in maintaining a positive learning environment for all students.

Our award system operates with students valuing the benchmarks for achievement as well as recognition for rewards.

The PBL program is well established in the school and our mascots continue to signify our core values: Be Safe, Be Respectful and Be a Learner. Their promotion reminds all students and visitors to our school that Ruse is a safe and happy place where excellence is promoted.

Environmental Garden Club

The year began with the annual job of weeding and clearing. Once the garden beds were prepared we purchased and planted seedlings including beetroot, carrots, silverbeet, shallots and pumpkin seeds. The program included watering the plants using water pumped from our rainwater tank.

The total garden area was mulched using mulch generated from the school tree maintenance program.

Students were selected and were taught to work cooperatively and safely to achieve weekly goals.

They worked in pairs, individually or in larger groups depending on the needs of the tasks.

Ruse Public School entered the Campbelltown Garden Competition and received an award for our efforts.

This year we have extended the area of the garden towards the old fitness area. This area was selected to provide more space for running beans, pumpkin and choko plants.

We look forward to some more bumper crops in 2013 and we thank Mr Benjamin and Mr Carlon for their help and guidance.

Progress on 2012 targets

Target 1

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 Year 3 students achieving proficiency standards to 35%;
- To increase the percentage of Year 5 students achieving proficiency standards to 25%; and
- 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.

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%; and
To increase the percentage of Year 5 students achieving proficiency standard to 18%.

Our achievements include:

- Regular explicit professional learning in curriculum differentiation in reading and writing linked to the Literacy Continuum;
- All staff, K-6 actively participated in consultancy support which improved and clarified teacher understanding of modelled and guided reading;
- Professional learning in the L3 program for Kindergarten teachers, Best Start for Kindergarten and stage one teachers and super 6 strategies for stage 2 and stage 3 teachers;
- Student achievement K-6 was tracked on data walls and linked to individual learning plans;
- Development and implementation of personal professional learning plans for each teacher specifically linked to explicit targets;
- Ongoing expert mentoring of teachers, peer observations and collaborative planning to improve the teaching of literacy;
- Liaison with several schools in South West Sydney Region to investigate the development of authentic reading assessment strategies within a global context, mapped back to the English syllabus and the K-6 Literacy Continuum. Consistent teacher judgment was a feature of the professional network;
- Development of a K-6 rubric for consistent marking of writing;
- Targets in reading were exceeded in most areas;
- In writing targets for students achieving above national minimum standards were achieved; and
- Although our proficiency standards were not quite achieved we were proud of the 48.4% of students in Year 3 who achieved in the top two bands.

Target 2

Numeracy

- 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%; and
- 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.

Our achievements include:

- Extensive professional learning and support in understanding and teaching the learning framework in number;
- Students in year 3 achieved the target for above national minimum standards;
- 41.7% of students in Year 3 achieved in the top two skill bands, almost achieving the aspirational target;
- Development and implementation of personal professional learning plans for each teacher specifically linked to explicit targets;
- Ongoing expert mentoring of teachers, peer observations and collaborative planning to improve the teaching of numeracy; and
- Collaborative development of benchmark assessment tasks to accurately map student achievement to the Mathematics syllabus and the Numeracy Continuum K-10.

Target 3

Leadership

- To increase the percentage of staff involved in leadership initiatives from 50% to 70% in 2012; and
• To increase the percentage of teachers involved in the Team Leadership project from 35% to 45% in 2012.

Our achievements include:
• 75% of staff was involved in leadership initiatives; and
• The Team Leadership program was completed, some of the modules being delivered to the entire staff.

Target 4
Curriculum and Assessment
• 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; and
• In 2012, 80% of staff will identify elements of the NSW Professional Teaching Standards as a focus for individual professional learning plans.

Our achievements include:
• All staff accessed the SMART data as part of NAPLAN analysis and developed presentations to the staff identifying areas of strength and areas for improvement;
• Time was allocated in stage meetings for follow-up to NAPLAN with the aim of embedding follow-up strategies in teaching programs; and
• Implementation of collaboratively developed literacy and numeracy assessments to determine levels of achievement through consistent teacher judgment. Data walls in literacy and/or numeracy assisted teachers and students to determine learning plans to move to the next level of learning.

School evaluation
NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of literacy and mathematics.

Teaching
Background
A parent forum was conducted with approximately 20 parents in attendance. In addition, online surveys were emailed to all parents on our email list and paper copies were available from the school office. Fifty eight families completed the online survey which represents a 21% response from families.

Staff also participated in a forum as well as completing an online survey.

Students in Years 3-6 were invited to complete an online survey.

The areas surveyed were:
• Differentiated learning catering to specific needs of individual students;
• Teacher feedback; and
• Student engagement in learning.

Findings and conclusions
An overwhelming majority of parents believed that the school maintained a focus on teaching literacy and that their child’s teacher provided engaging literacy learning that catered for their child’s specific needs.

Almost all students who completed the survey believed they had a good teacher who helped them learn and talked to them about their learning.

All teachers thought that most of their students were engaged in learning most of the time and displayed positive attitudes towards their learning.

91% of students believed their teacher makes literacy learning interesting and that their teacher has helped them to improve this year.

Parents indicated that they are very satisfied with the teaching of literacy in their children’s classes.

86.2% of parents thought their child received regular feedback from the class teacher regarding progress at school. Parents indicated that their children talked to them about teacher feedback.
93% of students indicated that their teacher gives them feedback about their learning to help them improve.

Most teachers believed they provided regular feedback to students but a majority of teachers thought they could incorporate more feedback.

All teachers agreed that they differentiated many aspects of learning for students so that they cater for individual abilities.

Parents are aware of different groupings within classes and understand that small groups are positive for their students’ learning. They also communicated their knowledge of the benefits of flexible groupings.

**Future directions**
- Continue to promote quality literacy teaching through peer collaboration, teacher mentoring, lesson study and structured professional learning experiences.

**Mathematics**

**Background**
Numeracy is always a key focus area Kindergarten to Year 6. School targets aimed at improving student outcomes by implementing strategic plans.

Surveys and forums covered the elements of:
- teaching practice;
- assessment; and
- reporting.

**Findings and Conclusions**

100% of teachers believed that students in their classes enjoyed mathematics lessons and although most students were engaged in learning, it was a challenge to engage all students.

96.5% of parents thought that their child’s teacher made mathematics interesting and that their child had a positive attitude towards mathematics.

78.7% of students identified that they liked mathematics.

Teachers identified a range of strategies they used to differentiate learning in mathematics including: concept groups, scaffolded learning, open-ended engaging mathematics tasks, use of data walls, Best Start data and learning plans for all students. All teachers differentiated the learning in mathematics to varying degrees.

Parents identified that: mathematics was more fun for students; problem solving is used extensively and flexible groups meet the individual needs of students.

94.8% of parents believed their child’s needs were being effectively catered for in mathematics and that they had made progress during the year.

88% of parents believed that their child’s progress in mathematics was effectively communicated during interviews and through reports.

93% of students believed they had improved in mathematics this year.

Most teachers believed they communicated accurate levels of achievement in mathematics but 30% of teachers thought that more time needed to be spent on moderating assessments to ensure reliability of data.

Teachers identified the range of assessment tools they used to gather data on students including: Best Start, NAPLAN, checklists and observation grids, cluster based assessments, pre and post grade assessments and open ended tasks.

**Future directions**
- Ongoing professional learning will assist in working towards the achievement of targets. Professional learning will include lesson study, consistent teacher judgment, mentoring and ‘in class’ support.

**Parent, student and teacher satisfaction**

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.
- An overwhelming satisfaction was expressed in relation to curriculum, student welfare and the quality of the teacher by parents, teachers and students.
- 80.7% of parents thought the school offered a range of extra-curricular activities.
• 90% of teachers thought we offered a range of extra-curricular activities although 10% of teachers thought we could offer more.

• 95% of students thought there was a wide range of extra-curricular activities offered.

• 34% of students believed computers could be used more often in classrooms.

• 82.4% of parents believed the students had good access to technology.

• Only 38% of students knew their parents read the newsletter. Forty nine percent of students did not know whether their parents read the newsletter.

• 94.7% of parents thought that emailing the newsletter promoted more effective communication with parents.

Future directions

• Parents identified that they would like to see more student input on the school website.

Professional learning

Throughout 2012, a range of professional learning activities were conducted as listed below:

• The Learning Framework in number;

• Data walls;

• Individual student learning plans and differentiated learning in literacy and mathematics;

• Modelled, guided reading and writing;

• Authentic assessment and consistent teacher judgment;

• Super 6 strategies and the development of comprehension skills in reading;

• GERRIC training specifically focused on gifted and talented education and differentiating the curriculum to cater for different needs in the classroom;

• Backward mapping;

• The 8 ways of learning;

• Every Student, Every School;

• ESL for Kindergarten to Year 6; and

• Compliance training – Code of Conduct, Emergency Care, Anaphylaxis.

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

Outcome 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.

2013 Targets to achieve this outcome include:

Reading

• To decrease the percentage of students achieving at or below national minimum standards in NAPLAN reading.

  Year 3 = 16%
  Year 5 = 15%
  Year 7 = 23%

• To increase the percentage of students achieving proficiency standards in NAPLAN reading.

  Year 3 = 42%
  Year 5 = 36%
  Year 7 = 20.5%

• To increase the percentage of students who achieve expected growth in NAPLAN reading.

  Year 5 = 65%
  Year 7 = 48%
Aboriginal and Torres Strait Islander Students

- 100% of students in Years 3, 5 and 7 achieving at or above national minimum standards.

- To increase the percentage of students achieving proficiency standards in NAPLAN reading.
  
  Year 3 = 40%
  Year 5 = 35%
  Year 7 = 20%

Writing

- To decrease the percentage of students achieving at or below national minimum standards in NAPLAN writing.
  Year 3 = 6%
  Year 5 = 8.5%
  Year 7 = 40%

- To increase the percentage of students achieving proficiency standard in NAPLAN writing.
  Year 3 = 53%
  Year 5 = 17.5%
  Year 7 = 12.5%

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;

- 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;

- Provide support for teachers in the implementation of integrated and connected learning opportunities to enhance student literacy outcomes;

- 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

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.

2013 Targets to achieve this outcome include:

Numeracy

- To decrease the percentage of students achieving at or below national minimum standards in NAPLAN numeracy.
  Year 3 = 11.6%
  Year 5 = 11%
  Year 7 = 29%

- To increase the percentage of students achieving proficiency standards in NAPLAN numeracy.
  Year 3 = 45.1%
  Year 5 = 27%
  Year 7 = 13%

- To increase the percentage of students who achieve expected growth in NAPLAN numeracy.
Year 5 = 52%
Year 7 = 48%

Aboriginal and Torres Strait Islander Students
- 100% of students in Years 3, 5 and 7 achieving at or above national minimum standards.
- To increase the percentage of students achieving proficiency standards in NAPLAN numeracy.
  Year 3 = 40%
  Year 5 = 20%
  Year 7 = 10%

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
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.

2013 Targets to achieve this outcome include:
- To increase the percentage of staff involved in leadership initiatives to 75% in 2013.

Strategies to achieve these targets include:
- Promote distributed leadership and develop leadership capabilities within the school by identifying, supporting and mentoring leaders throughout the school;
- 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
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.

2013 Targets to achieve this outcome include:
- To increase the percentage of teachers using SMART data to directly inform teaching and learning to 85%.
- 85% of teachers using internal and external data to develop teaching and learning programs.
- In 2013, 85% 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.

Annette O’Neill  Principal  
Selena McPhee  Assistant Principal  
Megan Clarke  Assistant Principal  
Susan Heins  Assistant Principal  
Katherine Adam  Teacher

### School contact information

Ruse Public School  
Junction Road, Ruse NSW 2560  
Ph: 02 46257811  
Fax: 02 46267422  
Email: ruse-p.school@det.nsw.edu.au  
Web: www.ruse-p.schools.nsw.edu.au

School Code: 4489

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: