School context statement

Ruse Public School is located in Campbelltown and serves a mixture of privately owned residential and rental housing. The population of the school is 406 students. Sixteen percent of students come from a non-English speaking background and seven percent of students from Aboriginal and Torres Strait Islander backgrounds.

Ruse Public School is committed to continuous improvement and quality service. The school provides a safe and supportive environment where students are nurtured, valued and encouraged to achieve their personal best. Highly qualified, dedicated and caring staff members provide a range of excellent educational programs that meet the academic, cultural, physical, emotional and social needs of students. A comprehensive curriculum complements our core values and is characterised by a strong focus in literacy, numeracy, technology, sport and the performing arts. Proactive welfare programs provide an inclusive environment and focus on building respect, resilience and social responsibility along with the desire to excel.

Students are celebrated as safe, respectful learners with awards for merit and citizenship. The opportunity for students to have a voice in decision making takes place through our student representative council, which includes students from Year 2 to Year 6. Parents, community members and our local schools play a vital role in the life of the school. These strong partnerships contribute to the outstanding quality of education.

Principal’s Message

The Ruse Public School Annual School Report highlights the school’s achievements and significant events for the 2014 school year. It provides data on students, staff, progress on school targets and school finances.

We remain proud of our recent achievements and we continue to value a comprehensive and inclusive education for all our students. Our school has a strong culture with a focus on learning, values, ethics and participation where every child is encouraged to be an active learner and a caring citizen.

I commend all the staff, parents and students for their efforts and hard work during 2014, ensuring our school has continued to grow and excel. Throughout the year, teachers have been involved in ongoing professional learning that has enhanced excellent teaching practices and provided students with engaging learning experiences. Innovation, dedication and collegiality have been key features of our planning, programming, teaching and evaluation.

The school continues to recognise and celebrate special events as well as individual and team participation in a range of curricular and extracurricular activities. Our students achieved representation at state level in athletics, Rugby League, Rugby Union and Multicultural Public Speaking. In addition, our Elite Jump Rope squad visited the Frank Whiddon Masonic Homes NSW and entertained folk with their extensive repertoire of skipping skills.

During the year, we completed our purchase of XO laptops which has provided every student in the school with access to digital tools and is facilitating quality teaching for our 21st century learners. We have allocated significant funds to the purchase of extensive relevant, age-appropriate, quality literacy resources for every classroom in the school.

Our school promotes positive and productive relationships with our community by providing many opportunities for communication, feedback and involvement in the life of the school. I would like to acknowledge the strong supportive partnerships between students, staff and the community. The school has an active Parents and Citizens Association (P&C). Its members have worked tirelessly on fund-raising events and in the school canteen. In 2014, P&C funded 3 replacement air conditioners for classrooms and $9000 towards the new electronic sign at the front of the school.

Week 9 of term one was particularly memorable as it was our very first Grandparents’ Day. Classes entertained grandparents and students proudly invited them to classes after which grandparents enjoyed a scrumptious morning tea. The positive feedback from grandparents was overwhelming and, as a result, Grandparents’ Day has become part of the annual calendar.

Finally, I would like to extend my best wishes to the Year 6 students who will be moving into high school. Their contribution to the school has been valued and appreciated.
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.

Parents and Citizens (P&C) Report

In 2014, the P&C has again had a full committee of dedicated volunteers. New faces were present at meetings and around the school, helping in a range of ways. Meetings were still conducted one evening each term. The dedication of the P&C members has resulted in strong partnerships between the school and community and enabled the P&C to provide valuable financial support to the school.

The canteen remained open 5 days a week with thanks to parents, carers and grandparents who have volunteered their time. The canteen again proved to be our greatest asset and fundraiser. The canteen also continued to supply our children with healthy food choices.

Our preloved uniform has grown with the kind donations of old uniforms. We have handed over money to the Year 6 Farewell fundraising from the sale of these uniforms.

A variety of fundraisers were held in 2014 and we also provided our families with the service of our usual Mother’s Day and Father’s Day stalls. The P&C would like to thank all families for their support of fundraising initiatives.

This year we have supported the school by:

- Funding 3 new air conditioning units;
- Selling pre loved uniforms to the parents;
- 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;
- Contributing over $9,000 from P&C funds towards the electronic sign; and
- Providing Book club to all the students from Kinder to Year 6.

I would like to thank all the P&C members and the many parents, carers and grandparents who have given their time in support of the school in 2014. I look forward to seeing more new members and parent helpers in 2015.

Student information

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

Student enrolment profile

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<thead>
<tr>
<th>Year</th>
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State DEC School

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<th>2011</th>
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Workforce information

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

Workforce composition

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<td>Principal</td>
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<tr>
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<tr>
<td>Part-time</td>
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<tr>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Indigenous composition of staff is 4.53%.
**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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<tbody>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
<td>4.53%</td>
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**Professional learning and teacher accreditation**

There were 28 teachers and 9 school administrative and support staff at Ruse Public School in 2014. All staff participated in training and development throughout the year.

- All teachers developed a personal professional learning plan which focused on setting specific SMART targets for each class, as well as personal goals.

- Supervisor/teacher meetings were held twice per term and focused on professional conversations relating to quality teaching and achievement of goals.

- Our assistant principals worked as instructional leaders for part of the week, collaboratively planning with teachers, analysing student data, team teaching in classrooms, guiding reflective conversations about teaching, supporting teachers to formulate both long and short term goals and implementing supportive strategies.

- All teachers engaged in action research groups which focused on the use of assessment strategies to inform teaching and learning.

- All teachers engaged in staff meetings and School Development Days. These focused on Literacy, Numeracy, Science, curriculum differentiation and the new model of school planning.

- All staff participated in CPR training.

- New Scheme Teachers were working towards the National Professional Standards for Teachers at proficient level of accreditation.

- Experienced teachers were supported through lesson observations and ongoing consultation with the Stage Supervisors.

- All K-2 staff members were trained in the Language, Learning and Literacy (L3) program.

**Beginning Teachers**

In Semester Two, we received funding under Great Teaching, Inspired Learning to support two of our beginning teachers who are now permanently employed.

The funding was utilised to provide ½ day per week release from face to face teaching. During this release time, instructional leaders supported the early career teachers with specific professional learning that was explicitly linked to their personal professional learning plans. Professional learning focused on behaviour management strategies, assessment, literacy and numeracy.

In addition, one of the teachers was involved in professional learning for Self Organised Learning Environments (SOLE). With support from the SOLE group and her instructional leader, she has implemented this approach within the context of HSIE. This pedagogy is being introduced to the school staff in 2015.

**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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<td>School &amp; community sources</td>
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<table>
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<th><strong>Expenditure</strong></th>
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<td>Extracurricular dissections</td>
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<tr>
<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<td>Maintenance</td>
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A full copy of the school’s 2014 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 2014**

**Achievements**

**Creative Arts**

Students at Ruse Public School are given various opportunities to acquire the skills needed to become confident, self-motivated learners, through engagement in the arts. Engaging class programs are developed to improve skills in drama, dance, music and visual arts. Ruse Public School fosters students’ abilities in the arts by providing opportunities for extracurricular activities and performances at a whole school level.

**Highlights:**

- The development of both an elite dance group and jump rope team who performed entertaining routines to members of the broader community, including clients at a local nursing home;
- All students executed a performance in stages, to a variety of different genres, for Grandparent’s Day;
- Performance group, choir, dance groups and Ruse Ropers rehearsed on a regular basis during lunchtimes to create unique and entertaining performances for special assemblies throughout the year;
- Students participated in the ‘Art Focus’ as part of Education Week. All students were exposed to a variety of different visual art styles which included drawing, mixed media, paint and geometric patterns. A winner from each category in each stage was presented at the Education Week assembly and the artwork was displayed on the school’s new art boards in the school hall;
- Primary students demonstrated their individual skills and unique talents in the annual school talent show. Students rehearsed in groups, in pairs or individually and showcased their abilities in a final performance in front of the whole school and members of the wider community; and
- After the success of last year’s Carols by Candlelight, this has now become an annual event where students are provided the opportunity to be involved in a dancing and singing item that is performed in front of the whole school and community.

**Sport**

Ruse Public School acknowledges the importance of sport. We value the application and effort the students demonstrate in all sporting arenas. This year has seen achievement in many areas including school events such as swimming, athletics and cross country carnivals. We have had several students go through to represent Ruse at zone, regional and state levels.

In PSSA sport, Ruse Public School has had many successes this year. We had teams represent us in soccer, Rugby League, Rugby Union, cricket, netball, T-ball and softball. Many of our junior and senior teams were successful in these competitions. All of our students demonstrated outstanding skill and sportsmanship.

We had 11 students represent Campbelltown Zone in various sports. Two students were also selected for state sides.

The staff has initiated a lunchtime Oz-Tag and volleyball competition. The purpose of this was to help the students develop fundamental movement skills, encourage friendship and social skills as well as work on team building.

PD/H/PE was taught across all grades in the school. This enabled students to have the opportunity to develop fundamental movement skills to support them in playing the various sports offered at Ruse Public School. We introduced a gymnastics program for all students K-6. Staff participated in training to teach skills and correct technique. Sun safety, road safety, drug education were also embedded in PD/H/PE. Students also attended a netball clinic with the Sydney Swifts.
Teachers engaged in professional development in Austswim, Rugby League accreditation and sports coordinator courses.

At Ruse Public, we are committed to providing opportunities for all students to engage in an active and healthy lifestyle while encouraging student participation in all areas of sport.

**Debating and Public Speaking**

In 2014, students at Ruse Public School were involved in a range of public speaking and debating experiences. During terms 2 and 3, nine students from stage 3 participated in the Premier’s Debating Challenge. They participated in an introduction to debating workshop prior to debating against other schools in our region. Our students developed strong team work and debating skills, and were able to develop and utilise their skills of reasoning, questioning and critical thinking. One student represented Ruse Public School at the South Western Sydney Debating trials at the end of term 3.

Ruse Public School competed in the state-wide Multicultural Public Speaking Competition, entering two students from Stage 2 and Stage 3 into the Campbelltown Zone final. One student was highly successful, winning at zone and regional levels and competing in the state final.

During Term 3, all students competed in class oracy competitions, developing speeches on a range of topics including friendship and family. Students developed their skills in public speaking by presenting prepared and impromptu speeches throughout the term. From this competition, two students from each stage were selected to represent Ruse Public School at the Campbelltown Zone competition. Students from ten other schools in the Campbelltown area participated in the competition, and the finals were hosted by Ruse Public School in Term 4.

**ICAS**

In 2014, twenty one students sat the ICAS (International Competitions and Assessments for Schools) in Mathematics, English, Science, Computer Skills, Spelling and Writing. Our students performed very well. This year, students from Ruse Public School were awarded 14 distinctions and 28 credits.

**Maths Off**

During Education Week in Term 3, our school held its 4th annual ‘Maths Off’ competition. Students in grades 1-6 had the opportunity to test their mental computation skills against others in their class and stage before the successful students competed in the grand final. Students were asked to answer a range of mental questions including; number, measurement, space and geometry, and worded problems. Students were given time limits to adhere to, and as the rounds increased, so did the difficulty of the questions asked. Each stage awarded a winner and runner up. Congratulations to those students.

**Premier’s Spelling Bee**

Students K-6 participated in the Premier’s Spelling Bee competition. All students participated in an “in class” spelling bee with the winners advancing to our school spelling bee. The winners from the Stage 2 and Stage 3 competitions represented our school at the Regional Premier’s Spelling Bee.

**Premier’s Sporting Challenge**

The students in 3-6 participated in the Premier’s Sporting Challenge. This program is designed to encourage students to engage in a healthy and active lifestyle. Students in Years 3-6 participated in a 10 week challenge, wherein they recorded their time spent in a broad range of sports and recreational pursuits during lunchtime, in school sport programs, class time, after school or in weekend physical activity. Students achieved a Premier’s Bronze, Silver, Gold or Diamond Award according to the amount of time they spent engaged in physical activity. This program was well received by all students.

**Technology**

As we embrace 21st Century learners at Ruse Public School, we have invested heavily in technology, purchasing one laptop per child (XOs) with the guidance of One Education. We have been working collaboratively with staff, students and the One Education team, to embed technology in effective and meaningful ways, linking students with the real world. Students have learnt to use the World Wide Web (www), GOOGLE applications, Sugar-labs applications and are beginning to use android applications.
We have updated the i-Pads with the latest apps to engage students in a virtual world and allow them to create beyond the classroom environment. Students use i-Movie and Garage Band to collaboratively create pieces of work to share with their peers and the school community.

Laptops have been maintained by the technology team throughout the year, and are accessible to all staff. The WIFI network has been maintained, allowing students and teachers to use devices throughout the school. There is a separate WIFI platform for the XOs to ensure that all students are able to maintain high quality connectivity. Students were trained to become XO mechanics, allowing them to fix problems that arise without teacher support. Staff members have continued to participate in professional development on the use of XO devices in the classroom.

The technology team provided professional learning and program development on the effective integration of technology in the classroom. This training informed teachers of 21st century pedagogies, and how to effectively cater for students living in the 21st century.

At Ruse Public School, we will continue to keep abreast with the latest technology advances to improve the educational outcomes of all students.

**Environmental Education**

This year, students across the school participated in Clean Up Australia Day, cleaning the grounds and gardens of accumulated rubbish. As the year has progressed, we have worked to maintain a clean and tidy school environment with new bins and ongoing vigilance.

As part of National Tree Day, a group of students have come together to plant native bottlebrush seeds and are enjoying nurturing the seedlings in our greenhouse. The children will later plant the seedlings around the school gardens as part of a regeneration project.

Whilst the vegetable garden has enjoyed a season of resting due to staff changes and its position, we are looking forward to re-establishing a productive vegetable garden with a fresh crop in the coming months.

**Leadership**

In 2014, our Student Leadership Policy was reviewed in consultation with the school community. Our revised student leadership program brings together Year 6 leaders, House Captains and Student Representative Council members (who represent classes from Year 2 to Year 6) under the banner of the Ruse Student Leadership team. The Year 6 Leaders form the executive of the Student Leadership team with the SRC Chairpersons coordinating the team.

In addition to general responsibilities of team members, they were required to decide on a project that they wanted to support throughout the year. In 2014, the Student Leadership team discussed the possibility of running a project to support another school community. Through our Aboriginal Education networks it was decided that we would form a liaison with Wilcannia Central School. Teachers from both schools collaborated which was followed by a written submission outlining the purpose and scope of the project. Wilcannia Central School was particularly significant to Ruse Public School as 40% of our Year 6 leaders are Aboriginal students.

This year the project was called “Pencil Case Pals”. Student leaders proposed that they run pencil raising activities at our school to purchase pencil case supplies, package them and send them to the students of Wilcannia Central School so that they have all the items they require for the start of the 2015 school year. Students coordinated all aspects of the project. “Pencil Case Pals” has involved all the student representative members forming committees and taking responsibility for particular aspects of the project. The committees were: Writing Committee, Fundraising Committee, Publicity Committee and Research Committee.

Our two respective leadership teams had a video conference where they shared various aspects of their own lives and the communities they lived in. As a follow-up to the video conference, students made movies of life in our urban community. These were shared with Wilcannia Central School.

Student leaders through discussions with their peers have provided constructive feedback about all aspects of school including health and well-being, teaching and learning both through Ruse Student Leadership meetings as well as student forums.

In addition, we have introduced an optional project for Year 5 and Year 6 students. This program is called the Ruse Leadership Challenge. For students to receive a Ruse Leadership Challenge Medal they must have completed: Physical/mental challenges at a one day camp;
the learning of a new skill; and 12 hours community service.

**Academic achievements**

**NAPLAN**

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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

**NAPLAN Year 3 - Literacy**

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

**Year 3 NAPLAN results indicated that:**

- 22.9% of students were placed in the top two bands in reading.
- 36.1% of students were placed in the top two bands in writing.
- 98.4% of students were achieving at or above the national minimum standards;
- 38.3% of students were placed in the top two bands in grammar;
- 34.5% of students were placed in the top two bands in spelling; and
- 98.4% of students were achieving at or above national minimum standards.
NAPLAN Year 3 - Numeracy

61 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:
- 38% of students were placed in the top two bands;
- 100% of Year 3 students achieved at or above national minimum standards;
- More boys at Ruse Public School achieved in the top band in numeracy compared to the state and region;
- 40% of Aboriginal students achieved above national minimum standards.

NAPLAN Year 5 - Literacy

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

Year 5 NAPLAN results indicated that:
- In reading, 26.1% of students were placed in the top two bands;
- 58.6% of students achieved greater than or equal to expected growth in reading;
- In writing, 58% of students achieved in the top three bands;
- In grammar, 40% were placed in the top two bands; and
- Year 5 student growth averages were well above the state average growth in reading, spelling and grammar.
65 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:

- 33.9% of students were placed in the top two bands;
- 95% of students achieved above national minimum standards in numeracy;
37.9% of girls were represented in the top two proficiency skill bands, which is an improvement of 20.3% from 2013; and

100% of Aboriginal students achieved above minimum standards.

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Aboriginal Education is a continuing focus at Ruse Public School. We have a strong sense of pride in culture and strive to build authentic community relationships. Four members of our Leadership Team in 2014 were of Aboriginal heritage. They have strengthened their leadership capacity, developed community relationships and built relationships with other leaders in our community by attending the Junior AECG camp at Woogelemai Environmental Education Centre. As a school, we celebrated NAIDOC week with the reading of traditional Dreamtime stories, participating in traditional games and designing boomerangs. The students also attended a performance by Ryka Ali and Grandma Cindy. They experienced and learned traditional dance and music, listened to the didgeridoo and heard stories about ceremonies and the ways Aboriginal people connect with the land.

Within our Community of Schools (COS), students celebrated NAIDOC day, learning about traditional boomerang painting, sand art, participating in an artefact talk as well as trying out some Rugby League skills. This was a great networking opportunity for both students and teachers.

We held an Indigenous Literacy Day and the Great Book Swap, which aimed to help improve literacy levels and raise money to improve the lives and opportunities of Indigenous children living in remote and isolated regions.

The Student Representative Council (SRC) developed a partnership with Wilcannia Central School and raised money for the Pencil Case Pals program to buy and donate pencil cases to 90 Indigenous students at the school.

We continued to strengthen and close the gap for Aboriginal students through the development of Personal Learning Plans (PLPs) in consultation with staff, students and the parents and carers. These plans help us to realise and strengthen students’ academic, social and cultural needs.

Multicultural education and anti-racism

Ruse Public School provides a culturally inclusive, engaging environment that promotes respect for, and understanding of others. Cultural diversity is promoted through an inclusive curriculum and a variety of extra-curricular activities.

Our English as an Additional Language (EALD) program provided curriculum based support for EALD students and assisted in ensuring our teaching practices were culturally inclusive. One to one support was provided for new arrivals and students in the first phase of learning English.

Aboriginal background

Throughout 2014, Ruse Public School has implemented the Aboriginal and Torres Strait Islander Education Action Plan. We have actively strengthened partnerships and collaboration between Aboriginal families and the school community through initiating a community BBQ and inviting families to collaborate with students and teachers on the development of Individual Education Plans.

We have actively sought to initiate and strengthen partnerships with the wider community through the involvement of leadership programs targeting Aboriginal students, Student Representative Council initiatives with Wilcannia Central School and utilising the cultural knowledge of our wider community.

As a school, we have sought to close the gap for Aboriginal students by introducing strategic and targeted programs. We have implemented Multilit to support the learning of reading with 3 students and Quicksmart to support the learning of mathematics with 2 students. We have continued to support implementation of quality teaching in all classrooms, supporting the learning of all Aboriginal students.

We have supported Aboriginal students in key transition points (pre-school to Kindergarten and Year 6 to Year 7). Our incoming Aboriginal students have participated in Kindergarten orientation. Year 6 students have participated in the transition to high school program with our feeder high school.
Socio-economic background

The Resource Allocation Model (RAM) enabled the school to plan and allocate funding to support instructional leadership in a variety of areas including literacy, numeracy, science, and assessment and student welfare. Instructional leadership focused on differentiated professional learning to support teachers across the school in specific areas of need. Professional learning was linked directly to individual teacher goals and was reviewed twice per term in the context of planning, teaching and triangulation of student assessment data. Student assessment data formed the basis for planning, programming and differentiating for individual student needs. Funds were allocated for the release of class teachers from face to face teaching to facilitate this process. Instructional leadership has had a positive impact on student learning outcomes. Additional literacy resources were purchased for each classroom to supplement class teaching programs.

An action research project investigating assessment was funded through RAM. The project facilitated the identification and trialling of various assessment strategies linked directly to research. This has enabled teachers to embed various forms of assessment to more accurately determine student needs and plan appropriate programs of learning.

In addition, programs such as MULTLIT (Literacy) and Quicksmart (Mathematics) were purchased to assist the lowest achieving students in literacy and numeracy. Part of the funding was utilised to employ School Learning Support Officers (SLSOs) to implement these programs. Outcomes from MULTLIT and Quicksmart have reflected significant improvement for the lowest achieving students.

Funds were also allocated for the purchase of laptops to facilitate the completion of the One Laptop per Child program at Ruse Public School. This has enabled the embedding of digital tools as part of 21st century pedagogies and has improved the level of student engagement in learning.

English language proficiency

In 2014, students with English language proficiency needs were supported in a range of ways including:

- one to one support for students transitioning to school;
- differentiated literacy teaching programs and assessments; and
- instructional leadership support for all teachers of students on the EAL/D progression to improve teaching strategies.

Learning and Support

The Learning and Support Team is comprised of the Principal, school counsellor, executive members of staff (A.P.’s), learning and support teacher (L&ST) and a teacher representative of each stage. Referrals and minutes of each fortnightly meeting are recorded electronically on Sentral and are available and accessible to all members of staff. This documents a clear understanding of processes in place and the planned interventions.

The Learning and Support Team is concerned with assisting students who experience difficulty with learning, and ensure each student maximises his/her potential. This comes about through consultation and communication with teachers, parents/carers and outside agencies as well as the provision of SLSO support.

The Multilit program (making up for lost time in literacy) continued for a second year. This program caters for students experiencing difficulty with decoding skills, sight word knowledge and reading fluency.

Parents and community volunteers were trained as tutors to help administer this program but it was only able to continue through the employment of SLSOs. They have provided support to 21 students this year from Years 2-5. 12 students have completed the program. Monitoring of these students has continued throughout the year. To date 84% of students have increased their reading levels from between 6 and 14 levels.

Other significant initiatives

QUICKSMART

QuickSmart is an intensive support program to bring students “up to speed” with basic skills such as the recall of number facts and problem solving.

The program is called QuickSmart to encourage students to become ‘quick’ in their response speed and ‘smart’ in their strategy use when learning the basic skills required in numeracy. It focuses on the role of automaticity in developing
students’ understanding and quick recall of basic facts.

After intensive testing, 18 students were included in the program. They attended three half hour lessons per week with their QuickSmart tutor.

Improvement in the students’ speed and accuracy and their ability to solve basic facts automatically were seen within weeks of starting the program.

After 20 weeks on the program 100% of students had made significant progress not only in their numeracy skills but also in their confidence.

Continuation in the program in 2015 with the current students transferring to high school will allow another 18 students to embark on the 30 week program.

Language, Learning and Literacy

Language, learning and literacy (L3) is a research based, effective Kindergarten program, designed to target text reading and writing. It complements the daily literacy program for students in Kindergarten.

Students receive explicit instruction in reading and writing strategies in small groups of three selected students. Students then rotate through individual or small group activities which are designed to support and give opportunities for practice of these skills and strategies. All Kindergarten students participated in L3 sessions throughout the year.

3 teachers undertook L3 training at the beginning of the year and 5 additional teachers were trained in L3 at the end of the year.

L3 strategies will now be embedded into classroom practice in all K-2 classes. This program will target students in Years 1 and 2 who are not reaching expected outcomes. Teachers will be supported by our Learning and Support teachers.

School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

- Increased levels of achievement in literacy for every student in line with state and national targets.
- Diminished gap in literacy achievement between Aboriginal students and all students.
- 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.

Evidence of achievement of outcomes in 2014:

Reading

- 97% of Year 3 students achieved at or above national minimum standards;
- 88% of Year 5 students achieved at or above national minimum standards;
- 91% of Year 7 students achieved at or above national minimum standards;
- 23% of students in Year 3 achieved at proficiency level;
- 26% of students in Year 5 achieved at proficiency level;
- 10% of students in Year 7 achieved at proficiency level;
- 100% of Aboriginal students in Years 3 and 5 achieved at or above national minimum standards;
- 40% of Aboriginal students in Year 3 achieved at proficiency level; and
- 20% of Aboriginal students in Year 5 achieved at proficiency level.

Writing

- 98% of Year 3 students achieved at or above national minimum standards;
- 91% of Year 5 students achieved at or above national minimum standards;
- 87% of Year 7 students achieved at or above national minimum standards;
- 36% of students in Year 3 achieved at proficiency level;
- 6% of students in Year 5 achieved at proficiency level;
- 19% of students in Year 7 achieved at proficiency level;
100% of Aboriginal students in Years 3 and 5 achieved at or above national minimum standards; and
20% of Aboriginal students in Years 3 and 5 achieved at proficiency level in writing.

**Strategies to achieve these outcomes in 2014:**
- Target professional learning to support the effective implementation of the new Australian English Curriculum and the K-10 Literacy Continuum;
- Personal Professional Learning Plans for all teachers to support quality teaching in literacy;
- Development of thematic literacy units to improve student engagement in reading and writing;
- Rigorous analysis of formative and summative assessment data to develop differentiated teaching and learning programs in literacy;
- Multilit program used to improve literacy outcomes for students experiencing difficulty in reading; and
- Parent workshops to provide strategies to support students in literacy.

**School priority 2**

**Numeracy**

**Outcomes from 2012–2014**
- Increased levels of achievement in numeracy for every student, in line with state and national targets.
- Diminished gap in numeracy achievement between Aboriginal students and all students.
- 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.

**Evidence of progress towards outcomes in 2014:**
- 100% of Year 3 students achieved at or above national minimum standards;
- 95% of Year 5 students achieved at or above national minimum standards;
- 95% of Year 7 students achieved at or above national minimum standards;
- 38% of Year 3 students achieved at proficiency level;
- 34% of Year 5 students achieved at proficiency level;
- 11% of Year 7 students achieved at proficiency level;
- 62.1% of students achieved expected growth between Year 3 and Year 5;
- 41.7% of students achieved expected growth between Year 5 and Year 7;
- 100% of Aboriginal students in Years 3 and 5 achieved at or above national minimum standards;
- 20% of Aboriginal students in Year 3 achieved at proficiency level; and
- 40% of Aboriginal students in Year 5 achieved at proficiency level.

**Strategies to achieve these outcomes in 2014:**
- Targeted teacher professional learning in the new Mathematics Australian Curriculum in order for staff to develop quality numeracy programs;
- Development of a Mathematics scope and sequence that reflects the key ideas presented in the new Mathematics Australian Curriculum;
- Using triangulation of student assessment data to initiate discussions between stage teams on how students with specific learning needs can be supported through differentiated teaching and learning programs;
- Teacher professional learning and collaboration on the use of learning intentions and success criteria to explicitly communicate expectations to students K-6;
- Development of rich assessment tasks that allow students to demonstrate their ability to apply mathematical skills to real world problems;
- Continued use of Newman’s Error Analysis to explicitly teach students K-6 a variety of problem solving strategies; and
• Parent workshops to ensure consistent understanding of how mathematical concepts are taught at school, allowing parents to support student numeracy learning at home.

School priority 3
Leadership
Outcomes from 2012–2014
• 100% of executive teachers involved in instructional leadership and coaching program.
• 73% of teachers involved in leadership initiatives in 2014.
Evidence of progress towards outcomes in 2014:
• 100% of executive teachers completed GROWTH coaching as a tool for their instructional leadership role. 100% of executive were involved in a leadership development program that commenced exploration of the National Professional Standards for Teachers at Highly Accomplished and Lead levels;
• 73% of teachers were involved in some way in leadership initiatives mentored and supported by the school executive;
• Induction program for early career teachers was implemented on an individual basis by each stage supervisor.
• Responsibilities within the student leadership group were re-defined;
• The Student Representative Council devised and implemented a program with Wilcannia Central School called Pencil Case Pals. The project raised funds and provided quality school equipment in Wilcannia Central School; and
• The Ruse Leadership Medal was introduced and fourteen school leadership students completed the challenges to receive the medal.

Strategies to achieve these outcomes in 2014:
• Develop leadership skills through participation in leadership development programs;
• Devise and implement an action plan for the development of shared leadership capacity in a range of roles across the school. Provide varying levels of support differentiated to meet the specific needs of staff;
• Provide proactive support for early career teachers including induction and procedures/processes for accreditation; and
• Review student leadership processes and responsibilities and devise procedures for developing authentic leadership capacity to facilitate a more powerful “student voice”.

School priority 4
Curriculum and assessment
Outcomes from 2012-2014
• To increase the percentage of teachers using SMART data to directly inform teaching and learning to 82%.
• 90% of teachers using internal and external data to develop teaching and learning programs.
• 100% of staff will identify elements of the teaching standards as a focus for individual professional learning plans.

Evidence of progress towards outcomes in 2014:
• 100% of teachers using PLAN to track student achievement;
• 100% of staff using SMART, internal and PLAN data to drive teaching and learning;
• 100% of teachers devising a personal professional learning plan that aligns to National Professional Teaching Standards and identifying individual needs as a focus for professional learning;
• 90% of students engaging in the transition to school program;
• 95% of students engaging in the transition to high school program; and
• Implementation of Aboriginal Education strategies such as the Community BBQ, collaborative development of Personal Learning Plans which promote, encourage and support connectedness and productive partnerships.
Strategies to achieve these outcomes in 2014:

- Review the plan for assessment of learning K-6;
- Develop an understanding of assessment for and as learning. Implement a consistent approach to assessment for and as learning. Professional learning through stage supervisors/instructional leaders to explore efficient and effective methods for ongoing consistent assessment - formative and summative as well as effective use of rubrics;
- Continue to develop individual goals for all students and communicate with parents/carers through the 2 or 3 way interviews twice per year;
- Continue to refine the collection and collation of data - Aboriginal students, data collection in literacy and numeracy;
- Professional learning in the embedding of 21st Century learning through the use of technology;
- Professional learning in the development and implementation of quality explicit teaching programs through team teaching, quality feedback, peer assessment;
- Provide professional learning opportunities for all teachers to enhance their understanding of policy and strategies to enhance teaching capacity in Aboriginal education;
- Implement inclusive Aboriginal education strategies that promote, encourage and support connectedness and productive partnerships. Build an inclusive school environment which welcomes and values families and community members at a range of events: Aboriginal community forum, twilight BBQ, NAIDOC week, Harmony Day, Sorry day, Acknowledgement of Country, involvement in Junior AECG, awards and recognition at assemblies and presentations;
- Quality transition programs from preschool to school and primary school to high school that are modified to suit specific needs of students;
- Continue to promote positive links with local preschools;
- Develop an overall plan for outside classroom events (performances, sporting events, academic challenges); and
- Provide opportunities for parent communication with the school through parent workshops, online surveys, parent forums, structured interviews, cafe club.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

- 94% of parents, staff and students surveyed believe that the school understands the community it serves and that school leaders have a positive influence on the school.
- 93% of respondents believe the school is attractive, well-resourced and offers a wide range of extra-curricular activities.
- 89% of parents and staff believe the school continually works to improve what it does.
- 91% of respondents believe the school encourages students to achieve their best.
- 93% of students reported that they enjoy coming to school.

Other Evaluations

Teaching

- More than 88% of community and staff believed teachers provide interesting lessons to ensure students are challenged and engaged.
- More than 90% of community and staff believed: the school is focused on improvement in teaching skills and learning outcomes for the students; the school has an expert teaching team; the school has a culture which promotes learning and engagement; and uses resources wisely to support student learning.
• 88% of the community and 100% of staff believed the school promotes differentiated teaching and learning which caters for students’ needs and interests.

Curriculum

• More than 90% of the community and staff believed: the school offers a range of co-curricular activities; the school has systematic curriculum delivery; and has effective pedagogical practices.
• 77% of community and 100% of staff thought teachers provided various levels of support in literacy and numeracy.
• More than 84% of parents and 73% of staff believed technology was embedded effectively in lessons.
• 93% of staff and 76% of parents believe teachers provide effective feedback.
• 87% of teachers and parents believed students are provided with opportunities to work collaboratively on tasks and projects.
• 100% of teachers believed they were providing rich learning experiences that develop a range of thinking skills.

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

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
Katherine Adam                  Assistant principal
Jennifer Wadwell                Learning and Support

School contact information

Ruse Public School
Junction Road, Ruse NSW
Ph: 0246257811
Fax: 0246267422
Email: ruse-p.school@det.nsw.edu.au
Web: www.ruse-p.schools.nsw.edu.au
School Code: 4489

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