Ruse Public School
Annual School Report
2013
Our school at a glance

Students
At the conclusion of 2013 school numbers had increased to 392 students.
Kindergarten – 55; Year 1 – 54; Year 2 – 63; Year 3 – 51; Year 4 – 71; Year 5 – 48; Year 6 – 50.

Staff
Ruse Public School has 21 teaching staff and all meet the professional requirements for teaching in NSW Public Schools.

Messages

Principal’s message
Ruse Public School is a dynamic and vibrant learning community which promotes a culture committed to excellence. Our dedicated staff is committed to ongoing professional learning and continual improvement of learning outcomes through quality teaching practices and programs. Our focus on setting individual learning goals for all our students in consultation with parents and carers provided a strong basis for the development of the whole child through academic, creative and performing arts, sport, technology, health and wellbeing programs.

This year we have worked to embed 21st century learning through our one laptop per child program. We have had tremendous support from our Parents and Citizens (P&C), community, local businesses and Year 6 to assist us to provide a laptop for every student in the school. P&C fundraising provided the school with $15000, Year 6 donated $2500 and the entire proceeds from the Fun Run of approximately $8000 were all utilised to purchase laptops. The community effort has been tremendous. The positive partnership between the school and the home is highly valued.

Many local schools have taken the opportunity to visit Ruse PS to observe how consistent assessment, digital tools, collaborative project based learning and differentiated teaching programs and have been incorporated into our quality education programs. We are truly leading the way as 21st century learners.

Our implementation of effective student welfare programs which are underpinned by the core values of respect, responsibility, fairness and honesty has enriched our school’s capacity to provide all students with consistency within our safe, secure and caring learning environment.

The annual school report provides a summary of our achievements in 2013 and gives structure to communicate our priorities and the focus for our learning in 2014.

I feel very proud to have led our great school in 2013. We have delightful students, dedicated teachers and support staff and an actively involved and supportive community.

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
Principal

P & C and/or School Council message
In 2013, I have had the pleasure of leading a great group of dedicated parents and citizens (P&C). We had another full line up on the committee with all positions filled. Again this year, we have welcomed new parents, grandparents and carers to our meetings. The meetings have changed to one evening meeting a term in week 5. The partnership between the P&C and the school still continues to be a wonderful experience, thus making it possible to reach our goals each year.

The canteen continues to run 5 days a week and is staffed by parents, carers and grandparents volunteering their time. The canteen has again proved to be our greatest asset. We are proud of the canteen and thank the coordinator Dianne Miles for overseeing the whole program and keeping it serving good healthy food choices for our children.

This year the P&C have recommenced the sale of second hand uniforms. This is only possible with parents donating back their old uniforms. The service is available every Monday from 2.30pm to 3pm from the canteen building.

In fundraising this year, the P&C has had two newcomers to the role. The ladies have been doing a great job and supplying us with many new ideas for fundraising. The P&C thanks all...
families for their ongoing support of each fundraiser.
This year we have supported the school by:
- Paying for a new air conditioning unit;
- Selling preloved 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;
- Providing raffles for Easter, Mother’s Day, Father’s Day and Christmas;
- Coordinating the Election Day BBQ;
- Donating $15,000 from P&C funds towards technology; and
- Paying a deposit for the installation of an electronic signboard at the front of the school.
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 reach our outcomes each year. I look forward to seeing more new members and parent helpers in 2014.
Kylie Devine
P&C President

Student representative’s message
During 2013, the Student Representative Council (SRC), led by SRC chair people Jake B and Melissa L and coordinated by Miss Kehlet, has been involved in a range of fundraising. They held fundraising days including Superhero Day, Crazy Clothes Day and other mufti events to raise money for the ‘Kids of Macarthur’ foundation, the bushfire appeal and the typhoon in the Philippines. Student led discussions from their meetings have resulted in the implementation of new activities in our playground including an art club and playtime competitions. Through their involvement in the SRC, class representatives from Years 2 to 6 have been given the opportunity to develop important leadership skills.
Melissa L and Jake B

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
In 2013 the school maintained 15 classes.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>173</td>
<td>180</td>
<td>187</td>
<td>179</td>
<td>192</td>
<td>199</td>
<td>199</td>
</tr>
<tr>
<td>Female</td>
<td>150</td>
<td>162</td>
<td>164</td>
<td>159</td>
<td>167</td>
<td>186</td>
<td>181</td>
</tr>
</tbody>
</table>

Student attendance profile

<table>
<thead>
<tr>
<th>Region</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>94.0</td>
<td>93.7</td>
<td>94.5</td>
<td>95.2</td>
<td>94.8</td>
<td>95.1</td>
</tr>
<tr>
<td>1</td>
<td>93.8</td>
<td>94.1</td>
<td>94.1</td>
<td>94.1</td>
<td>94.0</td>
<td>94.6</td>
</tr>
<tr>
<td>2</td>
<td>93.9</td>
<td>94.7</td>
<td>94.4</td>
<td>94.3</td>
<td>94.9</td>
<td>95.1</td>
</tr>
<tr>
<td>3</td>
<td>94.2</td>
<td>94.8</td>
<td>94.6</td>
<td>94.6</td>
<td>94.6</td>
<td>95.1</td>
</tr>
<tr>
<td>4</td>
<td>94.2</td>
<td>95.0</td>
<td>94.8</td>
<td>94.7</td>
<td>95.1</td>
<td>95.0</td>
</tr>
<tr>
<td>5</td>
<td>94.2</td>
<td>95.0</td>
<td>94.9</td>
<td>94.6</td>
<td>95.2</td>
<td>95.0</td>
</tr>
<tr>
<td>6</td>
<td>94.1</td>
<td>94.7</td>
<td>94.7</td>
<td>94.7</td>
<td>94.7</td>
<td>95.0</td>
</tr>
<tr>
<td>Total</td>
<td>94.4</td>
<td>94.7</td>
<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
<td>95.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>State DEC</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>94.3</td>
<td>94.7</td>
<td>94.7</td>
<td>94.3</td>
<td>95.0</td>
<td>95.0</td>
<td>95.0</td>
</tr>
<tr>
<td>1</td>
<td>93.7</td>
<td>94.2</td>
<td>94.2</td>
<td>93.9</td>
<td>94.5</td>
<td>94.7</td>
<td>94.7</td>
</tr>
<tr>
<td>2</td>
<td>94.0</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.2</td>
<td>94.7</td>
<td>94.7</td>
</tr>
<tr>
<td>3</td>
<td>94.1</td>
<td>94.5</td>
<td>94.4</td>
<td>94.4</td>
<td>94.8</td>
<td>94.7</td>
<td>94.7</td>
</tr>
<tr>
<td>4</td>
<td>94.0</td>
<td>94.5</td>
<td>94.3</td>
<td>94.3</td>
<td>94.7</td>
<td>94.7</td>
<td>94.7</td>
</tr>
<tr>
<td>5</td>
<td>94.0</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.5</td>
<td>94.5</td>
<td>94.5</td>
</tr>
<tr>
<td>6</td>
<td>93.6</td>
<td>94.0</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
<td>94.1</td>
<td>94.1</td>
</tr>
<tr>
<td>Total</td>
<td>94.1</td>
<td>92.1</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.7</td>
</tr>
</tbody>
</table>

While instances of individual students having significant unjustified absences from school are low, the school implements procedures to promote school attendance.

School attendance procedures include: increased parental information about attendance through newsletters and kindergarten orientation, letters to families where students experienced high absenteeism, ‘tear off booklets’ to inform the school of student absence, monitoring by class teachers, stage supervisors, the school principal and the home school liaison officer.

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

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>12</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.2</td>
</tr>
<tr>
<td>Part-time</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Release from face to face</td>
<td>0.63</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.948</td>
</tr>
<tr>
<td>Total</td>
<td>22.078</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2013 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>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>4.53%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>$218,884</td>
</tr>
<tr>
<td>Global funds</td>
<td>$216,750.64</td>
</tr>
<tr>
<td>Tied funds</td>
<td>$98,914.17</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>$110,108.18</td>
</tr>
<tr>
<td>Interest</td>
<td>$7,759.51</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>$170,016.54</td>
</tr>
<tr>
<td>Canteen</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>$822,433.04</td>
</tr>
</tbody>
</table>

| **Expenditure**            |            |
| Teaching & learning        |            |
| Key learning areas         | $106,984.17|
| Excursions                 | $29,459.73 |
| Extracurricular dissections| $20,446.65 |
| Library                    | $6,101.58  |
| Training & development     | $4,923.27  |
| Tied funds                 | $11,198.42 |
| Casual relief teachers     | $4,147.11  |
| Administration & office    | $6,558.48  |
| Total expenditure          | $537,865.82|
| Balance carried forward    | $284,567.22|

A full copy of the school’s 2013 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 2013

Achievements

Creative Arts
Students at Ruse Public School are given many opportunities to develop skills and self-confidence through engagement in the arts. Students improve their skills in music, drama, dance and visual arts not only through class programs but at special performances, assemblies and the annual talent show.

Initiatives and achievements in creative arts in 2013 included:

- Primary students show-cased their individual skills and talents in the annual school talent show. Students prepared an item where they were able to express themselves and perform in front of the whole school and community members;
- All students participated in indigenous performances throughout NAIDOC Week celebrations;
- Choir, performance groups, dance groups and Ruse Ropers rehearsed frequently during lunchtimes to create unique and entertaining performances for special assemblies and the annual presentation day; and
- Carols by Candlelight provided all students with the opportunity to be involved in a dancing and singing item that was performed in front of the whole school and community.

Sport
It has been a hugely successful year in sport, with some fantastic results and personal achievements in all areas. Primary School Sports Association (PSSA) winter sport included Rugby League,
soccer and netball. Rugby League has continued with great interest and enthusiasm, with the senior boys attaining 2nd in the PSSA Rugby League knockout, Tigers Seven Aside Gala Day, Wests All Schools Gala Day and in the PSSA Gala days. The junior boys also participated and were placed 2nd overall in PSSA Gala day and 4th in the Tigers Seven Aside Gala day. These boys then went on to participate in the newly offered Rugby Union Gala days for winter sport and were lucky enough to have expert coaching from NSW Rugby Union.

In addition to our hugely successful Rugby League season, three students were selected for Campbelltown PSSA Zone teams. Brock H and Zachary W were selected for the Junior side and Rick T for the Senior Side. These boys represented our school proudly.

The soccer season commenced strongly this year, with the boys winning their first knockout round and moving on to the second round. In PSSA, they performed very well and have improved their skills and teamwork.

Netball was also successful, with the senior girls only losing one game in total. They have placed 1st overall and are to be highly commended on their efforts.

For PSSA summer sport, we offered softball, T-Ball and cricket for Terms 1 & 3, with the addition of League Tag (which is modified Oz Tag) for Term 4.

We also participated in a Tiger Tag Gala Day in Term 4, where 48 students – two junior and two senior teams – competed against other schools in the district. These were mixed boys and girls teams which gave students further opportunities to represent our school.

Our annual swimming carnival was held in first semester as was the cross country carnival. We had several students represent Campbelltown Zone at the South West Sydney regional carnival. Ethan S represented South West Sydney region at the NSW PSSA cross country carnival.

In athletics, several students were in Campbelltown Zone final events. Two students represented Campbelltown Zone at the South West Sydney regional carnival. Grace S came 1st in the 800 metre track event and Toutai L came 4th in the 100 metre track event. These students achieved outstanding results.

More achievements were still to be had, with selection to PSSA Campbelltown zone teams. In hockey, Jay Mc and Jacob L were chosen for the team, with an outstanding effort by Jay Mc who was selected for the South West Sydney regional hockey team. In cricket, Holly G was selected and in softball, Morgan Mc, Ethan S and Adam D were selected for Campbelltown Zone teams.

At the end of the year, senior boys trialled for a basketball knockout team that will play in 2014. Senior girls trialled for a 2014 PSSA netball knockout team.

In term 4, we offered the swimming scheme program. 60 students learnt lifelong water skills to improve their confidence in and around water. The program ran every day for 2 weeks.

The Premier’s Sporting Challenge also encouraged students to get active and record their physical activity every week for a ten week duration. It promotes a healthy lifestyle which complements our PDHPE programs. In addition, we encourage healthy eating by implementing fruit break each morning.

Our involvement and success in sport is all due to the enthusiasm of the students and the commitment and dedication of the teachers who are coaches.

Aboriginal education

We pride ourselves on providing Aboriginal students with as many cultural opportunities as possible. In 2013, 36 Aboriginal students have been a part of these experiences and celebrations which included NAIDOC week, where students all performed and sang Aboriginal dreamtime songs with their classes for a whole school celebration. We spoke about the significance of this important day and shared stories. Students then experienced a wonderful cultural experience with the Bush Tucker man, an Aboriginal Elder who
works for National Parks and Wildlife. He spoke of the natural medicines and fruits of the bush and explained the important role that animals play in the Aboriginal way of life. We then came together as a whole mob and had lunch together. Students also completed various artworks using traditional painting and drawing techniques.

To further enhance NAIDOC recognition, we travelled to Leumeah Public School and participated in the Community of Schools (COS) program, which is a day that brings other Aboriginal students in the district together to meet and greet. The day opened with a traditional welcome dance with fire and the National Anthem sung in the language. The students learnt about body painting, didgeridoo playing and bush tucker. They then played Oz-Tag and traditional Yulunga games of the people.

Another aspect of Aboriginal Education is that we continue to provide quality teaching and learning through the incorporation of Personal Learning Plans (PLP’s) for our Aboriginal students. We are committed to closing the gap and, as with all our students, will continue to monitor Aboriginal students to ensure they are achieving in all areas including social, emotional, physical and cultural.

**Multicultural education**

In 2013, Ruse Public School received a 0.2 ESL (English as a second language) allocation. This staffing allocation allowed for the provision of direct classroom support to four identified students with high needs due to language backgrounds other than English. It also enabled the provision of resources and programming support in the development of quality literacy programs for all ESL students across the school.

In addition to this support, the school provides a culturally inclusive curriculum and values the diverse culture backgrounds of all students.

**Debating**

Seven new students from stage 3 were involved in the Premier’s Debating Challenge this year. They participated in an introduction to debating workshop prior to debating against other schools in our region. Our students developed excellent team work and strong debating skills throughout this competition, winning more of their debates as the competition progressed. Students were given one hour to prepare their debate on a range of topics that required extensive collaboration and knowledge of their peers and community as well as national knowledge and experiences. One student represented Ruse PS at the South Western Sydney Debating trials at the end of term 3.

**Public Speaking**

This year Ruse Public School hosted a zone and area final for the Campbelltown Public Speaking Competition. Students from K-6 participated in a school wide formal public speaking competition with the top two students from stages 1, 2 and 3 representing Ruse Public School at the zone final. Stage 2 and 3 students were also required to present an impromptu speech in addition to their prepared speech. The Ruse Public School debating team took on a leadership role in hosting and time-keeping during both of the
finals. Ruse PS representatives spoke exceptionally well resulting in a stage 1 student Mason M, a stage 2 student Cooper S and two stage 3 students Robert J and Morgan M qualifying for the area final. Once again, Ruse Public School students presented their speeches to an outstanding level against some very challenging competition from the area. Ruse Public School was successful in achieving a runner up in stage 2 - Cooper S and winner Morgan M as well as runner up Robert J in stage 3. The winner from stage 3 then competed in the Regional Public Speaking Competition proudly representing Ruse with his engaging public speaking. Morgan M achieved runner up in the South West Region Public Speaking competition.

Technology
This year we have worked continuously to integrate technology seamlessly into our teaching and learning programs. We have provided every student, from Kindergarten to Year 6, access to a digital tool on a one-to-one ratio, in everyday learning programs. The P&C has supported the school whole-heartedly in this mission, donating over $15000, enabling us to purchase new devices. The Year 6 students of 2013 also donated $2500 to this initiative.

The school purchased 302 XO laptop devices, which were used by almost all classes. Prior to the introduction of the XOs in classrooms, all teachers were required to undertake a 15-hour learning program outside of school hours. All classroom teachers have now completed this program, demonstrating Ruse Public School’s commitment to deliver quality learning programs. Classes without XOs have had access to class sets of laptops and iPads. We have been celebrating the innovative and creative work students have produced with their digital learning tools in our Celebration of Learning Assembly each term.

Training and development in Technology has been a focus for our teachers this year. Teachers have participated in a range of sessions to develop their knowledge of technology and their capacity to integrate it successfully into their teaching and learning programs. Training has included:

- The introduction of our new system to report on and track student progress;
- The XO training program;
- The use of Google Drive and Google Docs in classrooms;
- The school website: uploading and sharing students’ work, connecting with our community; and
- Adobe Connect: using video conferencing to connect with other classrooms and schools.

With a growing foundation of technological skills, knowledge and resources across the school, we look forward to furthering the development of our students into confident and successful 21st century learners.

Vision Support Team and University of Western Sydney Partnership
The Vision Support Team based in Building D at Ruse Public School works across the Macarthur region to provide support to children K-12 with a range of vision impairments in both mainstream and special schools. Our role is to ensure that all children are able to access the curriculum and participate in all learning experiences just as their fully sighted peers do. This may mean that we teach Braille to blind children, cane skills, assistive technologies, provide large print books and worksheets for children with low vision, and provide professional development and support to all school staff. Each student has unique learning needs based on their degree of vision impairment and we work collaboratively with all schools to ensure they are reaching their full potential.

One difficulty we face is finding a range of high quality resources for literacy learning. In 2006 the Braille code changed and we found that all our resources were outdated. These books aren’t available to purchase, and we were unable to buy any from overseas as they used a different Braille code as well. We can borrow some books from the State Braille and Large Print Service but they have to be returned, and they don’t always have a book our students want. We also support students in special schools who are often unable to hold a paper book or turn the pages. We wanted digital books for reading on SmartBoards and touch screen computers, which allow children some independence in turning pages.

In 2011 we started a partnership with student teachers in the Master of Teaching (Primary) degree course at the University of Western Sydney (UWS). They are working with us to make Braille/ Tactile books, and digital books and we
now have a growing library of wonderful books that are making a huge difference to all our students. In that same year we applied for a National Australia Bank Schools First Seed Award to help fund the partnership and were fortunate to be successful in winning $25,000. This year we applied for their Impact Award which rewards ongoing partnerships that are making a significant difference for students, and were again fortunate in winning a $30,000 grant. This money has enabled us to buy a wide range of resources to support the UWS partnership and our students, and will benefit the Vision Team for many years.

Now that the UK and USA have agreed to adopt Unified English Braille we will be able to purchase a wide range of books to extend our library further. This partnership showcases the benefits of strong community engagement with schools, and how student learning is enhanced through the provision of high quality resources. It’s also wonderful to see how much pleasure our students are having with these books; developing a love of reading is so important for all students and having these great books makes their literacy learning a rewarding experience for everyone.

Multilit program

At the end of 2012, the Literacy Committee purchased the Multilit program to assist a select group of students who were identified through class literacy assessments including Naplan results.

Multilit was chosen because it is a researched-based individual program for students in Years 2 – 6 who have not acquired the basic skills needed to become functional readers. It is highly recommended and is one of the programs chosen by schools that are funded through National Partnerships.

Multilit has been implemented as follows:

- At the beginning of 2013 the school learning support officers (SLSO’s) and a parent helper were trained to become tutors.

In Semester One:

- 20 students in Years 3 – 6 were pre-tested.
- 16 students were taken through the program with 75% meeting their goals/targets to increase their reading levels from between 6 and 12 levels.

In Semester Two:

- Another 17 students, including Year 2 students, were assessed.
- 13 students have started the program and 6 students from Semester One are continuing because they are close to achieving their targets.

The future direction of the program is to provide Multilit information sessions to encourage parents to volunteer their support to be trained as Parent Tutors for Multilit.

Best Start

The purpose of the Best Start program is to provide information for teachers based on the knowledge and understandings of each individual child. Children are initially assessed in Literacy and Numeracy at the beginning of kindergarten. The results of these assessments are used to generate individualised learning programs for all students. Students with like learning plans are grouped together in learning clusters and provided instruction that is tailored specifically to their needs. Students are regularly assessed and cluster groups are fluid and flexible to allow for student growth. Student progress is continuously assessed and tracked as they move through their schooling years.

In 2013,

- 68% of kindergarten students met the expected cluster marker in comprehension;
- 55% of Kindergarten students met the expected cluster marker in writing;
- 78% of Kindergarten students met the expected cluster marker in Arithmetical strategies;
70% of Year One students met the expected cluster marker in comprehension;
62% of Year One students met the expected cluster marker in writing;
80% of Year One students met the expected cluster marker in Arithmetical strategies;
60% of Year Two students met the expected cluster marker in comprehension;
55% of Year Two students met the expected cluster marker in writing;
88% of Year Two students met the expected cluster marker in Arithmetical strategies.

**L3 Program**

Language, Learning and Literacy (L3) is a kindergarten classroom intervention program which targets text reading and writing. It is designed to complement the daily literacy program for students who do not bring a rich literacy background to their first year of school. Students receive explicit instruction in reading and writing through collaborative small groups. Students then rotate to independent and small group tasks to reinforce skills taught. This year at Ruse Public School, all kindergarten teachers received L3 training and the program is implemented daily.

**Maths Off**

During Education Week in Term 3, our school held its 3rd annual ‘Maths Off’ competition. Students in grades 1-6 were given the opportunity to test their mental computation skills against peers in their class and stage, culminating in a grand final held in the school hall. Students were asked to complete a range of mental questions including; number, measurement, space and geometry and worded problems. Students were given a time limit in which to answer the questions and progressed through levels that increased with difficulty. Each stage awarded a winner and runner up. Congratulations to those students.

**Premier’s Spelling Bee**

The Premier’s Spelling Bee is an annual competition which was introduced in 2004 as a fun and educational way for primary school students to engage in spelling. The program includes activities to encourage all students to engage with spelling and to promote improved literacy in combination with the English K-6 Syllabus.

At Ruse Public School, all students in Years 1 to 6 participated in our Ruse School Spelling Bee. Class winners were selected to compete in stage finals. Winners were presented with trophies and four students from stage 2 and 3 went on to compete in the Regional Premier’s Spelling Challenge on September 10th. All students performed well with one student placing in the top ten finalists.

**Premier’s Reading Challenge**

In 2013, Ruse Public School entered the Premier’s Reading Challenge. The Premier’s Reading Challenge has been operating since 2005. It was designed to promote the importance of reading and to encourage parents and families to become involved in supporting reading in and beyond school. Students are awarded certificates for successful completion of the challenge. This year all students in K-2 undertook the challenge at school. Students in Years 3 to 6 were encouraged to complete the challenge independently. 168 students successfully completed the challenge this year and a gold certificate was awarded to one student.

**ICAS**

The International Competitions and Assessments for Schools (ICAS) are independent skills-based assessments. The assessments are coordinated through the University of NSW and are rigorous and highly competitive. In 2013, several students, from years 2 to 6, participated in Computer Skills (3 students), Science (5 students), Spelling (9 students), Writing (7 students), English (14 students) and Mathematics (22 students).

All students received a participation certificate. In addition, 4 distinctions and 17 credits were awarded across all of the subjects.

**Positive Behaviour for Learning**

Positive Behaviour for Learning (PBL) within our school supports the behaviour of all students in all settings. It acknowledges the positive behaviour of all students through our merit award system. It ensures every student is recognised for their positive contributions to their classroom, playground and sporting teams.
PBL also puts in place structures to support students in the modification of negative behaviours within all school environments. This is achieved by a structured student welfare system, which clearly identifies negative behaviours and related consequences. Students attend reflection sessions, whereby they identify the negative behaviour they’ve engaged in and the way their choices have impacted on those around them. Teachers and students discuss ways they can restore the relationships that have been damaged through their behaviour. The key to the success of PBL in our school is the common use of language. We focus on the 3 school rules of Be Safe, Be Respectful and Be a Learner. Students and teachers discuss what these behaviours look like in all settings within our school. All of these aspects of PBL work together to provide a safe learning environment for all students.

Academic achievements

NAPLAN

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

The achievement scale represents increasing levels of skills and understandings demonstrated in 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)

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO to access the school data.

Reading – NAPLAN Year 3

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

Year 3 NAPLAN reading results indicated that:
- 26% of students were placed in the top two bands in reading, 17% of these students were in the top skill band;
- 95.5% of students achieved above national minimum standards;
- A greater percentage of boys scored at proficiency levels of Band 5 and 6 (33.3%) compared to the girls who scored 18.2%;
- 100% of girls achieved above national minimum standards while 87.5% of boys achieved above national minimum standard;
- 75% of Aboriginal students achieved at or above Band 4; and
- Students may benefit from an additional focus on applied comprehension in a range or literacy contexts.

Numeracy – NAPLAN Year 3

46 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:
- 26% of students were placed in the top two bands;
• 100% of Year 3 students achieved at or above minimum standards in the test aspects of data, measurement, space and geometry;

• More boys at Ruse Public School achieved in the top band in numeracy compared to the state and region;

• Overall Year 3 boys performed better than Year 3 girls; and

• Students may benefit from an additional focus on fractions, problem solving, time and 3D, 2D aspects of shapes.

### Reading – NAPLAN Year 5

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

Year 5 NAPLAN results indicated that:

- In reading, 100% of students were above national minimum standards;
- 31% of students achieved in the proficiency bands (Band 7 and 8);
- 28% of boys placed in the proficiency bands while 35.2% of girls achieved at proficiency level;
- 50% of Aboriginal students achieved at proficiency level and 100% of Aboriginal students achieved Band 6 and above; and

- Students may benefit from an additional focus on applied comprehension in a range of literacy contexts.

### Numeracy – NAPLAN Year 5

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

Year 5 NAPLAN results indicated that:

- In overall numeracy, 97.6% of students achieved above the minimum standard;
- 33.4% of students were positioned in the top two proficiency skill bands (Band 7 and 8);
- 44% of boys were represented in the top two proficiency skill bands while 17.6% of girls were placed at proficiency level;
- 25% of Aboriginal students were placed at proficiency level; and
- Students may benefit from an additional focus on problem solving, conversion of units in measurement and decimals.
Progress in reading
In reading, 57.1% of Year 5 students achieved equal to or greater than expected growth from Year 3 to Year 5.

Progress in numeracy
In numeracy, 61.9% of Year 5 students achieved equal to or greater than expected growth from Year 3 to Year 5.

School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2013 our school carried out an evaluation of literacy, planning and school satisfaction. We sought the opinions of students, staff and the community through forums and online surveys.

In addition we used student data from a variety of sources to provide valuable information for school self-evaluation.

School planning 2012—2014: progress in 2013

School priority 1

Literacy
Outcome for 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 progress towards outcomes in 2013:

Reading
• 93.5% of Year 3 students achieved at or above national minimum standards;
• 100% of Year 5 students achieved at or above national minimum standards;
• 96.7% of Year 7 students achieved at or below national minimum standards;
• 26.1% of students in Year 3 achieved at proficiency level;
• 31% of Year 5 students achieved at proficiency level;
• 16.4% of Year 7 students achieved at proficiency level
• 57.1% of students achieved expected growth between Year 3 and Year 5; and
• 48.3% of students achieved expected growth between Year 5 and Year 7.

Writing
• 100% of Year 3 students achieved at or above national minimum standards;
• 93% of Year 5 students achieved at or above national minimum standards;
• 93.4% of Year 7 students achieved at or above national minimum standards;
• 34.8% of students in Year 3 achieved at proficiency level;
• 18.6% of Year 5 students achieved at proficiency level;
• 13.1% of Year 7 students achieved at proficiency level
• 48.8% of students achieved expected growth between Year 3 and Year 5; and
• 48.3% of students achieved expected growth between Year 5 and Year 7.

Strategies to achieve these targets include:
• Continue to develop authentic assessment strategies and use data from a range of assessment in the development of teaching and learning programs.
• Provide targeted professional learning in the development of quality explicit literacy programs which are mapped to the NSW English syllabus and are differentiated to meet the needs of all learners.
• Develop and implement personalised learning plans (PLPs) that target the needs of Aboriginal students in literacy as well as Individual Learning Plans that incorporate enrichment strategies for higher achieving students and specific strategies for students ‘at risk’.
• Strengthen partnerships with the school community by communicating information to parents/carers on literacy strategies and training parent helpers to support learning in classrooms.

School priority 2
Numeracy
Outcome for 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 2013:
• 100% of Year 3 students achieved at or above national minimum standards;
• 97.6% of Year 5 students achieved at or above national minimum standards;
• 98.4% of Year 7 students achieved at or above national minimum standards;
• 26.1% of students in Year 3 achieved at proficiency level;
• 33.4% of Year 5 students achieved at proficiency level;
• 19.7% of Year 7 students achieved at proficiency level;
• 61.9% of students achieved expected growth between Year 3 and Year 5; and
• 45% of students achieved expected growth between Year 5 and Year 7;

Strategies to achieve these targets include:
• Implement a range of quality assessment to continuously map students against the Numeracy Continuum and the NSW Mathematics Syllabus.
• Continue to link assessment data to map each student’s current understandings and use this information to develop and refine
personal learning goals and differentiated teaching and learning programs.

- Utilise the triangulation of data each term and evaluation processes to identify students with specific learning needs and develop Individual Learning Plans that incorporate enrichment strategies for higher achieving students and specific support strategies for identified students.

- Provide targeted teacher professional learning in the development and implementation of quality numeracy programs that link explicitly to the NSW Mathematics Syllabus and the Numeracy Continuum K-10 while embedding technology meaningfully to support student achievement and student engagement.

- Strengthen relationships with the school community by providing information about quality numeracy teaching and workshops to support parents.

School priority 3

Leadership and Management

Outcome for 2012–2014

- Continued strengthening of leadership and management capacity of all school staff to drive school improvement.

- Promotion and development of a culture of a wider distribution of leadership across the school.

Evidence of progress towards outcomes in 2013:

- 75% of staff involved in leadership initiatives in 2013.

Strategies to achieve these targets include:

- Develop leadership skills through whole-school participation in action research/learning project linked to National Standards, class SMART targets and personal goals.

- 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.

- Review student leadership processes and responsibilities and devise procedures for developing authentic leadership capacity to facilitate a more powerful “student voice”.

Curriculum and Assessment

Outcome for 2012–2014

- Implementation of a broad, inclusive and relevant curriculum.

- Defined relationship between student learning needs, assessment, professional learning and the implementation of curriculum.

- Further refinement of authentic and consistent assessment and reporting practices.

Evidence of progress towards outcomes in 2013:

- 84% of teachers using SMART data and internal data to directly inform teaching and learning.

- 100% of staff identified elements of the National professional Standards as a focus for individual professional learning plans.

Strategies to achieve these targets include:

- Provide professional learning to support the development and implementation of quality assessment for, as and of learning - including the development of rubrics to measure performance and the triangulation of data from various sources.

- Devise and provide differentiated professional learning in the development and implementation of quality explicit teaching programs through demonstration, team teaching, peer and supervisor observations, quality feedback and feed forward.

- 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.
• Collaborate to review and refine transition programs from preschool to school and primary school to high school that are adjusted to meet specific needs of all students.

**Professional learning**

There were 26 teachers at Ruse Public School in 2013. 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 each term reflected upon each teacher’s movement towards achieving targets. Personal professional learning strategies were implemented to support teachers in the achievement of their goals.

• All teachers engaged in action research groups which focused on the effect of feedback, peer tutoring, learning intentions and success criteria.

• All teachers participated in 15 hours online training for the implementation of xo laptops as part of One Laptop Per Child program.

• All teachers engaged in staff meetings and school development days. These focused on literacy, numeracy, programming, curriculum development and school planning.

• All staff participated in CPR training.

• 4 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 supported in the implementation of Best Start.

• All teachers were trained in the use of the Literacy Continuum K-6 and the Numeracy Continuum K-10.

• Feedback was sought from all staff in the development of school targets and strategies for the Ruse Public School Management Plan 2014.

**Parent, student and teacher satisfaction**

In 2013 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

• The majority of respondents (99%) believe Ruse Public School is an attractive, well-resourced school.

• The majority of respondents (98%) believe that the students of Ruse Public School enjoy coming to school.

• The majority of respondents (94%) believe students are the school’s main concern.

• The majority of respondents (97%) believe the school has clear rules relating to safety, respect and responsibility and that these are understood by students.

• The majority of respondents (91%) believe student achievement and behavior is fairly recognised through the school award system.

• 100% of respondents believe the office staff responds to enquiries in a prompt and friendly manner.

• The majority of respondents (83%) believe that the current structure for parent, student and teacher interviews is beneficial.

• The majority of respondents (87%) believe the school offers a wide range of extra-curricular activities.

• Overwhelmingly, parents, staff and students believe the introduction of new technology (XO computers, laptops, and iPads) has enhanced learning opportunities.

• Concern was expressed over access to the school via the back gate.

• The issue of older, outdated home readers was also identified.

**Future directions**

• Support for class teachers to integrate technology effectively into teaching programs.

• A new gate system has been installed to allow entry to the school from Leichhardt Street.

• The home reading system will be updated.
• School grounds will be maintained and enhanced as part of a continuous program.

Planning

Background

Each year we seek feedback from the students, staff and the community about various aspects of educational practice. This year we asked staff, students and parents to complete an online survey about school planning. The online survey provided parents the opportunity to comment on aspects of school planning. The surveys were used to evaluate the way the school makes decisions and implements planning procedures.

As a result of feedback in the area of planning, the school has reflected on the processes in place and how we can improve on these processes.

The following findings are a summary of the responses provided by parents, students and staff.

Findings

• 83% of parents agree that the school informs parents of what the school is planning to buy and why.

• 80% of respondents believe the school makes changes to its plans to improve what it does.

• 94% of respondents believe the school plans for what it is going to do e.g. learning, resource allocation.

• 78% respondents believe the main purpose of school targets in the annual school report is to communicate how we will improve student learning outcomes.

• 88% of respondents believe school planning documents are developed with the input of staff, students and parents through surveys and P&C meetings.

• 94% of respondents believe the school implements a comprehensive management plan which is available on the school website.

Future directions

• Continue to seek input from parents and promote involvement in school planning through surveys and P&C meetings.

• Continue to highlight the school website as a source for school plans.

Literacy

Background

Teachers K-6 have been working on providing literacy programs differentiated to the needs of each child. All children have been tracked on the Literacy Continuum K-6 and in addition, data has been utilised from a range of other sources to devise individualised learning programs. Students with similar needs are grouped within each class.

• 74% of parents surveyed believe their child has made improvement in reading this year.

• 89% of students surveyed believe their teacher provides interesting and engaging literacy lessons.

• 79% of respondents believe students are provided with meaningful feedback about their performance in literacy.

• 100% of teachers believe that they provide an explicit reading program which is differentiated to meet the needs of all learners.

• Several parents expressed concerns about the Home Reading Program. These parents believe the current readers are becoming too outdated and are unengaging.

Future Directions

• Continue to provide professional development for teachers to ensure differentiated learning occurs across all key learning areas.

• Audit current reading resources and purchase new materials.

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
Megan Clarke Assistant Principal
Paul McGillicuddy Assistant Principal
Selena McPhee Assistant Principal
Jennifer Wadwell  Learning and Support Coordinator
Kate Adam  Class Teacher
Samantha Clark  Class 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 more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: