School context

Rydalmere Public School is a small school set on expansive grounds. This year the class structure was a Preschool, Kindergarten, and three mixed age classes, a Year one/Two, a Year three/Four and a Year Four/Five/Six. The students at Rydalmere PS are always engaged in meaning and relevant learning tasks to equip them as learners in this 21st Century.

The teaching practices of all staff provide quality, researched-based pedagogy where all students have the opportunity to be creative and resourceful, and use a variety of modern learning tools. The staff engage in regular professional dialogue to support individual learning programs.

Rydalmere Public School is a Positive Behaviour for Learning (PBL) school. In 2013 the PBL program was revitalized and the new banner statement “We are safe, respectful learners who belong” was introduced to ensure all aspects of learning remain a positive experience.

Principal’s message

Our school is nurtured in beautiful grounds with a close community who support each other to ensure we can all provide diverse learning experiences for innovation and change. We have high expectations of all students and continually strive to engage every child in a high quality educational setting.

Information and Communication Technology remains an integral part of learning from Preschool to Year 6. All students have access to technology in every learning space, which are equipped with Smart Boards. The computer lab, iPads, netbooks and laptops are used regularly to support the students’ gaining information through multi-modal texts.

We are a school who embraces environmental education as an awareness for sustainability of our planet. By providing important opportunities for growing our own fruit and vegetables, having chickens, using solar power and composting, the students connect to environmental issues with positive attitudes towards looking after the Earth.

Students have attended weekly science lessons to engage in a wide variety of scientific investigations, experiments and environmental themes.

This year the library has been transformed into a learning space with fantastic displays of all the students’ work from their library lessons. Students have been enthusiastic to read the latest books for Book Week, research themes and topics for their class projects and complete the Premier’s Reading Challenge.

Three Year 6 students were selected to attend an academically gifted class one day a week for six months. These students completed individual or group research projects for sustainability and presented their work to teachers and principals from the wider Parramatta community.

Our community events this year included the Multicultural Feast and Harmony Day, Education Week performances and Book Week celebrations. With the support of parents, grandparents, extended family and friends to continue nurturing their children in the daily learning tasks at home, together we have a wonderful school 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.

Mandy Ryan, Acting Principal

P & C and/or School Council message

The Rydalmere P&C Association seeks to support, encourage, and assist staff, students, parents and friends who form the framework of the Rydalmere Public School Community. The P&C Committee has been meeting once a month in the School Library or the Parents and Friends Community Room. These are consultative meetings which facilitate liaison between parents, carers and the School Executive Team. New parent/carer and community members are always welcome.
During the 2013 school year, members of the parent body, carers and family members have played an extremely productive role in leading, organising and/or participating in various events. Funds raised from these events have supported many school activities and the purchase of school resources including: providing financial support to allow students in years 4, 5, and 6 to attend a 3 day yearly camp; funding the purchase of a sand pit cover for the Preschool; supporting the purchase and/or installation of a shade cover for the oval and sand pit cover on the oval for 2014; enhancement of the technological learning tools and equipment; and encouraging literacy and numeracy initiatives which support 21st Century learning.

The P&C have been able to provide support to the school to assist students in engaging in a range of highly effective educational experiences by participating in special events - Education Week, Book Week, Harmony Day and Swimming and Athletics Carnivals.

In addition, the diverse ways the parent body has contributed added value to the school as a whole include:

- Day to day input: Volunteering assistance in whole school support learning programs such as MULTILIT, reading support in the classrooms and assistance in the library.
- Enrichment programs: Crunch and Sip
- Fundraising events: Bunnings BBQ’s, election BBQ’s, selling entertainment books, Mother’s and Father’s day stalls, school discos and welcome BBQ for carers, students and family members, ladies market night, Christmas stall and BBQ, fun food days and fruit box drives
- Enhancement of the school grounds / learning environment: school working bees and school promotion initiatives
- School promotion and raising awareness: Representing parents on the School Communications and Promotions Steering Committee, involvement in the local community establishing links with local businesses including Aussie Farmer’s Direct, visibly raising awareness of the school, protecting neighbouring families best interests, and the ladies market night. Parent representatives have also played a role in the employment of new school staff.

- An exciting development of 2013 that the parent body has taken part in has been the rebranding of the school to promote a modern, smart and forward thinking image while still maintaining important links to the school history. Changes to the school logo, uniform and colours have been made and will be officially launched in early 2014.

The P&C has also been responsible for co-ordinating and operating the School Canteen and Uniform Shop.

In 2013, fundraising amounted to a total of $10,023.90.

Although Rydalmere Public School is comparatively a small school, the parent body in partnership with the Principal, Assistant Principal, Teachers and other key members of the school community has been able to have a large impact this year in helping to improve the school learning environment, foster positive relationships and support our children as they learn and grow.

Rita Cottam, President 2013

Student representative’s message

We would like to highlight some of the terrific opportunities and school events including camp, peer support, excursions, Celebrating the Arts and Ermington Library visits to celebrate Book Week.

The Great Aussie Bush Camp was one of the most memorable events of the year. Students from Year 3 to 6 enjoyed many of the fun, challenging and educational activities the camp provided. Some of our favourite activities included canoeing, rock climbing, flying fox, running up the magnificent sand dunes and splashing in the waves at Jimmy’s Beach.
This year the senior students have experienced lots of different leadership roles including Peer Support. Training as a Peer Support leader taught the students to be a great role model for younger children, as well as building relationships in a social group.

Students from Preschool to Year 6 have been fortunate enough to attend many excursions including the Wheelchair Rugby Championships, lessons at the Royal Botanic Gardens in Sydney, visiting Ermington Library for Book Week and A PBL Fun Day held at Blaxland Riverside Park.

Many students represented our school at zone sports carnivals. Students were very proud to represent Rydalmere Public School in swimming, cross-country and athletics events.

Many students participated in Celebrating the Arts mass choir and all students enjoyed the experience of performing on stage whilst representing the school.

Lucy McCredden and Nalin Moustafa, School Captains 2013

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2008</th>
<th>2009</th>
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<th>2011</th>
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Student attendance profile

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<th>2010</th>
<th>2011</th>
<th>2012</th>
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<td>K</td>
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<td>94.7</td>
<td>94.0</td>
<td>94.5</td>
<td>94.9</td>
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Management of non-attendance

In the event of poor or non-attendance the school works with each family on strategies to improve regular attendance.

Workforce information

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

In Term 4, Mr Martin Naylor gained a promotion through merit selection. Through merit selection, Mrs Bek Zadow gained the position of principal to commence in 2014.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
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<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Classroom Teacher(s)</td>
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<td>Learning and Support Teacher(s)</td>
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<tr>
<td>Teacher of ESL</td>
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<tr>
<td>School Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
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<td>Total</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce.

Rydalmere Public School does not have any permanent Indigenous employees. We work with regional Indigenous consultants to engage in professional dialogue and seek advice when necessary.
Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
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<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<tr>
<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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<td><strong>Total income</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
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</thead>
<tbody>
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<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Utilities</td>
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<td>Maintenance</td>
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<td>Trust accounts</td>
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<td>Capital programs</td>
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<tr>
<td><strong>Total expenditure</strong></td>
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<tr>
<td><strong>Balance carried forward</strong></td>
<td>160837.90</td>
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</table>

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

Arts
Celebrating the Arts
2013 was the sixth year the students at Rydalmere Public School entered the Celebrating the Arts festival. Students in Years Three to Six joined the mass choir of over two hundred students to perform at the Parramatta Riverside Theatres in September.

The concert series includes singing, dancing, drama and visual arts displays. This is a fantastic opportunity for students to be part of a professional performance in the wider school community.

Sport
Swimming Carnival
The swimming carnival was held on 13 February at Granville Pool. All students from Kindergarten to Year 6 attended. Students aged eight years and over were involved in competitive races whilst students in Kindergarten, Year 1 and Year 2 participated in skill-based water activities. The carnival was a successful day with some students representing our school at the Parramatta-Merrylands Zone Carnival.

Cross Country
Students aged 8-12 years competed in our annual Cross Country held at Rydalmere Park. Students ran either two or three kilometres to compete for a spot in the Zone Cross Country Team. Students cheered on the competitors for each age race. We had many parent helpers which made the Cross Country a great success. A team of 28 students represented Rydalmere Public School at the Zone Cross Country held at Parramatta Park.
Athletics Carnival
Students Kindergarten to Year 6 attended the Athletics Carnival held Barton Park. Students aged 8-12 years competed in the 100m, 200m, 800m and long jump events. Students also competed in shot put and high jump at school for sport activities. Kindergarten, Year 1 and Year 2 competed in the 100m event and many novelty races. Great sportsmanship was demonstrated by all students as they cheered on their peers in their designated sport house groups. A team of 26 students represented Rydalmere Public School at the Zone Athletics Carnival held at Homebush Olympic Training Track. Two students were successful at zone level coming second in the finals for the 200m and discus events. They went on to compete at the regional carnival held at Blacktown Stadium.

Premier’s Sporting Challenge
All students Kindergarten to Year 6 participated in the Premier’s Sporting Challenge for 2013. Students participated in whole school dance, rotating tabloid activities using peer support groups, weekly fun runs and class gross motor skills. Each week students plotted the time they spent engaging in a variety of fitness activities both at school and outside of school. Students collectively worked towards a bronze, silver, gold or diamond award for their class. All students received silver or gold awards.

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)

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

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

NAPLAN Year 3 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

![Percentage in bands: Year 3 Reading graph]
NAPLAN Year 3 - Numeracy

Percentage in bands: Year 3 Numeracy

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Percentage in bands: Year 5 Reading

NAPLAN Year 5 - Numeracy

Percentage in bands: Year 5 Numeracy

Significant programs and initiatives

Aboriginal education

In 2013 there was a continued focus on raising awareness and respect for Aboriginal culture and on a deeper understanding of reconciliation. Aboriginal Education was incorporated into all KLAs. Teaching and learning programs were designed to educate all students about Aboriginal history, Aboriginal culture and current Aboriginal Australia.

Once again, this year we celebrated Aboriginal culture, especially Aboriginal Art, in NADOC Week. All children K-6 participated in a variety of painting and drawing lessons, which they enjoyed immensely. Art work which the children produced is on display in the school foyer and in the library.
Multicultural education

Approximately 50% of students attending RPS have a first language other than English, with 19 languages spoken. An ESL teacher is employed 1 day/week. The ESL teacher works collaboratively with classroom teachers across all grades K-6, using a combination of Team Teaching, small group teaching and withdrawal groups.

Our school culture acknowledges and celebrates multicultural diversity. This is achieved by acknowledging the diversity of cultures within our school and throughout the world. Multicultural perspectives are an integral part of our teaching and learning programs.

A significant event in our school calendar is our Harmony Day celebration in Term 1, when the whole school community is invited to participate in the preparing and sharing of a multicultural feast. Children are also encouraged to dress in traditional costumes and take part in our multicultural parade.

Thank you to all those many willing parents who contributed to this wonderful day by bringing in lovely food to share and helping to serve it to our school community.

National Partnerships

Lesson Study

Rydalmere Public School was fortunate to receive funding through the Literacy and Numeracy National Partnerships Program for 2013-14. Numeracy was the school’s focus for this funding with particular attention given to students’ understanding of Early Arithmetic Strategies and Place Value. All staff engaged in professional learning where a professional mentor was employed to guide teacher professional learning sessions. Current researched-based teaching and learning techniques were explored with teachers focusing on ‘Lesson Study’ – originally developed in Japan and used world-wide as a teacher planning/student learning method.

Lesson Study involved teachers collaboratively working together to challenge and build upon each others’ knowledge of subject matter. The staff was split into two groups forming a K-2 group and a 3-6 group. Explicit lessons were collaboratively designed for Early Arithmetic Strategies and Place Value, and teachers were given the opportunity to observe the lessons they had designed and share the teaching load. Whilst observing the lessons, teachers focused on student thinking and understanding of the content taught, and investigated the impact of the topic using formative assessment tools. Teachers reflecting collaboratively directly after the lesson had been taught. The reflections were used to design the next lesson using 21st Century capabilities to enhance current teaching practices. This cycle was repeated four times during the year.

School programs

Focus on Reading 3-6

All staff members are trained in the literacy program Focus on Reading 3-6. Whilst the program was originally designed for Years 3-6, all students at Rydalmere PS are involved in the program to ensure specific language and comprehension strategies are consistent throughout the school. Students are regularly exposed to a wide variety of texts used in our everyday lives.

Teachers finishing their two year professional training embarked upon an action research with their class. These action research projects were to significantly increase the volume of reading on a daily basis both at school and at home. More than 90% of students involved demonstrated increased motivation in reading for purpose and pleasure.
ICAS
Many students in Years 3-6 competed in the International Competitions and Assessments for Schools (ICAS), an independent skills-based assessment competing against students from all over Australasia. Students entered competitions in English, Writing, Spelling, Mathematics, Computer Skills and Science. All students performed well and gained extra experience in rigorous assessment conditions.

Learning and Support Program
The LaST (Learning and Support Teacher) works collaboratively with the school Learning and Support Team, school executive, teachers and parents to identify and assess students who are experiencing difficulties in learning and behaviour. Suitable programs for these students are then planned, implemented, monitored and evaluated.

The LaST provides support through team teaching, consultancy and training, withdrawal for assessment, small group withdrawal and co-ordination of programs such as MULTILIT (Making Up Lost Time In Literacy).

During 2013, 31 students have been supported by the LaST program in Literacy – some for short term assistance and others for more intensive, ongoing support. Literacy programs such as the SRA Spelling Mastery Program and MULTILIT have made a significant difference to the students’ confidence, enjoyment of learning and academic progress.

A student in Year 2 has improved 10 levels in reading as a result of his class reading program, withdrawal in a small group by the LaST and one-to-one tutoring by volunteers in the MULTILIT program.

MULTILIT (Making Up Lost Time In Literacy)
MULTILIT involves intensive, systematic instruction in phonics and word attack skills, sight word recognition and supported book reading in a one-to-one context. It is suitable for Year 2 students and above.

- 24 students from Year 2 to Year 6 have taken part in the program in 2013 with 5 trained tutors working with them approximately 1-2 times a week.
- 3 students have completed the program.
- One student in Year 2 began the Sight Words program on List 1 at the start of the year and has now completed 14 lists while another student in Year 3 has completed 12 levels in the Word Attack program this year.
- All students in the MULTILIT program made progress and some showed significant improvement in their reading.

Playgroup
Rydalmere Public School Playgroup is a community playgroup that functions every Monday at Rydalmere Public School throughout the school term from 9.30-11.30am. The playgroup is available to families within the local community with children from 0-5 years of age. A weekly gold coin donation is used to supply playgroup with resources and essentials.

In 2013 the playgroup has a new coordinator who leads the playgroup. The families support the coordinator to run the playgroup each week and follow a weekly roster for morning tea and programmed activities, setting up and packing away. Once a term the playgroup meets in a local park or goes to a play centre.
Rydalmere Public School playgroup has an indoor session with craft and other free play activities including play dough and puzzles, there are more structured activities such as; story time and singing in the school hall. In addition, the playgroup utilizes the preschool resources as the families share morning tea and the children have an opportunity to play in the preschool playground.

In term 4 the playgroup begins in the preschool classroom as a transition process for those who may attend preschool in 2014. Thanks to our Coordinator and Preschool Educators efforts Playgroup was fortunate to share a free jumping castle for the day with Preschool and Kindergarten, which was a very fun and popular event.

Preschool
The Preschool offers a three-day and a two-day program for children to attend for one year before attending formal school. The Preschool offers a play based program guided by The Early Years Learning Framework for Australia and The National Quality Standard. The Preschool is awaiting advice of an assessment date.

This year the Preschool have engaged in many learning experiences relating to environmental, cultural and community connections.

A visit from the Know-Waste program educated children on separating rubbish, the value of recycling and operating a worm farm. These practices are put into practice on a daily basis in the classroom separating their rubbish, feeding scraps to chickens and worms and using the compost bin. The children have shared connections with culture and community participating whole school celebrations such as Education week, Teddy Bears Picnic, Book week and PBL Fun Day. The preschool have combined with the infants department to share an educational insect session from Rangers on the Run and Social skills from the Manners Magician.

Parents have made wonderful contributions to the program helping to make cakes for fundraising, contributing to our daily programs as well as attending special events such as Mother’s Day, Father’s Day breakfast and the PBL fun day excursion.

Educators have continued to further professional development opportunities attending conferences and participating in a literacy and
numeracy program resulting in a $15000 grant for our outdoor area. The preschool received a donation of $1000 from Rydalmere Bowling Club which allowed us to purchase two i-Pad mini’s for the children to use.

At Rydalmere transition to school is a yearlong process. The Preschool classes have participated in whole school events such as tabloid sports, Education Day, Harmony Day and the Easter Hat Parade as well as accessing many of the school facilities. This year Preschool and Kindergarten educators have participated in ‘Continuity of Conversations’ training resulting in increased sharing of information and a smoother transition period for students. Many of the children attended the Kindergarten transition to school program and the children are confidently looking forward to transitioning to Kindergarten next year.

Kindergarten Orientation and Transition

In Term 4 Rydalmere Public opened its doors to girls and boys from our pre-school and the wider community for the Transition to School program. The children and their parents took the opportunity to experience life at "Rydalmere," over a period of five weeks.

The program began with a Kindergarten Orientation morning followed by four Mini Kindy sessions. The children and parents were able to participate in a variety of Kindergarten literacy and numeracy activities. Throughout the sessions the children also had the opportunity to meet their school “buddy”, who will be there to support them as the settle into Kindergarten in 2013.

The program was a great success as it allowed the parents the opportunity to meet one another and school staff prior to their children commencing Kindergarten next year. Once again parents stated that they felt the program had better prepared both their child and themselves for school.
Best Start
In 2013 all the students in Kindergarten took part in the Best Start Kindergarten Assessment process. The assessment process enabled teachers to identify the literacy and numeracy knowledge and skills that each child brought to school as they entered Kindergarten. The students were assessed on their early reading and writing, their ability to communicate with others and how they recognised and worked with numbers, groups and patterns. Parents were provided with feedback about what their child could do and how they can best support their child’s learning. Parents were also invited to discuss the results with the Kindergarten teacher. The data was used to develop effective and quality teaching and learning programs designed to meet the individual and diverse needs of their students. The students’ progress was continually monitored throughout the year. Data was collected and analysed and the results were used for ongoing planning and programming.

L3 - Language, Learning and Literacy
All Kindergarten students have been part of the Western Sydney Regional L3 - Language, Learning and Literacy Project. For a third year the Kindergarten teacher was engaged in ongoing professional learning that focussed on the continued development of quality teaching and learning programs to improve student outcomes in literacy.

The L3 Program has been designed to complement the daily literacy program in the Kindergarten classroom. The program aims to ensure all students are on track in their literacy learning. Students receive systematic, explicit instruction in reading and writing within small groups of three or four.

The progress and teaching strategies are informed by the systematic collection of data. There are three components of the program:

- Reading to which fosters the ability to listen to stories and stimulates thinking about the text;
- Guided Reading which develops early reading behaviours;
- Guided Writing which allows the students to make a link between speaking, reading and writing. It develops phonological awareness, letter formation, writing vocabulary, phonemic and phonological awareness and phonics/letter relationships.
As part of a varied school sport program, during term one all students attended weekly gymnastics lessons with qualified gymnastics instructors. Students practiced and refined their skills in balance, springboard, strength and flexibility. It was evident each week that students were gaining confidence in their ability to swing from the bar, walk along the balance beam and cartwheel down the length of the hall.

During term two, all students participated in weekly dance lessons for school sport. Students were shown a variety of dances throughout the term where their cardiovascular fitness was the key to fulfilling the fitness requirements of a sport session. Students were tutored by a dance company who ensured all students were engaged in the dance routines.

During terms three and four, Kindergarten, Year One and Year Two students participated in weekly fundamental movement skills-based sport lessons. These lessons are teacher directed and focus on throwing, catching, balance, striking and kicking. These skills are very important for students to be able to play socially in the playground and in team sports as they grow older.

Students in Years 3-6 participated in weekly team sport lessons during terms three and four. Students participated in netball, soccer, t-ball and cricket. The students learnt the rules of each game, practiced particular skills associated with each game and learnt to build team confidence through encouragement of their peers.

School planning and evaluation 2012—2014
School planning 2012—2014: progress in 2013

School priority 1: Literacy

Outcomes from 2012–2014

- 90% of students in Kindergarten at or above Reading Recovery level 8.
- 90% of students in Year 1 reading at or above Reading Recovery level 18.
- 90% of students in Year 2 reading at or above Reading Recovery level 26.
- 90% of students at or above minimum standard for reading and 35% of students achieving at bands 5 & 6 in spelling in NAPLAN in Year 3.
- 80% of students at or above minimum standard for reading and 23% of students achieving at bands 7 & 8 for Grammar and Punctuation in NAPLAN in Year 5

Evidence of progress towards outcomes in 2013:

- 78% of Kindergarten students reading at or above Reading Recovery level 8.
- 71% of students in Year 1 reading at or above Reading Recovery level 18.
- 87% of Year 2 students reading at or above Reading Recovery level 26.
- 83% of Year 3 students at or above minimum standard for reading in NAPLAN and 33% of students achieving bands 5 & 6 for spelling in NAPLAN.
- 100% of Year 5 students at or above minimum standard for reading in NAPLAN and 16.6% of Year 5 students in bands 7&8 for Grammar and Punctuation in NAPLAN.
Strategies to achieve these outcomes in 2014

- Regularly plot student achievements on the literacy continuum using class learning plans to inform teaching/learning programs in literacy.
- Continue to implement explicit teaching strategies for L3 in Kindergarten
- Continue to implement explicit teaching strategies for comprehension using Focus on Reading 3-6 activities. These strategies are to be implemented as appropriate in Years 1 and 2.
- Continue the use of MULTILIT program with targeted students.

School priority 2: Numeracy

Outcomes from 2012–2014

- 85% of Stage 1 students achieving grade level numeracy clusters on the K-10 Mathematics continuum.
- 15% of Stage 1 students achieving beyond Stage 1 numeracy standards.
- 85% of students at or above minimum standard for numeracy and 27% of students achieving at bands 5 & 6 in NAPLAN in Year 3.
- 85% of students at or above minimum standard and 25% of students achieving at bands 7 & 8 for numeracy in NAPLAN to in Year 5.

Evidence of progress towards outcomes in 2013:

- 60% of Stage 1 students achieving grade level numeracy targets.
- 36% of Stage 1 students achieving beyond Stage 1 numeracy standards.
- 92% of Year 3 students at or above minimum standard for numeracy in NAPLAN and 41% of students achieving at bands 5 & 6 for numeracy in NAPLAN.
- 92% of Year 5 students at or above minimum standard in numeracy. 25% of students achieved bands 7 & 8 in numeracy.

Strategies to achieve these outcomes in 2014:

- Regularly plot student achievements on the numeracy continuum using class learning plans to inform teaching/learning programs in numeracy.
- Train all Teachers P-6 in TENS.
- Conduct explicit NAPLAN based problem solving lessons to develop the meta language and comprehension needed for NAPLAN tests.

School priority 3: Curriculum and Assessment

Outcomes from 2012–2014

- 100% teaching and learning programs will contain the Quality Teaching Framework elements.
- 100% of teachers will have the capacity to triangulate teacher judgement, standardised testing, Best Start or NAPLAN data, and in-class assessments, to inform teaching and learning programs.

Evidence of progress towards outcomes in 2013:

- All teaching and learning programs were monitored to ensure elements of the Quality Teaching Framework were addressed.
- Teachers used professional learning sessions and co-operative planning sessions to ensure consistency in teacher judgment for student assessment.

Strategies to achieve these outcomes in 2014:

- Implement new English syllabus K-10 with ongoing teacher professional learning to support all teachers.
- Implementation of high quality teaching and assessment practices catering for learner diversity.

Professional learning

This year four teachers completed the final phase of Focus on Reading which encompasses forty hours teacher professional learning time. These teachers embarked upon an action research project to increase the volume of reading for all students with home reading programs a particular focus.

All staff members participated in the ‘Lesson Study’ project to critically look at teaching practice during mathematics, with particular
attention on 21st Century capabilities. Teachers responded positively to the project and continued to implement learned strategies throughout the year in mathematics.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Through teacher, parent and student meetings and incorporating the steering committee, all groups identified Rydalmere Public School as a transparent, positive learning environment where all community members felt valued and encouraged to participate in school activities and events.

The new uniform which has been designed during 2013 will commence in 2014 with the purpose being to continue to raise the profile of the school in the wider community.

Parents were interviewed about their child’s learning and 100% had positive feedback about the variety of learning taking place. Parents considered the quality engagement of literacy throughout other Key Learning Areas was evident in school work and homework tasks.

**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.

Mandy Ryan, Acting Principal
Helen Moloney, Relieving Assistant Principal
Barbara Aldred, Kindergarten Class Teacher
Marliena Martelli, Year 3 and 4 Class Teacher
Karen Finlayson, Preschool Teacher
Amanda Green, Preschool and RFF Teacher
Robyn McDonald, Learning and Support Teacher
Cynthia Brady, ESL Teacher and Librarian
Rita Cottam, P & C President

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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: [https://detwww.det.nsw.edu.au/high-performance/annual-school-reports](https://detwww.det.nsw.edu.au/high-performance/annual-school-reports)