School context statement
Rydalmere East Public School (REPS) is a small school with a culture of high expectations and inclusivity. We actively promote the values of honesty, resilience, responsibility, empathy and respect for others.

Our school promotes equity and excellence, delivering quality programs in our preschool, support classes for students with autism and mainstream K-6 classes.

The dedicated staff at REPS is a strong team, who work collaboratively to provide quality learning experiences that contribute to and support each child’s cognitive, physical, social and emotional wellbeing.

We pride ourselves on the ability to address the complexity of changing demographics and a diverse community.

REPS is a One laptop per child school for Preschool – Year 6. Our recognised Highly Accomplished ICT Educator leads the innovative use and integration of various forms of technology and applications in classrooms.

Our active P&C supports the school and staff in many ways, including fundraising for school resources, supporting school initiatives and programs and working to ensure school grounds are welcoming for visitors and stimulating and inviting for the students.

Our school is a member of the Cumberland Community Connection (CCC), working with other local primary and high schools to share expertise and resources and connect students with the wider community.

Principal’s message
Congratulations to all our students, staff and community members on an outstanding year.

Some of the many highlights of 2014 include

- Outstanding student growth in NAPLAN
- One laptop per child program. Every student preschool – Year 6 received an XO laptop for classroom use
- Innovative use of iPads, technology and green screen to showcase student work on open day
- An outstanding year for sports representatives at zone and area level cross country and athletics carnivals
- Our strong sustainability and environmental programs including the birds in schools environmental program, nude food day, cooking sessions with produce handpicked from our vegetable gardens
- New and continuing student clubs, reporting group, debating, chess club, art club
- The opening of the lower gate and pathway to welcome families from the new local housing development
• Outdoor refurbishment for preschool
• The wonderful work of our P&C ground force group
• Breakfast Expo showcasing our wonderful school and seeking input and feedback from our community and
• Participation in the Premiers spelling bee with excellent results

Premier’s spelling bee contestants

These highlights are explained in more detail in the corresponding sections of this report.

Keryn Hinchcliffe
Principal

P&C report
It has been a rewarding year and I am thankful to have had the opportunity to contribute in the role of President with REPS P&C.

It has been a privilege to volunteer alongside parents/carers, school staff and members of our community whose interest it is to provide the best possible learning environment for our children.

Rydamere East Public School P&C has two major functions underpinning its relationship with the school:
1. To promote the recreation and welfare of all students through supporting the activities of the school and,
2. To assist in the provision of facilities and equipment through fundraising

We appreciate the time and effort put into the P&C and school by our school executive team. They give freely of their time to attend and discuss any issues we raise.

Throughout 2014 the P&C has run a variety of community activities and fundraising activities together with the canteen and uniform shop. All of the profits raised from these activities are directed back into the school through the P&C into various projects. We do not have any paid workers and this enables us to fund more ideas and initiatives.

2014 Highlights
• Welcome morning tea for Kindergarten & Infants families
• XO Laptop per child – donation of $,5000 + commitment of $5,000 in 2015
• Maintaining the gardens and developing the playgrounds around the school including mulching, stepping logs, sandstone boulders and bike rack. We re-branded our working bees as ‘Ground Force Days’, with the focus not just on maintenance but also on creating and building fun recreation spaces
• Hosted the Parramatta District P&C Networking & capacity building evening on Goal Setting
• Co-sponsorship of the gymnastics course in Term 4 for all students
• Successful grant applications: $35,000 in December 2013 to create an access pathway from the lower Spurway St gate up to the school; and in December 2014 we were awarded a grant of $48,108 to develop a Nature Discovery Playground

I am confident that there will be many more great things the P&C will achieve in our school year ahead.

Suzanne Barber
P&C President
Student representatives’ message

2014 at Rydalmere East Public School was phenomenal!

So many up-to-date and valuable learning experiences were provided to the students at our school.

2014 equipped the 21st century learners at our school as each student Preschool-Year 6 now has a laptop. Our laptops known as XOs have made our lessons interactive. We were lucky enough to receive brand new iPads (including stylish cases!) that are used in the Library every lunch time.

This year REPS students were sporting stars and one student broke a Cross Country Age Record at the Region Carnival! We were all pretty puffed out after Cross Country (Zone & Area), Swimming (Zone), Athletics (Zone & Area) and various PSSA Sports. Nude Food Day was introduced in our school to promote using no packaging and eating healthily.

This year REPS students got their groove on and participated in School Choir, School Strings, Recorder, Keyboard lessons, Guitar lessons, Dance groups, performing at the Riverside Theatre and our very own REPStravaganza.

There was a record number of clubs at REPS this year! We saw the introduction of a fabulous Art Club and the return of oldies but goodies including The Chess Club, The REPS reporting crew, the debating team, the Environment Group, the recorder group, the string ensemble and the School choir.

As the school leaders we would like to thank the P&C for their assistance in providing gymnastics lessons to all students at our school in 2014. These lessons allowed all students to use fun equipment and promoted a healthy lifestyle which was run by two fun and flexible gymnastic coaches.

Overall REPS offered opportunities for each student to strive for success.

Tom Beasley and Mia Looyenga
School Leaders

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>Year</th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
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<td>Total</td>
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Student attendance profile

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<tr>
<th>Year</th>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
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<th>2014</th>
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<tbody>
<tr>
<td>K</td>
<td>93.7</td>
<td>94.1</td>
<td>94.4</td>
<td>94.2</td>
<td>94.1</td>
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<tr>
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<td>94.7</td>
<td>94.4</td>
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<td>93.9</td>
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<tr>
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<td>94.4</td>
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<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Management of non-attendance

Student attendance is closely monitored. In event of poor or non-attendance, the school works with each family on strategies to assist and improve regular attendance. Home School Liaison Officers provide assistance when necessary. Students with outstanding attendance are recognised at
the end of each term and on Presentation Day at the end of the year.

**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>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Assistant Principal(s)</td>
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</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>5</td>
</tr>
<tr>
<td>Teachers of support class</td>
<td>2</td>
</tr>
<tr>
<td>Preschool teacher</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of RFF</td>
<td>0.546</td>
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<tr>
<td>Primary part-time</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support</td>
<td>5.222</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18.483</strong></td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

In 2014, there were no staff members who identified as being Indigenous Australians.

**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>
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</tr>
<tr>
<td>Postgraduate</td>
<td>15</td>
</tr>
</tbody>
</table>

**Professional learning and teacher accreditation**

Staff trialed the new NSW Mathematics and Science and Technology syllabuses in preparation for full implementation in 2015. Staff engaged in on-line and in-school professional development and met in teams to discuss and plan.

Understanding and preparing for the new school planning process was a major focus. Executive staff met one day every week for professional development and dialogue about the process. The school funded these days to ensure the executive could spend valuable and productive time together.

Each teacher developed a personal professional learning plan in line with the school priorities and focus areas. Teachers engaged in various activities in line with their learning goals. In school professional learning utilised the expertise of staff and provided opportunities for teams of teachers to work together.

All staff participated in staff development days as well as mandatory compliance training including child protection, Code of Conduct, CPR, emergency care, anaphylaxis and asthma training.

Teachers delivered workshops and development for other staff after attendance at external professional development.

Staff attended courses on

- Innovative use of technology and applications
- Live life well at school
- Understanding and using the continuums to plot student progress
- Literacy and comprehension through drama
- Implementing curriculum change
- 5P planning process
- Aboriginal education
- Driving curriculum to support leaders to plan, lead and drive new syllabus implementation
- Understanding the new Mathematics K-10 and Science and Technology K-10 syllabuses
- National quality framework for preschool

One third of the teachers at Rydalmere East Public School are accredited with the NSW Board of Studies, Teaching and Educational standards.

All teachers will be encouraged and supported to seek accreditation at higher levels in the future.
Financial summary

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

Date of financial summary 30/11/2014

Income
Balance brought forward 258918.95
Global funds 137042.50
Tied funds 109985.69
School & community sources 79074.25
Interest 6968.49
Trust receipts 51116.75
Canteen 0.00
Total income 643106.63

Expenditure
Teaching & learning
Key learning areas 17104.01
Excursions 3186.68
Extracurricular dissections 33942.09
Library 5087.81
Training & development 649.15
Tied funds 180982.56
Casual relief teachers 27865.89
Administration & office 32590.92
School-operated canteen 0.00
Utilities 19757.75
Maintenance 21844.03
Trust accounts 35296.85
Capital programs 35545.46
Total expenditure 413853.20
Balance carried forward 229253.43

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

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](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 and Numeracy

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

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Year 3 Spelling

<table>
<thead>
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<th>Percentage in bands: Year 3 Spelling</th>
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</thead>
<tbody>
<tr>
<td>Bands</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
</tr>
</tbody>
</table>

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Year 3 Numeracy

<table>
<thead>
<tr>
<th>Percentage in bands: Year 3 Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bands</td>
</tr>
<tr>
<td>Percentage in Bands</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
</tr>
</tbody>
</table>
NAPLAN Year 5 - Literacy and Numeracy

Ten or less Year 5 students sat NAPLAN in 2014. All students demonstrated outstanding growth in NAPLAN with

- 100% students exceeding expected growth in Maths
- More than 75% students exceeding expected growth in reading and spelling

Performance in Numeracy, Spelling and Reading exceeded state achievement.

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>

**Other achievements**

**The Arts**

In 2014, the school choir performed at the Riverside Theatres as part of the Celebrating the Arts combined schools choir. The string Ensemble and Years 4, 5 and 6 Instrumental and vocal act successfully auditioned and performed on the night.

Emma from Year 6 was selected to be MC for the proceedings.

The artwork of two students was selected for the art display at the theatre for the three night event.

REPStravaganza encompasses all areas of the Creative Arts syllabus during its preparation and presentation. Once again the night showcased the many performing arts opportunities offered to our students. These include the recorder and string ensemble. All students had the opportunity to perform on the night.
Sport

The Live Life Well @ School Program has continued to provide a strong focus for sport and fitness lessons for students in all grades. The program develops a strong understanding of the importance of participating in regular physical activity throughout life. Students from Kindergarten to Year 6 have participated in sport and fitness programs to develop specific Fundamental Movement Skills, including sprinting, throwing, balancing, catching, vertical jumping, kicking and hopping – the skills that form the basis of all formal sports. Major emphasis is placed on improving aerobic fitness, physical endurance and an understanding of teamwork and good sportsmanship.

Students in Kindergarten to Year 2 participate in activities including gross motor circuits and modified team games such as soccer, softball and cricket. Students also participated in the K-2 athletics carnival, the annual whole school cross country carnival and a K-2 water fun day.

Students in Kindergarten to Year 6 participated in a full term program of gymnastics under the guidance of professional visiting coaches. Students had the opportunity to learn a range of gymnastic skills and movements and use a variety of gymnastic apparatus. The enthusiasm and commitment of students to the program resulted in significant improvement and development of skills.

The school entered two junior and two senior soccer teams in the winter PSSA competition. Students from Year 3 to Year 6 attended a Sports Skills Gala Day at a local high school where they were coached in sports including AFL, soccer, netball, basketball, European handball and rugby league.

Students in Years 3 – 6 continued to develop Fundamental Movement Skills through participation in a variety of fitness drills and activities and team games. Representatives from the sports of basketball and rugby league visited the school and ran clinics with students in Years 3 to 6.

Four students represented the school in the annual Bennelong Cup interschool Table Tennis Competition. The four school table tennis tables enable students to keep active in all weather conditions.

After success at Zone carnivals, seven students gained selection to compete at Western Sydney Area carnivals. This included five in cross country and two in athletics.

Significant programs and initiatives – Policy and equity funding

In 2014 the school received the first stages of funding under the Resource Allocation Model (RAM).

Equity funding was received for Aboriginal ($2224) and Socio-economic background ($12406).

Aboriginal background

In 2014 our priority was to strengthen partnerships and promote genuine collaboration to improve learning outcomes for Aboriginal students.

Aboriginal background funds were utilised for:
- Providing extra teacher support in class for
Aboriginal students to support achieving appropriate outcomes

- Providing time for teachers to meet with parents in Term 1 to discuss learning goals and develop a personalised learning plan (PLP) for each Aboriginal child
- Providing release time for teachers to review the progress of the PLPs with the parents at the beginning of term 4
- Professional development to build teacher cultural competencies to incorporate cross curriculum priority Aboriginal and Torres Strait Islander histories and cultures into teaching and learning

Internal and external assessment results indicate achievement of learning goals and expected or above expected growth for indigenous students.

Socio-economic background

In 2014 our priority was to increase the level of student participation and engagement in learning and improve all students’ learning outcomes.

Socio-economic background funds were used for:
- Purchasing XO laptops as part of the one laptop per child program for all students Preschool – Year 6 to support development of 21C skills
- Extra teacher and School Learning Support Officers (SLSO) employed to work in classrooms, supporting students with additional learning needs.

Teachers reported an increase in student engagement with the introduction of the XO laptops for every student.

The positive impact of the extra teacher and SLSO support in classrooms is evidenced in NAPLAN performance, Year 5 student growth in NAPLAN in all areas and student progress K-6.

Other significant initiatives

**Autism Spectrum Disorder (ASD) support classes**

Rydalmere East Public School has two support classes that provide quality educational programs for students with Autism. A classroom teacher and full time School Learning Support Officer (SLSO) provide individual literacy and numeracy programs which enable the students to maximise their learning. All students in the support unit receive instruction in the six mandatory key learning areas with accommodations and adjustments as required.

Support unit students are involved in a variety of special programs and activities. Students participated in fortnightly life skills excursions to the Ermington Subway store where students interacted with community members, learnt road safety skills and enhanced their understanding of money. Throughout term 4, students participated in weekly social skills lessons run by a member of ASPECT (Autism Spectrum Australia.) Both classes celebrated the Sydney Special Children’s Christmas Party.

The support class students were involved in all school events and performances. The students participated in assemblies, excursions, athletics carnivals and gymnastics lessons. This year, students from the support unit participated in the chess club, performed at Repstravaganza and represented the school at PSSA soccer. Some
students integrated into mainstream classes for reading, mathematics, physical education and developmental play.

The support unit has established a significant partnership with Ryde Eastwood Leagues Club and received a generous grant in 2014. The money was spent on funding the social skills lessons, purchasing classroom supplies and sensory equipment. The donation has been greatly appreciated by the whole school community.

Preschool

Rydalmere East Public School is fortunate to have an onsite preschool. The preschool is for the prior to school year and preferences for placement are given to students with siblings at the school and families in our local area.

Our daily program is responsive to the individual interests of the students and underpinned by the philosophy that children learn through play. Preschool Educators attend professional development sessions about the Early Years Learning Framework (EYLF) to ensure the preschool meets the criteria in all of the National Quality Framework standards (NQF). In 2014 Educators were inspired by international guest speakers at a two day conference “Beyond the Looking Glass”.

An effective transition program has been developed to ensure a smooth progression into their first year of school. This includes several sessions of mini kindy and participation in regular special school events making transition into our kindergarten class stress free.

Sustainability was a main focus for 2014. The preschool children participated in the living eggs project where the children observed ten chickens hatch from eggs. The preschool kept two chickens in a chicken coop in the preschool grounds to look after. The children enjoyed collecting fresh eggs daily to use in their cooking program. The preschoolers were active participants in recycling, composting and worm farming. Vegetables and herbs were grown all year round to use in cooking lessons.

The outdoor playground was renovated with a brand new sandpit and stage area which was used for performances for families.

The preschool students were out and about in the local community, visiting the local library and buying stamps and posting letters home at the local post office. Cleanaway, the fire brigade and police all come in to give the children valuable health and safety lessons. Preschool children were screened by the STEPS vision program and participated in the Charles Sturt University Speech Project.

The preschool also acquired twenty XO computers which the children enjoy exploring independently.

ICT and Library

At Rydalmere East Public School we pride ourselves on being both innovative and leaders in the integration and use of technology to support
educational outcomes. As such we continually seek out opportunities to build and enhance the use and implementation of technology and ICT throughout the school. This year saw the investment of a substantial amount of money and the realisation of several projects.

Firstly the upgrade and expansion of the school wireless network was completed in February. This means that every classroom now has the capacity to allow every student in the class to simultaneously connect to the wireless network with efficiency and stability. Furthermore the upgrade has future proofed our school through its significant increase of the wireless bandwidth.

This upgrade was very timely as not only have we increased the number of iPads (we now have a class set of 30) but most importantly we have purchased XO laptops for every student in the school making us a one laptop per student school. This purchase has the potential to transform learning in all our classrooms and the possibilities now available to teachers are both exciting and endless.

This year we also invested money to set up a Green Screen Room and purchased sound and lighting equipment. This has allowed students to develop their video production and editing skills. In particular our newly established REPS Reporting Crew has been able to use the Green Screen Room to create student centred news reports for the school’s website.

All students participate in weekly technology lessons where they are exposed to many new and emerging technologies to both engage and enhance their educational learning outcomes. First and foremost students engage in various digital citizenship lessons teaching students how to safely and sensible interact with the digital world. Students participated in programs such as eBudd: and Digital Passport which provide engaging and interactive lessons while teaching students about being good digital citizens. A particular highlight this year involved both teachers and students learning about one of the newest emerging technologies called ‘Augmented Reality’. Augmented reality is a technology that allows the integration of a digital layer with a physical object. Students from Year 1 to Year 6 showcased their learning by creating a variety of Auras using Aurasma (a web-based program enabling students to create examples of augmented reality). Parents viewed these amazing creations during Education Week and were able to see visual demonstrations of their childrens’ learning.

The library was also fortunate to get a makeover this year. New flexible furniture and additional outward facing shelving has further enhanced the library space and created a beautiful and inviting environment that students love being in. The library continues to be a popular space that students flock to during lunchtimes with up to 30% of students visiting during their lunchtimes. The addition of Minecraft Edu software to the library computers has also been an incredibly popular decision with the students who love building and creating worlds which they can all play in and explore together. This has been a great opportunity for the senior students who have stepped up to manage and support their fellow students as Minecraft Leaders. Students chosen as Minecraft Leaders give up their lunchtimes to monitor the Minecraft servers and ensure all students follow the student created guidelines.

Environmental Education for Sustainability/Community Partnerships

In 2014, Rydalmere East Public School continued meeting significant environmental outcomes through the implementation of the School Environmental Management Plan and the Carbon Kids Action Management Plan. Students in partnership with community, parents and
teachers, participated in a number of environmental initiatives.

This year saw the continuation of the ‘School Commitment Program’ where the responsibility of environmental issues within our school were shared by primary students (Years 3-6) and their teachers. Classes regularly went out to care for their school environment. Students would busily plant, weed, spread mulch, water, fertilise and tidy to keep their gardens healthy and attractive. They often worked on other projects, depending on the time of year or what specifically needed to be done. The ASD classes cared for their two established vegetable gardens which were situated adjacent to their classrooms. This student/teacher involvement created a wonderful feeling of school pride and ownership. Such experiences increased environmental awareness and knowledge for a ‘greener’, more sustainable future.

Students cooked vegetable muffins, bruschetta and soups.

Two primary classes were very fortunate to be involved in an environmental project called ‘Birds in Schools’. This project continued throughout the entire school year as classes worked through five separate modules. Students walked or rode their bikes and visited the Birdlife Centre which is situated close to the Newington Armory at Sydney Olympic Park. There they learnt how to identify and survey the bird populations in our school. After collecting data, our school prepared an impressive ‘powerpoint’ about the birds that visited our school, their populations and habitats.

This was presented through video conferencing for other schools to see. The presentation displayed our results through graphing, and included our findings and future plans for our school.

Other specific environmental projects that children continued to engage in this year included the compost bins, vegetable gardens and the replanting of the rainforest garden. Each primary class continued caring for their class garden adjacent to the verandah outside their classrooms. Many classes grew plants from seeds as part of their Science units. Two raised gardens were purchased and positioned outside the Primary classrooms. Children planted, watered and watched their seeds and seedlings grow and change. Eventually they were able to harvest their produce and some were included as ingredients in cooking lessons.
Students in Stages 2 and 3 also attended the Youth Eco Summit at Newington Armory where they listened to a number of environmental tutorials and experienced an abundance of hands-on activities.

One tutorial was about native Australian bees. We now have our own hive at school and aim to help grow the population of native bees in the area.

Gardening Club continued on Fridays before school. There we were guided and driven by Margaret who has been our incredibly motivated and knowledgeable, community volunteer for a number of years. She is a wealth of knowledge and explains things so clearly to the students. Under her guidance children from Infants and Primary fertilised and prepared the garden beds, planted seeds, and cared for them whilst they grew into healthy, organic produce. Harvesting produce remained one of the most exciting experiences in the garden. Watermelon, pumpkins, red cabbage, shallots, cabbage, sugar snap peas, beans, cherry tomatoes, roma tomatoes, corn, shallots, living lettuce, rocket, parsley, coriander were just some of the local produce. The surprise of pulling out a root vegetable (parsnip, spring onion, red or white onion, carrot, turnip, radish, potato or beetroot) never ceased to amaze the children! Marigolds were grown amongst the vegetables to deter bugs and Flanders Poppies grew alongside the vegetable gardens. These symbolic flowers were ready and picked to be displayed on Remembrance Day. The trees in the citrus garden continued to thrive. This was greatly due to the regular water that they received from the timed irrigation system which was constructed by the school’s General Assistant.

Preschool continued caring for their worm farm, compost bin and vegetable gardens. Children experienced purposeful, hands-on activities that nurtured their sense of belonging and responsibility for a more sustainable future. They fed the worms, added compost to the bins and explored the vegetable garden to see how plants grew and changed. Preschool has also established an attractive, child-friendly garden with stepping stones and life-sized colourful characters and decoration.

After receiving a donated chicken hutch, the school decided to keep some baby chicks and allow them to grow into fine, healthy hens. No roosters were allowed!

The hutch was kept in preschool where the preschoolers developed a wonderful bond with their new pets. Eggs were laid and they were used in cooking lessons. The whole school valued this opportunity as they were interested and able
to visit the hens on occasions. Some students took a special interest in the hens and happily gave up their lunchtimes to clean the hutch, feed and care for them.

Students were encouraged to develop sustainable habits at school. Through environmental education lessons, they were able to understand the reasons for collecting rain water and saw the benefits of using tank water on the gardens. A cheaper and more sustainable option! Students are aware of what can and can’t be recycled and all rooms have a recycling box.

Nude Food Day was every Thursday. Students were encouraged to bring food which was either transported in reusable containers or naturally packaged. Students who forgot and brought disposable packaging to school were asked to take it home as there were no garbage bins put out on Thursdays. Nude Food Day promotes healthier eating, and reduces the quantity of rubbish that eventually ends up in landfill. This initiative has been an overwhelming success at REPS. So many students and their families have taken on the challenge to reduce packaging and encourage healthier food options. Many students and their parents have taken on the challenge to have Nude Food Week, every week. Hopefully, one day we will be a Nude Food School!

The school continues to harness the sun’s energy through its twenty-eight solar panels.

Primary students have been developing more sustainable habits by saving energy in the classroom. Opening and closing windows and blinds, and using fans rather than the air conditioner are often sufficient methods to create a comfortable classroom environment. Many Primary children are aware that closing windows and doors when using the air conditioner is more efficient and saves energy.

Students in all classes continuously incorporated environmental education in their class programs. They also participated in a number of national environmental celebrations including Clean Up Australia Day, National Tree Day, Save the Devil Day and National Walk to School Day.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Surveys and questionnaires – parents, staff and students
- School Expo for showcasing current practices and progress towards achieving school targets.

Parents had the opportunity to provide direct feedback on successful programs and suggestions for areas for development.

Evaluation of the effectiveness of the school plan is ongoing. Monitoring of progress towards meeting the outcomes and specific targets is continual throughout the year. The K-2 and 3-6 teams analyse class assessment, Best Start and NAPLAN data to measure outcomes against the continuums and determine students’ skills and to inform teaching strategies.
School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

Increased levels of literacy achievement for every student

Increased growth in spelling in NAPLAN particularly for middle and higher achieving students

Strengthen literacy achievement through the effective use of a full range of assessments

Diminished gap in literacy achievements between Aboriginal and all students

Improved outcomes through targeted strategic early interventions for students experiencing difficulty or value adding for gifted and talented students in literacy

Evidence of achievement of outcomes in 2014:

- 75% or higher of Year 5 students exceeded expected growth in spelling and reading
- Year 5 performance exceeded state in spelling and reading in NAPLAN
- 50% of Year 5 students achieved in the top 2 bands for reading and 46% for spelling
- 100% of Year 5 students met or achieved above minimum standard in spelling and reading and 91% in writing and grammar and punctuation
- 50% of Year 3 students performed in the top 2 bands for spelling and writing, 46% for grammar and punctuation
- 95% of Year 3 students met or achieved above minimum standard in NAPLAN for reading, spelling and grammar and punctuation
- Action learning project on extending writers implemented K-6. Teachers identified and shared effective evidence based teaching practices for high achieving students. This successful initiative will continue in 2015.

- Early intervention programs effectively implemented including Reading Recovery and Multilit for targeted students
- Effective use of the literacy continuum for mapping student achievement and monitoring student progress

School priority 2

Numeracy

Outcomes from 2012–2014

Increased levels of achievement for every student

Increased growth in Numeracy in NAPLAN particularly for high achieving students

Strengthen numeracy achievement through the effective use of a full range of teaching strategies and assessments

Diminished gap in numeracy achievements between aboriginal and all students

Improved outcomes through targeted strategic early interventions for students experiencing difficulty or value adding for gifted and talented students in numeracy

Evidence of achievement of outcomes in 2014:

- Year 5 performance exceeded state performance in numeracy in NAPLAN
- 100% of Year 5 students exceeded expected growth in numeracy in NAPLAN
- 100% of Years 5 and 3 students met or exceeded minimum standard in numeracy
- 100% of Year 3 students met or exceeded the minimum standard for numeracy in NAPLAN
- Development of rich task for stage 3 students by REPS maths coordinator for A Community of Schools (CoS) initiative involving local primary schools and high school
- Identifying and sharing effective evidence based teaching practices for high achieving students
School priority 3
Curriculum and assessment

Outcomes from 2012–2014
Staff familiarisation with relevant syllabuses for mandatory implementation
Increased attainment of students in NAPLAN as indicated in literacy and numeracy plans
Full implementation of National Quality Framework in preschool

Evidence of achievement of outcomes in 2014:
- National Quality framework fully implemented in preschool with quality improvement program developed and reviewed regularly
- Mathematics and science and technology syllabuses being trialed by every teacher K-6, in preparation for full implementation in 2015

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school.

In 2014 we evaluated the areas of Teaching and School Culture.

Parents clearly ranked the school high for a positive culture where the students are the main concern. They believed the school responds to students’ needs, caters to the learning of all students and encourages all students to learn.

Student and teacher responses also indicated a positive school culture where students are encouraged to achieve their best.

Parents overwhelmingly agreed that teachers knew and catered for their child’s learning and could effectively report on their progress.

Parents, students and teachers agreed that class activities are interesting and relevant.

A new report format was implemented in 2014 after community consultation to include more information about the outcomes and assist parents to fully understand their child’s achievement and progress. Survey responses and feedback from parents indicated parents felt more informed and preferred the new format.

Data indicated that the school website was being increasingly utilised by parents to keep informed about school events, success and to access relevant information.

The school will continue to focus on communicating with parents to develop their understanding of how students are assessed and how they can continue to improve.

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.

Strategic direction 1
Engaged and Independent Learners

Purpose: To deliver an equitable and challenging learning environment for our students to become successful and creative learners.

Learners who
- Take an active role in their own learning
- Are creative and productive users of technology
- Can problem solve
- Are motivated to reach full potential and become active and informed citizens
Strategic direction 2
Quality Teaching and Leadership

Purpose: To ensure student learning is underpinned by high quality teaching and learning and to build expertise and leadership

Teachers and leaders who

✓ Share responsibility for improving student outcomes
✓ Evaluate the effectiveness of their teaching practices
✓ Analyse student engagement, growth and outcomes
✓ Plan for the ongoing learning of each student

Strategic direction 3
Connected Communities

Purpose: To maximise student learning outcomes through:

✓ Effective communication with parents about students’ learning and progress and achievement of school’s targets
✓ Connecting with other school networks to
  ▪ Build and share expertise
  ▪ Share resources
  ▪ Connect students
  ▪ Promote leadership opportunities for students

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

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