

Rappville Public School Annual Report



2016



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Introduction

The Annual Report for Rappville is provided to the community of Rappville Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Kerry Harper

Principal

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Message from the Principal

In 2016 Rappville Public School started the year with 24 students. We participated in many activities throughout the year to support student's learning. Each term we had a sporting event which students participated in with other small schools. In term 1 we had our annual swimming carnival at Kyogle Pool, with Cody Aleckson receiving overall 12 year old boys runner up. In term 2 we attended Cross Country with Hayley Mazlin receiving first in 11 years girls and Cody Aleckson first 12 years boys. Later in the term Cody Aleckson, Hayley and Sean Mazlin attended the Zone Cross Country Carnival at Corndale Public School. In term 3 students attended the Small Schools Athletics Carnival and the High Jump trials at Stratheden Public School. Also in term 3, students participated in a bikeathon in which they rode to a students' property, had a picnic and rode back to school. This activity used the skills students learnt about bike safety. The annual ten day swimming school was conducted in the middle of term 4 in which all students took intensive lessons to improve their swimming skills.

A variety of Creative Arts activities featured throughout the year. In May Hayley Mazlin and Cody Aleckson attended the three day Art Smart workshop at Casino West Public School. They learnt how to develop a specific project during these intensive lessons. The Casino/Kyogle Performing Arts Concert was held in Term 3 in which the students performed the dance "Get Down and Get Dirty." Many of our students also joined the choir that performed at the end of the concert. This dance was also performed at the North Coast National Show which the students went to in October.

The local hotel hosted an art exhibition for local artists in its premise early in the year. Students spent a morning viewing and critiquing a wonderful collection of paintings and line drawings. Students had an opportunity to enter their own artworks in the Casino Show schools division in October. Our visiting performance this year was called "A Fish Out of Water" and centred around the upcoming Olympics.

Some of the primary students entered a national 'Write for Fun' Competition in which Carys Stevenson won first place out of 9000 entrants. Years 3 and 4 went to the Writers Festival in Lismore in June and were able to listen to some well-known children's authors speak about their craft. Life Education Van visited in June in which students learnt about Cyber Safety and other health related topics. Jeannia and her dog Cruise from the Responsible Pet Ownership organisation came and taught the students how to approach an unknown dog and how to react when faced with an aggressive dog. Years 3 to 6 students from our small schools combined to attend an excursion to Dourroughby Environmental Centre in May. This two day camp gave the children an opportunity to meet new friends and to learn about their local environment. The Infants joined with Mummulgum Public School in a day out at the Lismore Botanical Gardens and Heritage Park to learn how a park is designed. To end the year our students went to the nearby Bison Park for an overnight stay which was a great way to finish a busy and productive year.

School background

School vision statement

“To provide opportunities for all students to learn in all areas”.

We aim to provide all our students with opportunities to enable them to lead successful and fulfilling lives.

School context

Rappville Public School is a small school of 24 students situated on the Northern Rivers of NSW. Rappville is a small village situated 25 minutes from the town of Casino.

Rappville Public School has a permanent Teaching Principal, (primary class, LaST and Instructional Leader), a full time temporary teacher on the infants class and an Instructional Leader 2 days a week. Rappville Public School staff include qualified Music, Dance and Aus–swim accredited teachers.

Rappville Public School is a rural and remote school that attracts additional funding (\$7,576) under the Resource Allocation Model (RAM).

Rappville community is considered a Low Socio Economic Community and has a FOEI in 2015 of 158 therefore the school attracts an additional \$32,900 in 2016. This funding will run additional programs and provides additional teaching and support personnel as well as funding for professional development to improve teacher capacity.

Rappville is an Early Action for Success School attracting \$23,096 to support early education in the Rappville village.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school’s progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that the school was working in the sustaining and growing areas for the majority of aspects in Learning, Teaching and Leading. The panel decided upon a number of areas to expand and redirect according to the evidence given on the day. Staff found the recommendations were positive and will be included in future development for the school. The process was an excellent opportunity for staff to reflect on progress and re–direct the school into the future.

Our self–assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

SUCCESSFUL LEARNERS

Purpose

Goal 2 of the Melbourne Declaration on Educational Goals for young Australians states that Successful Learners develop their capacity to learn and play by having an active role in their own learning motivating them to reach their full potential.

Our purpose is to develop students Literacy and Numeracy skills and engage in deep and meaningful conversations around their progress. This is to assist students to become life-long learners who are self-driven learners.

Our purpose is to develop education from playgroup, preschool, primary school and beyond. To develop confidence through Dance, Music and Sport programs in order to create well rounded Successful Learners.

Overall summary of progress

Staff have worked with students around the Kids Speak Literacy and Numeracy continuums for them to understand what is required to make progress and how to move forward. Staff also discussed these continuums with parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• All students are achieving at or above their appropriate year level on the Continuum in the aspects of Reading, Writing and Comprehension.• All teachers use evidence of student progress to inform teaching, as evidenced by strong teaching program documentation and lesson study and feedback.• Students can verbalise their own progress and goals to meet the Literacy and Numeracy Continuums outcomes.	<p>All students have made progress. 90% of student are working towards achieving clusters at or above their appropriate year level in reading, writing and comprehension.</p> <p>Teachers updating PLAN data every 5 weeks to ensure students are working towards appropriate goals.</p> <p>Most students can verbalise where they need to go with their learning and the progress they have made so far.</p>	Instructional Leader staffing allocation 0.2.

Next Steps

In 2017 staff will continue to work towards students directed learning with the full implementation of L3 and rotational activities to ensure specific needs are being catered to. Students have individualised goal and learning booklets. In 2017 the goal will be about maintaining the changes made in 2015/ 2016 and building upon classroom practice to improve student learning.

Strategic Direction 2

STRONG COMMUNITY PARTNERSHIPS

Purpose

The National School Improvement Tool, Goal 9 encourages schools to develop meaningful sustainable relationships with parents, families, local organisations and businesses.

Strong community partnerships will develop an inclusive collaborative interschool network to encourage the development of staff and students.

Parents are essential in developing students to learn to their full potential. Developing close family partnerships ensure all students succeed in life long learning.

Our purpose is to bring together all community partners to encourage the development and education improvement of Kindergarten to Year 6 students.

Overall summary of progress

In 2016 staff have regularly communicated with staff from other schools in order to share and promote improved classroom practice. This also involved the training of L3 and peer observations of classrooms. Teachers met with parents to give out report cards and discuss students progress.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">Teachers and students complete surveys about interschool networks they have built.	All staff have built peer relationships to develop improved classroom practice. Teachers have found these peer relationships have improved their own practice.	\$1,600 (staffing costs)
<ul style="list-style-type: none">All staff, parents and students have had two formal meetings to discuss students progress on the Literacy and Numeracy Continuums.	Staff have met formally and informally with all parents to discuss progress. The majority of parents met with teachers at the two reporting times and staff also informally discussed progress from PLAN feedback that parents received at the end of terms.	\$800 (staffing costs)

Next Steps

Staff will continue to develop relationships with other staff in similar schools and similar grades. Rappville Public will also be participating in more team teaching situations and develop collaborative teaching on a daily basis. Staff will continue to meet formally and informally with colleagues. This will include opportunities to discuss report cards and PLAN data parent feedback sheets.

Strategic Direction 3

CREATE EXPERT TEACHING TEAM

Purpose

Staff strive to develop expert teaching skills and impart knowledge and skills to all students. Developing effective classroom practice, using data, creating collaborative practice and developing the professional standards are all teaching elements in the NSW Schools Excellent Framework.

Continuous and constant improvement creates expert teachers.

Our purpose is to create an expert teaching team that collaborate and encourage the professional learning and improved practice of teachers. This will improve students outcomes and encourage students to develop as well rounded participants in their learning.

Overall summary of progress

During 2016 Ms Gibbins participated in L3 training and implemented this in the infants classroom. Primary staff also implemented more futures based learning with rotations of classwork for improved progress towards goals and more one-on-one teacher time.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">All students are achieving at or above their appropriate year level on the Continuum in the aspects of Reading, Writing and Comprehension.	In 2016 there was a significant change in numbers starting the year with 24 students and finishing the year with 14. Of those 14, 90% of students were on track according to their grade and age appropriate outcomes.	No money required.
<ul style="list-style-type: none">All staff will complete their individual Performance and Development Plans and work collaboratively to achieve their given goals.	All staff developed Individual Performance and Development Plans around improved classroom practices and developing networks. Staff achieved their individual goals in 2016.	Professional Development. \$7,000.

Next Steps

In 2017 all staff will be trained in L3 and these techniques will be implemented in both classrooms according to the needs of the students. Staff will continue to work towards all students achieving appropriate clusters and outcomes according to their grade.

Key Initiatives	Impact achieved this year	Resources (annual)
Low level adjustment for disability	During 2016 Rappville Public School supported students with low level disabilities with the employment of a part time SLSO to support the classroom during the Literacy and Numeracy sessions.	Casual SASS wages were \$3,667 • Low level adjustment for disability (\$3 667.00)
Quality Teaching, Successful Students (QTSS)	This allocation (0.018 staffing allocation) was used to support teachers in the classroom as well as time for staff to evaluate and discuss classroom practice. Staff were working towards their PDP goals they had set with the Principal.	QTSS staff allocation of 0.018 was allocated to the school in 2016.
Socio-economic background	During 2016 Socio-economic background funding was spent on wages to allow the school to have two full time classes therefore providing more teacher time to assist all students. Funding was also spent on purchasing additional resources, furniture and Playgroup/ Kinder orientation funding.	An allocation of \$32,563.
Early Action for Success	Training and Development of staff was a major expense in 2016 with \$3,000 for L3 training as well as wages to allow staff off class to attend 12 days of training. Additional furniture was also purchased to support L3.	An allocation of \$22,984.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	13	9	11	6
Girls	12	11	16	8

Rappville Public School started the year with 24 students. During the year there were a number of families that moved from the area.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.7	100	96.1	98.9
1	92.9	95.7	96	89.6
2	84.9	87.7	97.8	92.4
3	96.6	96.2	89.6	96.4
4	96.9	96.7	96.3	90.8
5	90	96.7	97.8	92.5
6	92.4	92	94.9	92.7
All Years	92.4	94.5	95.3	93.1
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Students attendance is an important factor in student progress. During the year information around the importance of good attendance was sent out with the school newsletter. Attendance in 2016 was down on other years.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	0.13
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration & Support Staff	0.7
Other Positions	0.3

*Full Time Equivalent

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

In 2016 staff participated in training and development in L3 to improve Literacy in the early years. Staff also participated in the Numeracy Building Blocks to assist in aspects of Mathematics. Professional Learning is a priority and all staff completed Professional Development Plans to ensure that staff are improving their quality of teaching. The Principal has completed the NSW PPA Principal Credential.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 30th November 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	88 088.53
Global funds	52 649.01
Tied funds	76 224.57
School & community sources	2 342.47
Interest	1 955.14
Trust receipts	1 592.05
Canteen	0.00
Total income	222 851.77
Expenditure	
Teaching & learning	
Key learning areas	2 167.28
Excursions	839.78
Extracurricular dissections	1 314.80
Library	3 555.61
Training & development	100.00
Tied funds	70 626.58
Short term relief	6 963.02
Administration & office	15 307.22
School-operated canteen	0.00
Utilities	7 177.92
Maintenance	6 207.86
Trust accounts	1 678.03
Capital programs	0.00
Total expenditure	115 938.10
Balance carried forward	106 913.67

Policy requirements

Aboriginal education

During 2016 Aboriginal Perspectives were incorporated into many KLA's. Some examples of this include reading traditional dream time stories, art appreciation of Aboriginal Art works, dot painting activities and attending a Bush Tucker activity looking into traditional foods. The school also ensured that NAIDOC week was discussed and explained as well as other significant days.

Multicultural and anti-racism education

During 2016 staff purchased books with a Multicultural perspective to add to the Library as well as include in classroom activities. An area particularly covered was Refugees and acceptance of others specific cultural celebrations. Both classes completed activities around other countries perspectives especially during the Olympic Games where the students followed and learnt about another competing country.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

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. Due to the small cohorts of students any analysis of the data would identify individual students.