

Ropes Crossing Public School Annual Report



2016



4645

Introduction

The Annual Report for **2016** is provided to the community of **Ropes Crossing 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.

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Principal

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School background

School vision statement

Ropes Crossing Public School is committed to providing a safe and nurturing environment in which high expectations are reflected in our core values of being safe, sensible, respectful excellent learners for all stakeholders.

Our vision is for every child to be able to succeed in an education worth having, with our students becoming active and informed citizens, confident and creative individuals who are versatile, flexible 21st Century learners.

We have a growing, culturally diverse community who enjoy a school culture of mutual acceptance and respect for all.

Our staff are committed to life long learning and share a passion for providing high quality learning experiences to all students.

School context

Ropes Crossing Public School is a Public Private Partnership (PPP) school in its ninth year of operation, providing quality teaching and learning programs to a student population of approximately 680 Kindergarten to Year 6 students.

Enrolments include 62% of students from language backgrounds other than English, with the largest representations from India and the Philippines. Other nationalities include Samoan, Vietnamese, German, Indonesian, Fijian, African, Arabic and Nigerian. Aboriginal and Torres Strait Islander enrolments total 3%.

As a developing school, with additional families moving to the Ropes Crossing community, enrolment numbers are expected to continue to increase. Our permanent homebases are supplemented with demountable classrooms sited in the playground behind Blocks E and F.

Ropes Crossing Public School strives to provide a well-balanced academic curriculum across all Key Learning Areas, promoting the highest of expectations for the very best in student learning outcomes.

Positive behaviour for positive learning is promoted with the provision of a safe, caring and happy environment where quality education is promoted for every child, ensuring growth through learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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. 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 2016, the school Executive Team participated in professional learning to increase their knowledge of using evidence to guide school evaluation and planning. This knowledge was used to lead the school staff in 'mapping' and 'charting' the progress towards meeting the expectations across the three domains of Learning, Teaching and Leading. The school continued to implement the three year plan.

In the 'Excellence in Learning' domain it was generally found that teachers were delivering. Positive, respectful relationships are evident among students and staff. Quality teaching and professional practice are evident in every learning environment providing students with opportunities to connect and succeed relevant to their stages of learning. Students continue to be encouraged to use self-assessment to reflect on their learning.

In the 'Excellence in Learning' domain it was generally found that teachers were continuing to sustain and grow in their ability to use student data to improve teaching and learning programs. Teachers are continuing to sustain and grow in their ability to utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions and effectiveness. Teachers are continuing to provide students with effective and timely feedback.

In the 'Excellence in Leading' domain there is a shared sense that all students can learn and be successful. The school was generally delivering in many aspects of this domain. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changed need. Physical learning spaces are used flexibly and technology is accessible to staff and students.

Our self-assessment 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

Strategic Direction 1: Enhancing the quality of student learning.

Purpose

To equip our students with the skills and knowledge to become successful, active and informed citizens in the 21st Century.

Students should have access to the highest quality and most current teaching and learning practice in order to develop confidence, creativity and the ability to be critical thinkers.

Overall summary of progress

For Strategic Direction 1, during 2016 students engaged in differentiated teaching and learning programs on a daily basis and students with identified needs were catered for through the development of an individual Education Plan (IEP), as part of the National Consistent Collection of Data (NCCD) along with a Personalised Learning Plan (PLP) for each Aboriginal student. A range of sporting opportunities were available for student including PSSA and basketball clinics. The adjoining Council Oval was accessed to enable further opportunities for students to participate in sport and fitness activities at school. Focus on Reading, Language, Learning and Literacy (L3) and Targeting Early Numeracy (TEN) continue to be implemented. All students engaged in Five Time by implementing the Friendly Schools and Families program on a regular basis, with students consistently rewarded through positive strategies for Following the Five.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The proportion of students in Years 3 and 5 performing in the top two NAPLAN bands for Reading and Numeracy <i>is increased to 39% in 2017.</i>	The Bump It Up strategy includes the setting of learning intentions and success criteria. These are made explicit to students.	
100% of staff are trained and confident in implementing differentiated programs based on new NSW syllabus documents.	Programs, assessment tasks and learning activities reflect current pedagogy and curriculum, as evidenced by monitoring the implementation of differentiated programs and effective collaborative planning.	

Next Steps

During 2017 there will continue to be a focus on student self-assessment and goal setting as well as the teaching of grammar, punctuation, reading, numeracy, spelling and writing, Kids Matter and the Wellbeing Framework implementation.

The Bump It Up strategy will be an area of focus and further refinement.

Specific professional learning activities on the effective use of data to inform teaching and learning will be implemented.

School wide systems will be refined and developed to cater for the rapidly growing student population.

Strategic Direction 2

Strategic Direction 2: Fostering quality teaching and leadership

Purpose

To develop a strong culture of collegiality through ongoing professional learning and quality teaching practices.

Teachers are seen as leaders through collaboratively contributing to the school's dynamic and innovative learning environment.

Leaders have high expectations of themselves, teachers and students to continually enhance and promote teaching and learning through collaboration and critical reflection.

Overall summary of progress

For Strategic Direction 2, during 2016 staff attended regular Teacher Professional Learning (TPL) sessions led by school leaders for TEN, Focus on Reading Phase 1 and L3. They identified opportunities for personal professional development and shared their knowledge. School leaders undertook professional development that will enable them to lead the training in Focus on Reading school wide. The staff worked closely with the school leaders to identify and establish goals to improve their teaching practice as part of an individual mentored and supported colleagues and school leaders to work towards achieving their goals. Staff accepted and provided feedback to colleagues on their teaching practice through lesson observation and formal and informal collegial discussion.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of teaching programs show evidence of implementing professional learning in classrooms, including TOWN, TEN, Focus On Reading and L3.	Ropes Crossing continued to place a high importance on ongoing professional learning for all staff. L3 continues to be implemented in Kindergarten and Year 1. Focus on reading Phase 1 training took place throughout the year. TEN continues to be implemented K–2, however TOWN implementation was delayed.	\$25,788
100% of staff develop and complete a Performance and Development Plan in collaboration with their supervisor as a measure of high performance and reflective practice.	All staff are supported collegially through strong leadership and mentoring, as evidenced by the process of the Performance and Development Framework.	

Next Steps

In 2017 an enhanced Beginning Teacher Induction and Mentoring program will be developed.

Further professional learning on syllabus implementation will be planned and implemented K–6.

Staff training on data analysis and planning from data will be developed.

Bump It Up strategies will be refined and developed based on data analysis and professional learning and research.

Strategic Direction 3

Strategic Direction 3: Promoting an inclusive and collaborative learning community

Purpose

To inspire a culture of collaboration between key stakeholders to ensure that strong, positive relationships are formed to foster student learning and wellbeing.

The school is an integral part of a growing and culturally diverse community and is committed to continuing to provide open and collaborative channels of valued communication between all stakeholders

Overall summary of progress

For Strategic Direction 3 during 2016 intercultural understanding was incorporated into the celebrations of Harmony Day, Universal Children's Day and Education Week, acknowledging the school's culturally diverse community. Reconciliation Week, National Aboriginal and Islanders Day Observance Committee (NAIDOC) Week and Aboriginal text focuses in classrooms also recognised Australian Indigenous culture. There was further development of educational partnerships with our local high school and transition programs for Year 6. Parent surveys provided opportunities for parents to provide feedback on school learning programs and systems. School communication provided parents with opportunities to formally and informally discuss their child's learning and wellbeing. Along with regular written forms of newsletters, curriculum flyers and permission notes formal reports provided a clear picture of students' learning and development. The school took part in training for the Learning and Business Reform (LMBR) and started to transition in Semester Two.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
In accordance with the Leading elements of the SEF, the school is achieving Sustaining and Growing at a minimum in each area.	The diverse multicultural composition of the school continues to be acknowledged, creating an accepting and positive school environment of inclusion and respect, as evidenced by increased parent and carer involvement and participation in school activities and events. Members of the executive team trained in the introductory modules for KidsMatter.	
The implementation and use of web based communication technologies are monitored regularly.	Suitable technologies are utilised to improve communication with all stakeholders, as evidenced by the effective use of both current and new communication strategies appropriately implemented across the school community.	

Next Steps

In 2017 all staff will be trained in Kidsmatter and implementation will begin.

A number of school wide systems will be reviewed and modified to reflect the growth in student population. This includes the review of our Student Welfare systems and Learning and Support Team procedures.

Communication systems within the school enhanced and communication with parents and the community to be refined, including the updating of the school website.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	The Aboriginal background funding enabled the release of classroom teachers of Aboriginal students to work with support staff in developing Personalised Learning Plans (PLPs), alongside students and parents and carers where possible. School learning support staff also worked with individual students in literacy and numeracy areas of need, as identified from assessment data; using PLAN, NAPLAN and other curriculum based classroom assessment to track individual learning progress. Aboriginal author study texts were used in all stages across the school, promoting Aboriginal education and literacy learning.	\$9,966
English language proficiency	The English language proficiency funding allowed for an additional teacher to work in delivering support to students for English as an Additional Language or Dialect (EAL/D). Assistance was provided to students with emerging, developing and consolidating needs regarding their use of the English language daily.	\$13,961
Quality Teaching, Successful Students (QTSS)	The Quality Teaching, Successful Students (QTSS) funding was used to release executive staff to observe teachers and provide constructive feedback as a part of the Performance Development Plan (PDP) cycle.	
Socio-economic background	The socio-economic funding provided wellbeing support to students as required and allowed additional resources to support classroom literacy and numeracy programs.	\$22,477
Support for beginning teachers	In 2016 beginning teachers were able to access funds to significantly support the development of their skills in the first and second years of teaching. Additional support, professional learning activities and advice from experienced teachers in mentoring roles provided exemplary collaborative practices.	\$19,172.68

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	104	149	225	282
Girls	121	158	225	312

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.9	95.8	93.4	94.9
1	92.4	95.1	92.3	93
2	93.7	93.6	94	92.6
3	97.1	93.4	93.9	94.1
4	94.9	93.5	93.8	93.3
5	93.7	94.2	92.3	94.5
6	93.5	93.9	90.4	92
All Years	94.5	94.3	93	93.6
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

Class sizes

Class	Total
KB	19
KP	19
KA	20
KG	19
KF	19
KE	20
KS	20
1B	22
1T	22
1S	23
1M	22
1F	23
2S	29
2H	29
2C	30
3B	29
3-4W	27
3T	31
4L	25
4B	26
5-6B	31
5P	26
5M	29
6D	32

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	24.09
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
Teacher of ESL	0.6
School Administration & Support Staff	3.26
Other Positions	0

*Full Time Equivalent

There are no teachers from an Aboriginal background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	73
Postgraduate degree	27

Professional learning and teacher accreditation

Teacher Professional Learning (TPL) funds were expended in 2016 for teachers to further their development of skills, knowledge and understandings; especially in relation to the specific priority areas of the school and the DoE.

The school received TPL funds to support mandatory and targeted professional learning for teachers and SASS staff. The Principal and two members of the SASS team took part in extensive professional learning in preparation for the introduction and implementation of LMBR.

School Development Days were scheduled for the beginning of Term 1, 2 and 3 as well as the last two days of Term 4.

Professional learning activities included mandatory training in Code of Conduct, child protection, work, health and safety, cardio pulmonary resuscitation and anaphylaxis face-to-face training.

Other whole school initiatives included Language, Learning and Literacy (L3) and Focus on Reading took place. Professional learning for the whole school to address the Bump It Up initiative took place.

New scheme teachers had the opportunity to work towards completing accreditation requirements.

35% of the teachers are accredited at proficient, 38% at provisional, 1% have a conditional accreditation and the remainder have existing accreditation.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the

Income	\$
Balance brought forward	177 182.06
Global funds	253 179.94
Tied funds	284 400.52
School & community sources	97 806.17
Interest	3 162.94
Trust receipts	5 896.25
Canteen	0.00
Total income	821 627.88
Expenditure	
Teaching & learning	
Key learning areas	42 020.01
Excursions	24 886.71
Extracurricular dissections	28 083.27
Library	11 157.19
Training & development	6 408.78
Tied funds	172 337.40
Short term relief	78 069.43
Administration & office	71 461.41
School-operated canteen	0.00
Utilities	1 997.72
Maintenance	828.07
Trust accounts	6 169.05
Capital programs	0.00
Total expenditure	443 419.04
Balance carried forward	378 208.84

The information provided in the financial summary includes reporting from 31 September 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	438 579.65
(2a) Appropriation	389 040.95
(2b) Sale of Goods and Services	3 440.20
(2c) Grants and Contributions	45 568.17
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	530.33
Expenses	-255 839.09
Recurrent Expenses	-255 839.09
(3a) Employee Related	-144 356.91
(3b) Operating Expenses	-111 482.18
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	182 740.56
Balance Carried Forward	182 740.56

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	3 655 996.21
Base Per Capita	24 729.37
Base Location	0.00
Other Base	3 631 266.85
Equity Total	223 472.69
Equity Aboriginal	9 965.96
Equity Socio economic	22 477.44
Equity Language	75 173.59
Equity Disability	115 855.70
Targeted Total	40 680.01
Other Total	16 810.13
Grand Total	3 936 959.05

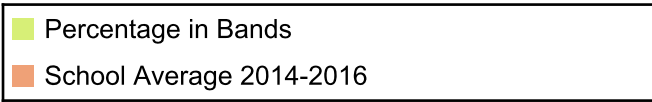
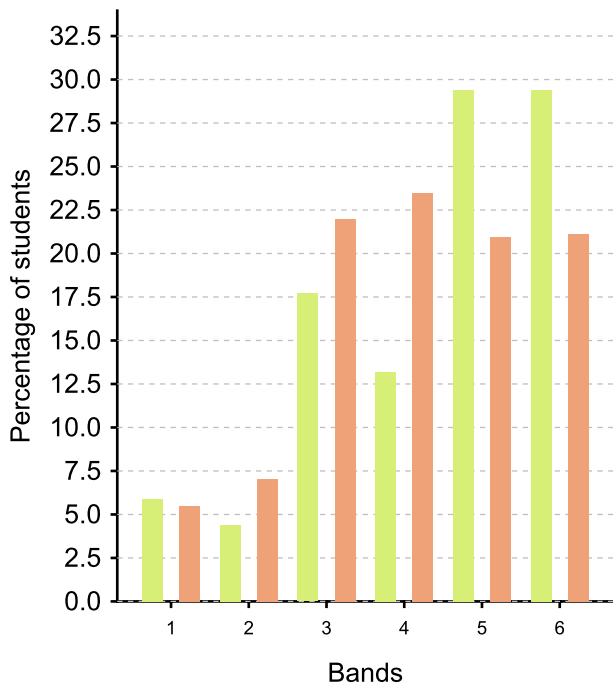
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

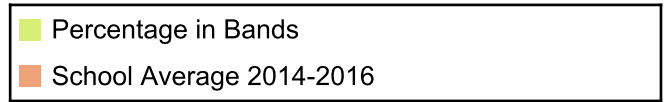
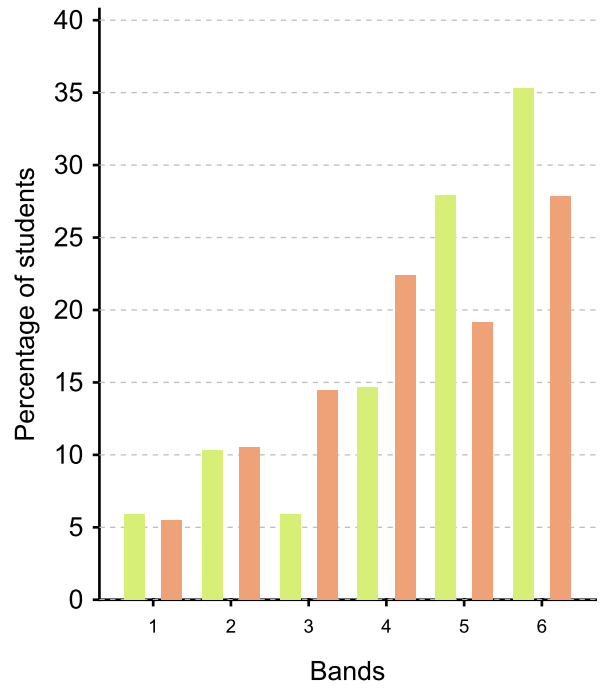
NAPLAN

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.

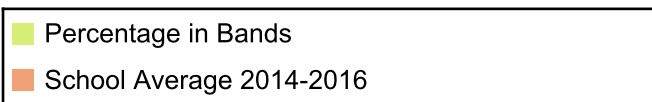
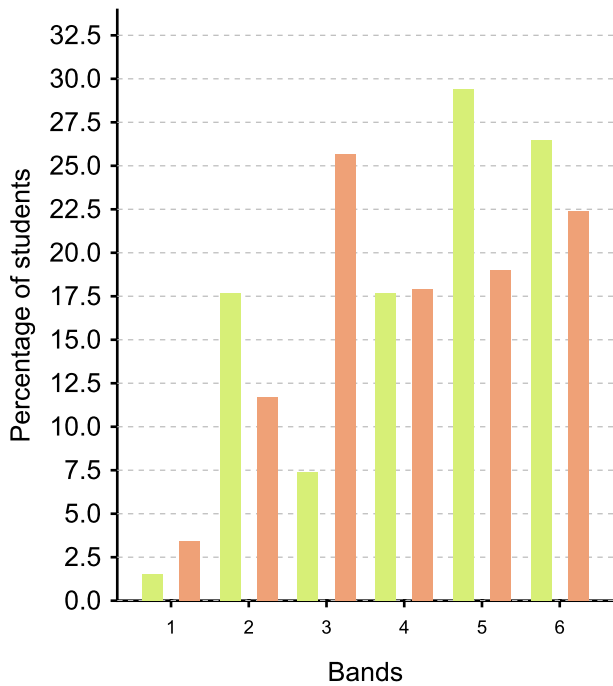
Percentage in bands:
Year 3 Grammar & Punctuation



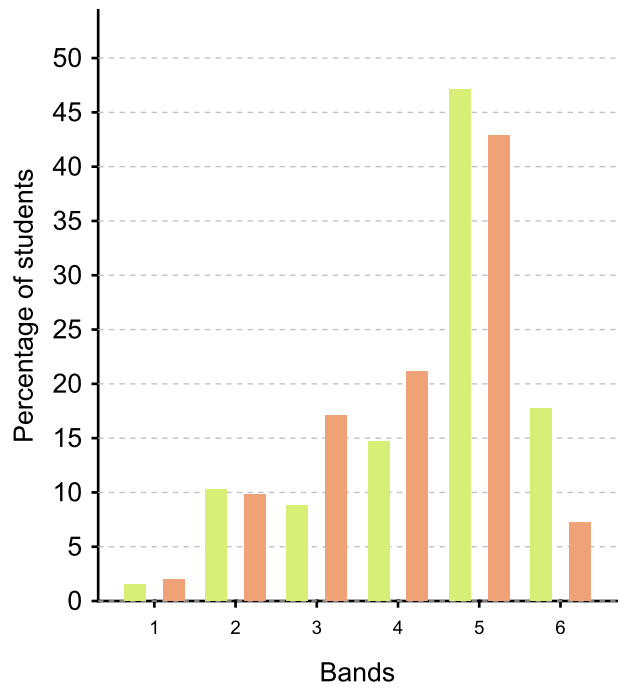
Percentage in bands:
Year 3 Spelling



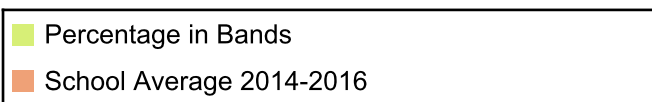
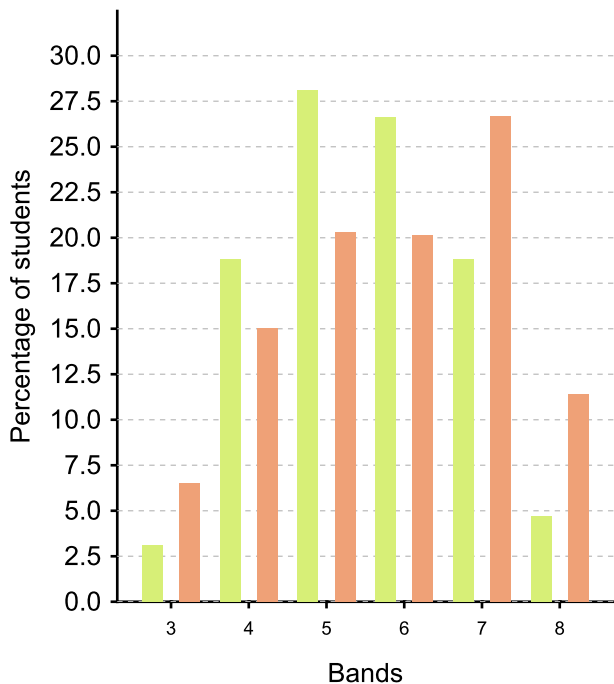
Percentage in bands:
Year 3 Reading



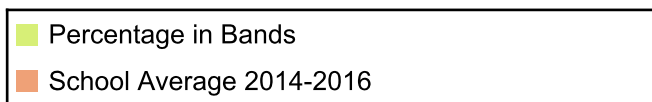
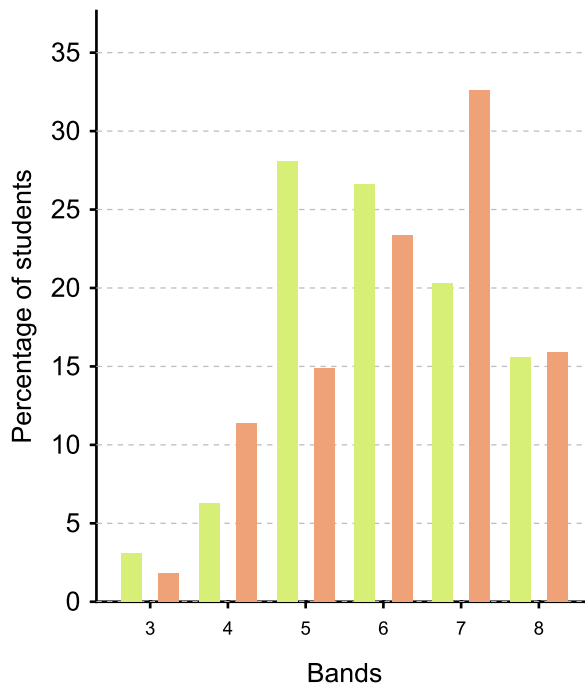
Percentage in bands:
Year 3 Writing



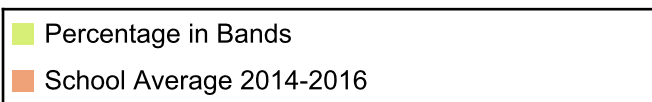
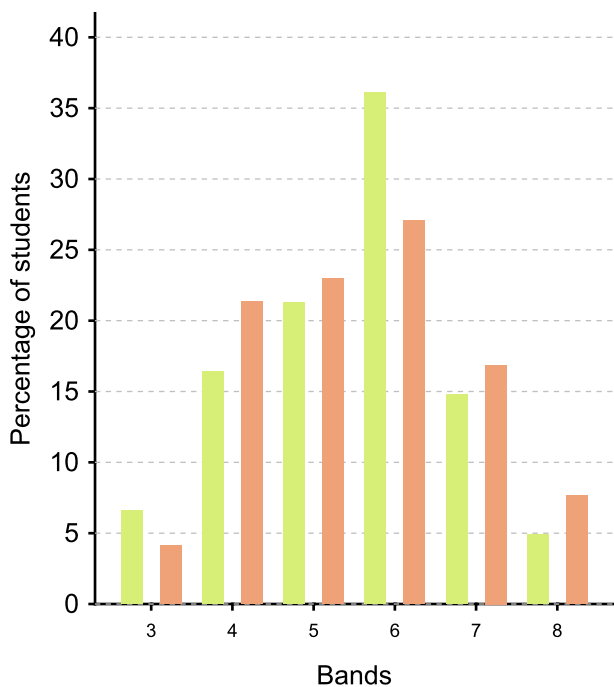
Percentage in bands:
Year 5 Grammar & Punctuation



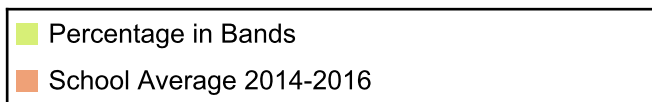
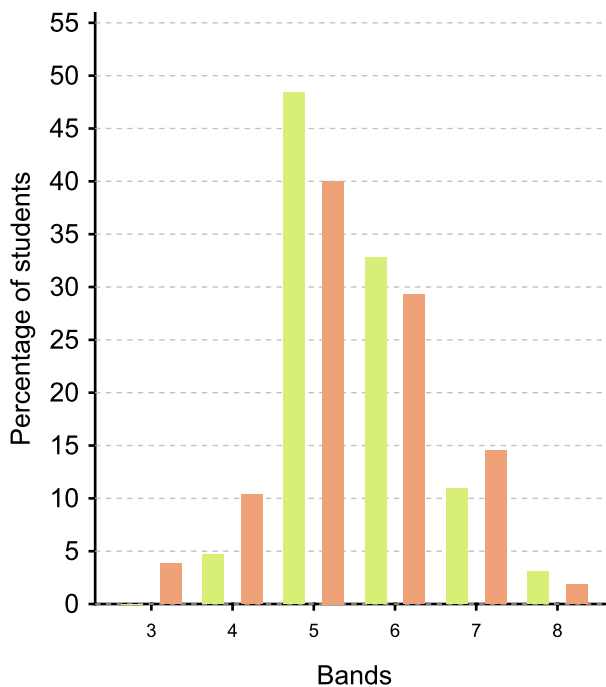
Percentage in bands:
Year 5 Spelling



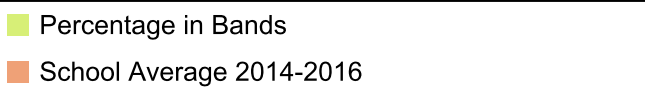
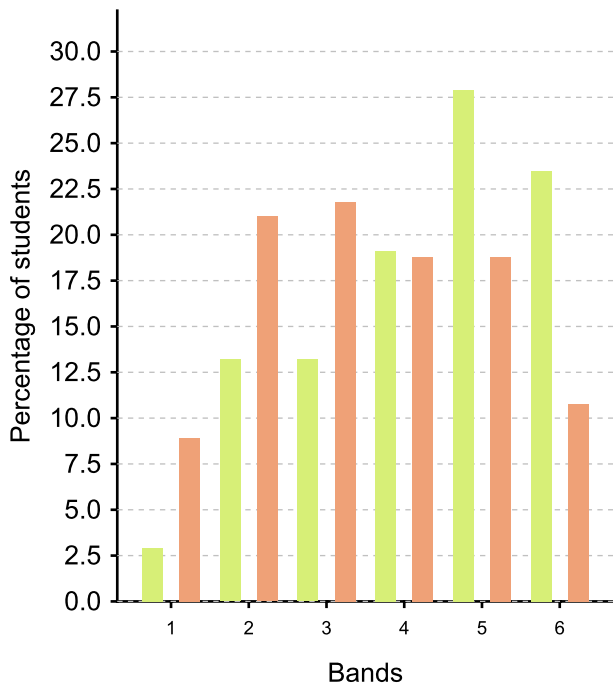
Percentage in bands:
Year 5 Reading



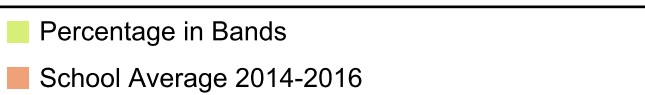
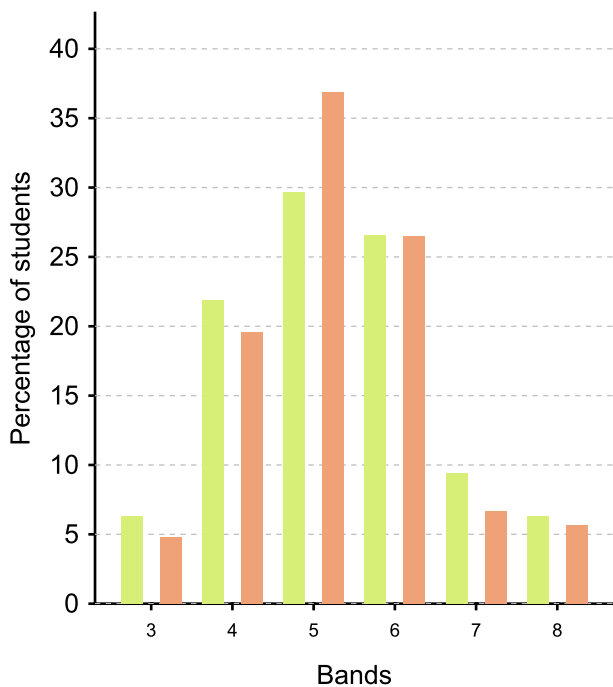
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



In 2016 NAPLAN 55.9% of Year 3 students scored in the top two bands for Reading. 51.4% of Year 3 students scored in the top two bands for numeracy.

In 2016 NAPLAN 19.7% of Year 5 students scored in the top two bands for Reading. 15.7% of Year 5

students scored in the top two bands for numeracy.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2016, the school sought the opinions of parents and teachers about the school. This was carried out both formally and informally with discussions, meetings and surveys. Responses indicate the school continues to be highly regarded throughout the community.

Parents are positive about the current programs for students, being a friendly school that is supportive and accepting of all children. Parents made positive comments about the friendly, approachable staff and the positive behaviour of students. As the school continues to grow the parents and carers have recorded they would like to increase student access to technology, additional PSSA teams, additional opportunities for students to perform and additional homework.

The teachers used the What Works Best reflection guide produced by the Centre for Education Statistics and Evaluation to reflect on what the school was doing well and what could be done better. The teachers reported that the school was good at promoting and responding to positive behaviour. They responded in a positive way to the Bump It Up strategy as a way of refining teaching and learning in reading and numeracy. Staff also responded in a positive way to the transition to High School processes. Teachers reported that we could do better in setting whole school behaviour consequences for students not meeting the school wide behaviour expectations. Staff also commented on the need to build capacity to analyse data and use this information to inform teaching and learning programs.

Policy requirements

Aboriginal education

Aboriginal education at Ropes crossing Public School provides culturally sensitive and appropriate learning experiences for all students. Students learn about Aboriginal Australia as a perspective of the teaching and learning units for the key learning areas, respecting Aboriginal people, culture and traditions. In promoting reconciliation, the custodianship of country is recognised through protocols such as Acknowledgement of Country at meetings and assemblies.

This year all classes continued to participate in our Aboriginal studies units, based on Aboriginal themed texts. Classroom based activities also acknowledged the importance of the weeks for Reconciliation and National Aboriginal and Islanders' Day Observance Committee (NAIDOC).

With growing student numbers our school appreciates

the role Aboriginal families play as partners in education and the whole school community.

Personalised Learning Plans were developed for Aboriginal students across the school.

Multicultural and anti-racism education

During this year the enrolment of children with a language background other than English was approximately 62% of the school's total. For 2016, an EALD teacher was allocated 3 days per week to support student learning in relation to English language proficiency needs.

Working with classroom teachers, this assistance is designed to provide students relevant and meaningful learning experiences in English. By listening to and using language, English as an Additional Language or Dialect (EAL/D) students can explore how language is used; allowing them to experiment, practise and reflect on its application.

With an increasing number of culture groups, our school recognises the importance of supporting and valuing the diversity of culture. Our teaching practices ensure that learning activities and programs reflect the cultural diversity of class members as well as the wider community. A school Anti-Racism Contact Officer (ARCO) is nominated annually, with training current and maintained.

With appropriate resources, multicultural perspectives are well addressed in planned student learning. With our whole school Harmony Day as well as our values program each week in all classrooms, learning focuses on the values of understanding, tolerance and respect.