

Rappville Public School Annual Report



2017



2937

Introduction

The Annual Report for **2017** 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.

Kathleen Collis

Relieving. Principal

School contact details

Rappville Public School

Lyons Street

Rappville, 2469

www.rappville-p.schools.nsw.edu.au

rappville-p.School@det.nsw.edu.au

6661 7109

Message from the Principal

Rappville Public School and Staff have a commitment to all students learning and their individual needs along with recognising that we have numerous stakeholders in our school. Below is a comprehensive report on the initiatives and other School Focus Areas of Rappville Public School

L3K to L3S1

In 2017 Mrs Collis and Ms Gibbins attended the final year of training in Language, Literacy and Learning (L3) Kindergarten. This involved attending training three times per term over the entire year. This training supported the teachers in the later stages of implementation and provided ongoing assistance as the program became fully operational in their classrooms. As an initiative of Best Start, this program's aim is to help teachers develop skills, classroom practices and interventions that will lift the literacy of all infants' students to ensure they are meeting stage appropriate targets. It is a cost effective, whole class approach that provides rich literacy experiences for Kindergarten and Stage 1 students in effort to develop their reading and writing skills.

As part of this initiative the reading resources within the school were reorganised with new shelving and categorisation so that they could be more accessible. A Reader library with teacher notes and accompanying wordwork for levelled readers was begun and is periodically added to as students achieve higher levelled readers. This continues to be a work in progress.

Language, Literacy and Learning (L3) Stage 1, which specifically targets Year 1 and 2 students, will be the focus of teacher training for the infant's teacher in 2018. This program aims to build on students' literacy learning from Language, Learning and Literacy (L3) in Kindergarten. L3 Stage 1 is designed to enhance the daily literacy practices for all students and aims to maintain and grow the literacy gains made by Kindergarten students who benefitted from L3 Kindergarten last year. L3 Stage 1 is centred on developing strong comprehension skills using quality literature. It supports systematic and explicit reading and writing instruction aimed at addressing individual student needs. It is based on daily modelled, guided and independent literacy instruction that is informed by student data.

Playgroup

Playgroup has been an ongoing commitment that the school has fostered over previous years. It has continued in 2017 with parents, children and a facilitator meeting every fortnight in the school library. This program allows new families to become familiar with our school, to develop relationships with parents and their children and engage preschool aged students in valuable early learning experiences. It is a place for families to develop a support group and supplies them with information about health and educational services that they may need to access. At various times support services

have also visited playgroup sessions.

School resources such as play and sporting equipment, stationary and resources are made available to support this program. Initially Ms Reeves ran this program at the start of the year. As she moved on to other employment, Ms Scholl took on the position and continued running it for the remainder of 2017. Parent surveys concerning the program were gathered mid-term 3 and it was noted that participants wished to have more sessions than were currently being offered. A trial period of running the program for a specified number of consecutive weeks was implemented in **Term 4** to gauge attendance rates and assess cost/ratio feasibility. Unfortunately, attendance levels were not consistent or high enough to maintain the frequency of the program, and it was decided to move back to the original fortnightly format. Ms Scholl will continue to run the program in 2018.

Transition

The transition program is another initiative that helps to prepare our young students for school. In 2017 the program ran for a half a day for the first term and extended to a full day for terms 2 to 4. Children who were eligible to start school in 2018 joined the infant's class for age specific teaching and learning activities. The children who are a part of this program learn about our school routines and expectations, develop early skills in literacy and numeracy and other subject areas, develop relationships with the teachers, students and their peer group. By the time they begin their first day in Kindergarten they are already part of the school community and the transition is smooth and much less stressful for them. This program allows families to develop a rapport with the school over the year and early access to health services if there is a need.

It is envisaged that the program will continue in 2018, starting towards the end of Term 1 and running for a full day, one day per week.

LLW– FruitTrees/Vegie Patch

The school has been a participant of the Live Life Well @School initiative over a number of years. This is a joint program of the NSW Department of Education and Communities (DEC) and NSW Ministry of Health. The program aims to get more students, more active, more often, as well as focusing on healthy eating habits.

Since joining the program, the teaching staff have had training in nutrition education and Fundamental Movement Skills that we deliver to our students during health lessons. They have provided the school with a wealth of resources and provided ongoing support from a visiting officer as well as a newsletter that informs us of new initiatives, health promotion activities, healthy canteen ideas and newsletter snippets to inform our parent body of up to date health information. Their staff are available to visit our playgroup families and P&C to give advice on a range of health-related topics.

Through the training accessed through this program the school received additional funds to develop healthy initiatives at school. In the past they have helped fund the development of the vegetable beds and the seeds and seedlings required to grow in them, sporting equipment and in 2017 they funded the purchase of a selection of fruiting trees that were planted along the boundary of our school. We also purchased screening, insect attractant natives for the end of the playground to replace some eucalypts that were damaged during a severe storm. The vegetable patch has been a place to learn about how to grow our own food, provided seasonal fruit and vegetables for crunch and sip and provided ingredients for the school canteen. With the addition of our own orchard that includes a wide range of fruiting trees and shrubs we envisage that the students will be even more involved in learning about how to grow, care for and cook their own healthy food. In May the school was involved in the Big Vegie Crunch in which thousands of school children crunched healthy food at the same time to promote the importance of healthy eating.

Eafs

In 2017 Rappville Public School continued to be part of Early Action for Success. This is one of the programs which the department has put in place to improve students' literacy and numeracy performance in the early years of schooling. As an Eafs school we have had been allocated an instructional leader who supported staff to use targeted interventions in literacy and numeracy according to need, monitoring of student progress against the literacy and numeracy continuums and help develop differentiated teaching practices. The instructional leader visited our school on a regular basis to help achieve these goals and provided a means of networking among our small schools.

Our school will continue to benefit from this program in 2018 with the roll out of Phase 2.

Multicultural and Anti-Racism Education

Multicultural Education in the primary school setting is becoming increasingly important as students prepare to live and work in an increasingly culturally diverse environment. The development of appreciation, respect and an understanding of cultures outside their own is imperative if we are to embrace the benefits that a diverse society can bring. Within the classroom, students are allowed to have a broader perspective and a better understanding of worldviews. This learning is part of lessons in a range of subjects such as geography, health studies and history. The careful selection of literature for study is a powerful means of introducing such worldviews.

Anti-Racism Education is aimed at eliminating the labelling of people according to the colour of their skin or racial identity. At our school we encourage students to be accepting of all people regardless of skin colour or racial background. Being a fairly heterogeneous group, we use reference materials, stories and other resources to explore these concepts so that students can become familiar with other traditions and practices that other groups may be involved in due to their ethnicity. Discussion around why these differences occur are the basis of how understandings can be developed to inform our students' judgements.

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 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 part time temporary teacher on the infants class and an Instructional Leader 1 day a fortnight.

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.

Rappville is an Early Action for Success School attracting a staffing allocation for 2017 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. 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.

The results of this process indicated that in the School Excellence Framework domains of **Learning, Teaching and Leadership** Rappville Public School received and overall result of **Sustaining and Growing**. These results came from the completion of parent/carer surveys, student and staff surveys along with the completion and the critical analyses of the milestones of the 2015–2017 school plan..

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

The results of this process indicated that in the School Excellence Framework domain of **Learning**, through the analysis of the school data, we judged our progress as **Sustaining and Growing** overall. Evidence for this was provided through the implementation of Individualised Learning Plans for all students in addition to Personalised Learning Plans in place for those students with additional learning support needs. Reporting continued to be an area for reflection with staff and parents, with parents indicating through surveys that they had an improved level of understanding about their students learning needs. SMART data analysed showed improvement for student growth. Positive Behaviour Learning (PBL) also continued to have an impact on Learning – with a new system in place to reward student behaviours and engage students around school expectations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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.	EAFS Instructional Leader supported Rappville Public School across the three years to support student tracking and data analysis across the continuums. (staffing allocation of 0.1) Staffing and Professional Development)	<p>All students tracked and had clear understanding of where their individual learning stood and how–where they needed to move to.</p> <p>All staff utilised data of Continuums and PLAN to support program development and Individual Education Plans.</p> <p>All classes have full implementation of rotational activities. Infants Staff completed OPL of Kindergarten L3 training.</p>

Next Steps

In developing of 2018–2020 school plan strategic directions, analysis of results and progress will support and lead the directions Rappville Public School takes. Staff will continue in professional learning of Stage 1 L3.

Focus on Numeracy Professional Development to support student learning needs.

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

The overall results within the School Excellence Framework domain of Strong Community Partnerships were assessed to be that of **Sustaining and Growing** with elements of Excelling and Delivering. Evidence for this was provided through the demonstration of Instructional Leadership, promoting and modelling effective, evidence-based practice. Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning. Staff and Leadership team work together and with a collegiate network CLASS/COLOURS of schools in the area. This enables collaborative development of programs, strategies across all stages.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Teachers and students complete surveys about interschool networks they have built.	\$1600 (Staffing Costs)	Relationships across the school and CLASS of school groups with fellow students and colleagues. These relationships support student learning from the collaboration of strategies and resources. Students have connections prior to commencement at High School. These relationships support interschool days.
<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.	\$847 (Staffing Costs)	Staff met throughout the year twice formally for parent teacher meetings. These meetings supported student learning and development of individual needs.

Next Steps

Staff will continue to develop and build on relationships with students, parents/carers and community. Development of additional opportunities to support student learning, extending the opportunities of communication to remain open. Once a term parent teacher meetings along with half yearly recognition of student achievement and goals.

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

Within the School Excellence Framework domain of **Leadership** it has been analysed as being an overall achievement result of **Sustaining and Growing**. Staff are committed to and can articulate the purpose of each strategic direction with in the school plan. Rappville Public School has clear processes with accompanying timelines and milestones that are linked to direct school activities towards effective implementation. Physical learning spaces are used flexibly and effectively along with access to technology for staff and students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<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.	No funds required.	<p>Of the 11 students at the end of 2017, 90% of these students were on track to achieving set targets and outcomes.</p> <p>All students tracked on the literacy and numeracy continuum.</p>
<ul style="list-style-type: none">All staff will complete their individual Performance and Development Plans and work collaboratively to achieve their given goals.	<p>Professional Development allocation \$3840.</p> <p>Literacy and Numeracy \$897</p>	Staff completed OPL of Kindergarten L3 development. Development and completion of individual Professional Development Plans to target areas of interest/need and areas to further support student learning and individual needs.

Next Steps

Development of new PDPs. Staff to commence L3 stage 1 training.

Continuation of L3 strategies to be implemented into both classes.

Development of tracking and data to support movement into the Learning progressions.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Allocation of \$24,013	<p>Development of Individual Learning Plans for all students. Resources and Professional Development in MiniLit to support all students.</p> <p>Employment of a part time SLSO to support individual students during Literacy and Numeracy sessions.</p>
Quality Teaching, Successful Students (QTSS)	Staff allocation of 0.018 allocated for 2017.	This allocation was utilised to support classroom teachers and student learning.
Socio-economic background	An allocation of \$22, 006	<p>During 2017 Socio-economic background funding was utilised to support staffing to allow the school to have two full time classes across four days of the week.</p> <p>Funding was also utilised on the purchase of resources and Playgroup/Kindergarten Transition programs</p>
Early Action for Success	Staffing allocation of 0.1.	Instructional Leader 1 day a fortnight to support staff and student learning. Analyses of Data (support and collection)

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	9	11	6	7
Girls	11	16	8	5

Rappville Public School has an intake area of the village of Rappville and the surrounding area. We started 2017 with 14 students enrolled, this fluctuated throughout the year and we finished with a graduating year 6 student and 13 students spread across K–5.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	100	96.1	98.9	86.1
1	95.7	96	89.6	92.9
2	87.7	97.8	92.4	82.2
3	96.2	89.6	96.4	88.9
4	96.7	96.3	90.8	97.8
5	96.7	97.8	92.5	91.1
6	92	94.9	92.7	76.7
All Years	94.5	95.3	93.1	87.6
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Students attendance is an important factor in student progress, learning and engagement. Throughout the year information around the importance of good attendance is sent out with the school newsletter, published within the School information booklet for parents/carers and community members.

Letters/reminders of the impact of missing days or late

arrivals are sent out on a regular basis.

Attendance for 2017 was down on previous years.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.14
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.7
Other Positions	0

*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	50

Professional learning and teacher accreditation

In 2017 staff participated in training and development in L3 to improve Literacy in the early years. Staff also participated in MiniLit training to further support students needs in Literacy.

Professional Development is a priority and all staff are committed to completing and participating in learning that will support all students.

Development Plans are completed by all staff to ensure the continuation of development and implementation of quality teaching.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Rappville Public School along with many other schools across NSW completed the transition of LMBR (OASIS to SAP). The school SAM and Principal completed professional training during this process to support the school.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	151,858
Appropriation	149,647
Sale of Goods and Services	362
Grants and Contributions	1,723
Gain and Loss	0
Other Revenue	0
Investment Income	127
Expenses	-43,081
Recurrent Expenses	-43,081
Employee Related	-31,176
Operating Expenses	-11,906
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	108,777
Balance Carried Forward	108,777

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance

as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	279,822
Base Per Capita	2,140
Base Location	7,376
Other Base	270,306
Equity Total	46,865
Equity Aboriginal	847
Equity Socio economic	22,006
Equity Language	0
Equity Disability	24,013
Targeted Total	18,860
Other Total	95,002
Grand Total	440,549

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

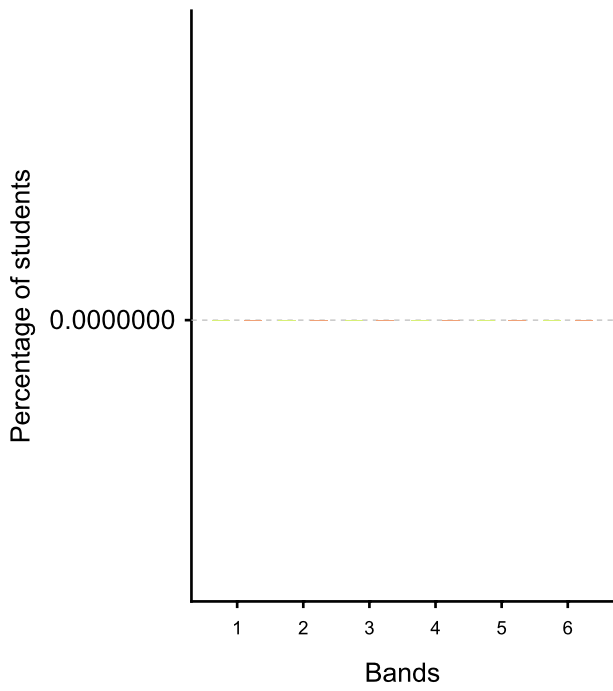
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

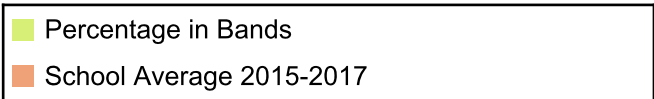
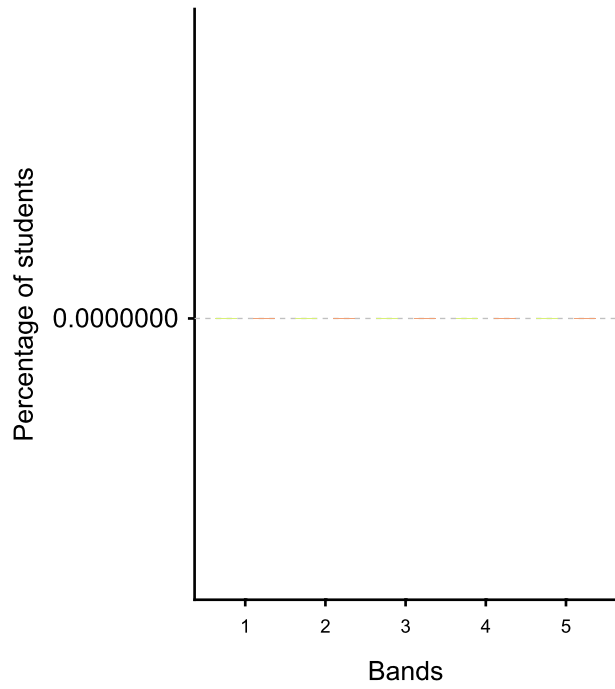
NAPLAN

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.

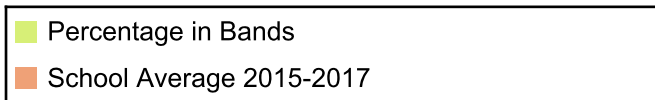
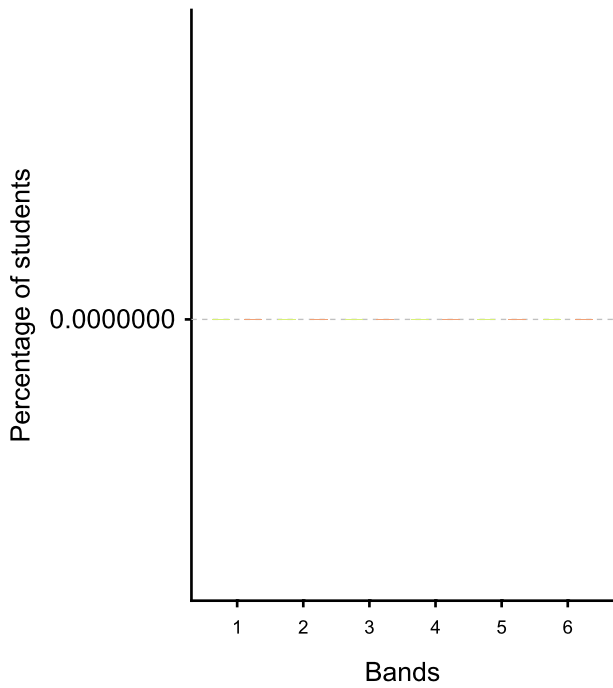
Percentage in bands:
Year 3 Grammar & Punctuation



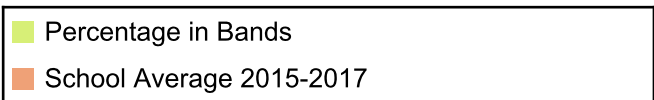
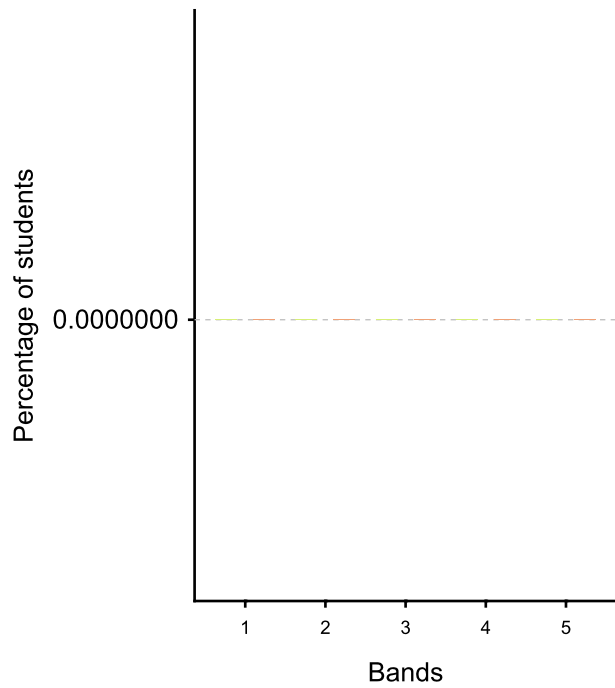
Percentage in bands:
Year 3 Spelling



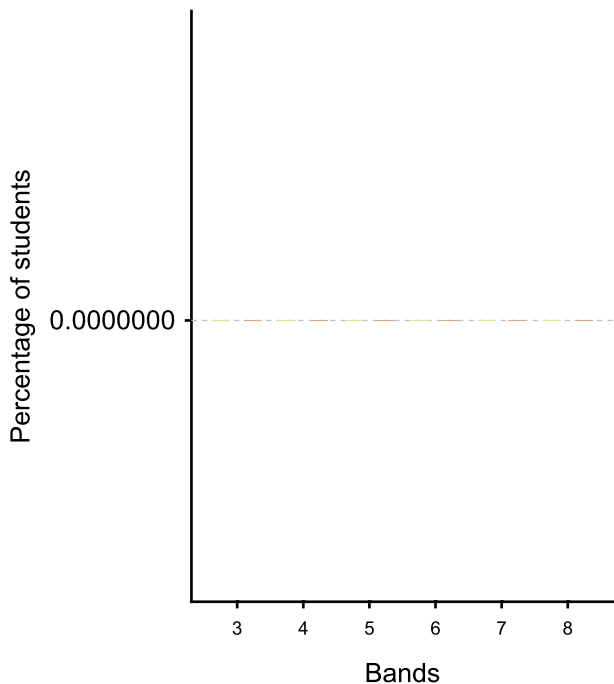
Percentage in bands:
Year 3 Reading



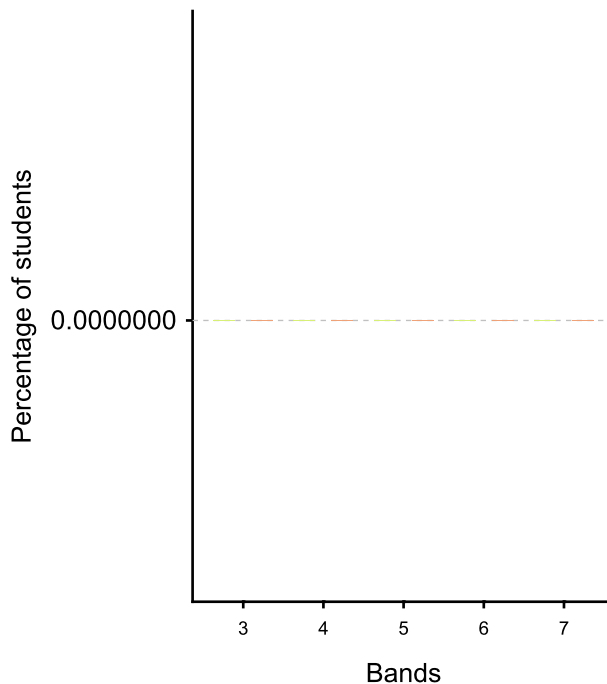
Percentage in bands:
Year 3 Writing



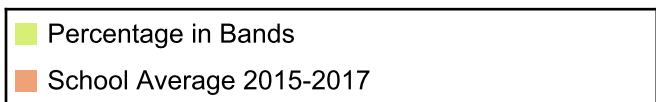
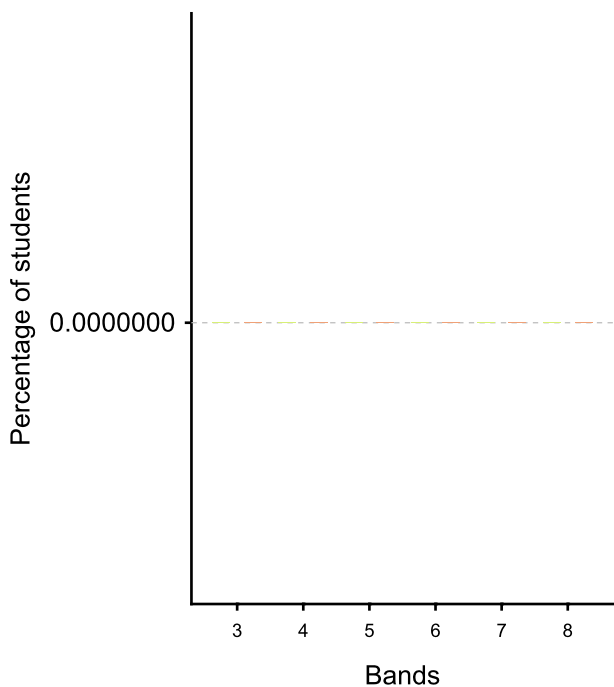
Percentage in bands:
Year 5 Grammar & Punctuation



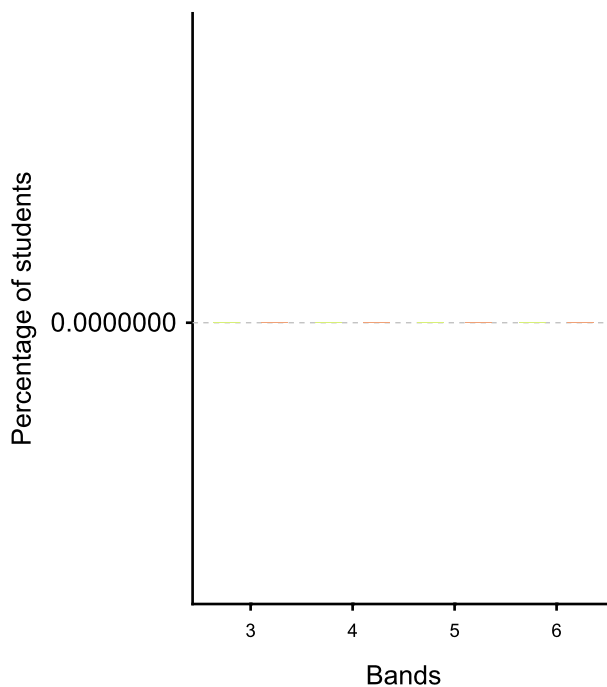
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



enrolment numbers in years 3 and 5.

Policy requirements

Aboriginal education

During 2017 Aboriginal Perspectives were incorporated and imbedded into numerous KLA's. This includes traditional Dreamtime Stories, art appreciation of Aboriginal Artworks, NAIDOC celebrations, along with implementation of teaching/learning strategies.

Rappville Public School has an ongoing commitment to the recognition, respecting, valuing and supporting of Aboriginal students in our care. We are committed to providing all our students with Aboriginal perspectives in a diverse range of subject areas, whether it be through the literature that we study, through history and geography lessons or through health perspectives. We endeavour to bring in these perspectives by integrating them into daily teaching and learning activities.

Multicultural and anti-racism education

During 2017 staff at Rappville Public School implemented resources with multiple Multicultural Perspectives into literacy programs as quality read to texts. Both classes completed numerous activities around other countries comparing similarities and differences.

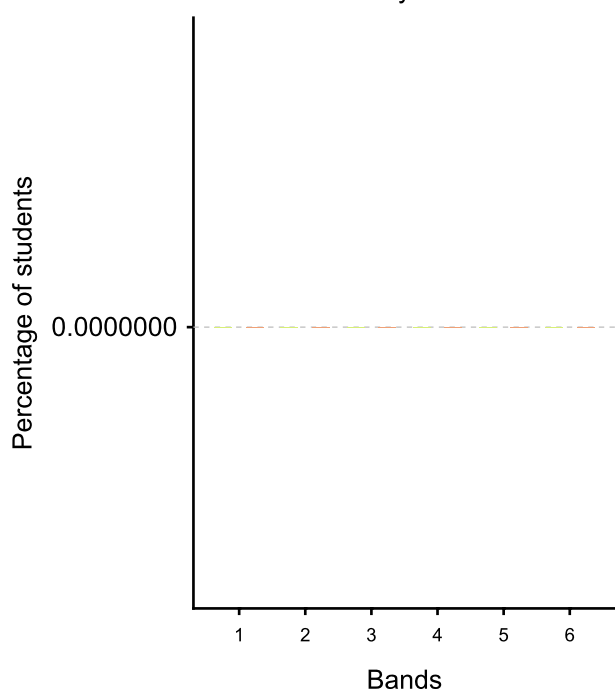
Multicultural Education in the primary school setting is becoming increasingly important as students prepare to live and work in an increasingly culturally diverse environment. The development of appreciation, respect and an understanding of cultures outside their own is imperative if we are to embrace the benefits that a diverse society can bring.

Within the classroom, students are allowed to have a broader perspective and a better understanding of world views. This learning is part of lessons in a range of subjects such as geography, health studies and history. The careful selection of literature for study is a powerful means of introducing such world views.

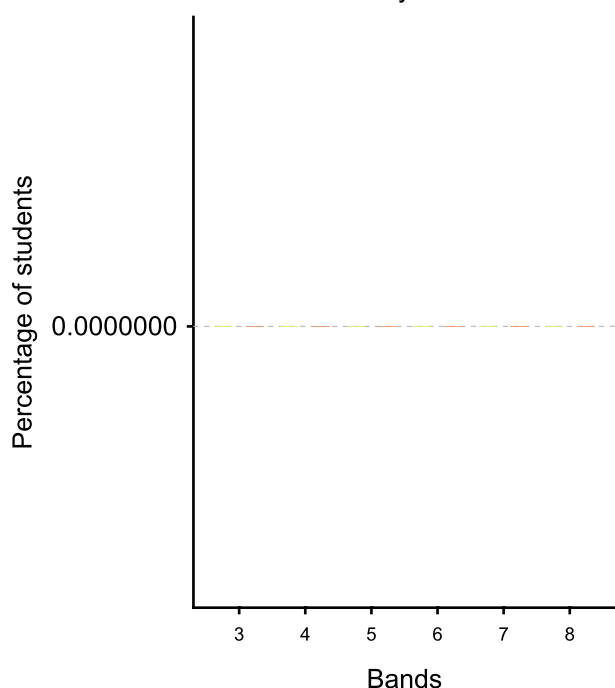
Anti-Racism Education is aimed at eliminating the labelling of people according to the colour of their skin or racial identity.

At Rappville Public School we encourage students to be accepting of all people. We utilise reference materials, stories and other resources to explore these concepts so that students can become familiar with other traditions and practices that other groups may be involved in due to their ethnicity. Discussion around why these differences occur are the basis of how understandings can be developed to inform our students judgements.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Due to the calculations Rappville Public did not have an average across the years 2015–2017 due to our