

# Ropes Crossing Public School Annual Report



2017

## Introduction

The Annual Report for **2017** is provided to the community of **Ropes Crossing** 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.

Belinda Davies

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 connect, succeed and thrive, with our students becoming active and informed citizens, confident and creative individuals who are versatile, future focussed learners.

Ropes Crossing Public School fosters authentic community partnerships which are underpinned by an embedded school culture of diversity being celebrated, embraced and respected by all.

Our staff are passionate life long learners and are skilled in providing high quality, differentiated learning experiences to all students.

### School context

Ropes Crossing Public School is a Public Private Partnership (PPP) school which was established in 2008, providing quality teaching and learning programs to a student population of approximately 765 Kindergarten to Year 6 students.

Enrolments include 64% of students from language backgrounds other than English, with the largest representations from India and the Philippines. Our diverse student body is represented by over fifty language groups.. Aboriginal and Torres Strait Islander enrolments total 4%.

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.

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

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 2017, the School Excellence Framework was used with the staff to 'map' and 'chart' progress towards achieving the expectations across the three domains.

In the 'Excellence in Teaching' domain it was generally found that teachers were sustaining and growing in their ability to use data to improve teaching and learning programs.

In the 'Excellence in Learning' domain it was generally found that the school was sustaining and growing.

In the 'Excellence in Leading' domain it was generally found that the school was sustaining and growing.

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

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 2017 students continued to engage 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 Pathways (PLP) for each Aboriginal student. The Learning and Support Team processes were reviewed and revised and changes implemented to accommodate the changing needs of the school. A process of tiered intervention was developed and implemented. A new School Counsellor was appointed in Term 3 and new proactive and preventative programs have been introduced, for example 'Get Lost Mr Scary'.

The school anti-bullying plan and school wide behaviour system was reviewed and revised and new strategies and recording and tracking procedures introduced.

A range of sporting opportunities were available for students including PSSA and NRL clinics. The Senior Boys Soccer team played in the State Knockout competition. Students participated in an Oz Tag Gala Day. A whole of school gala day was held during Term 4, giving students the opportunity to participate in a range of activities that promoted team building and creative thinking. 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. Formative assessment strategies and 'Bump It Up' walls were created in classrooms throughout the school and a whole school data wall was created enabling teachers to track and monitor student learning progress.

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. KidsMatter training for the whole staff occurred during the year and an KidsMatter action team was formed and continues to focus on developing school wide systems and strategies to enhance the wellbeing of all students.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The proportion of students in Years 3 and 5 performing in the top two NAPLAN bands for Reading and Numeracy <b>is increased to 39% in 2017.</b>	\$5,000 – Bump it Up grant to support Executive Professional Learning.	The Bump It Up initiative has been implemented school wide throughout 2017 based on the philosophy of 'High Expectations for All Learners'. The school continues to reflect on current practices and engage in extensive professional learning for all staff to improve the overall quality of teaching and learning programs to cater for the needs of all students. In 2017, the proportion of students in Years 3 and 5 performing in the top two NAPLAN bands for Reading and Numeracy was 28.05%
100% of staff are trained and confident in implementing differentiated programs based on new NSW syllabus documents.		All teaching staff are qualified and trained in the teaching and implementation of NSW Syllabus documents. Staff have undertaken school-based and external professional learning in quality differentiation of teaching and learning programs to

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of staff are trained and confident in implementing differentiated programs based on new NSW syllabus documents.		further extend their skills and capabilities in catering for the needs of all learners.

## Next Steps

Implementation of Positive Behaviour for Learning (PBL) to provide processes to support student wellbeing across all school settings.

Draw on evidence based practices to develop future focussed learning skills through the implementation of strategies such as STEM, Inquiry Based Learning, Problem Solving and ICT integrated into daily practice.



## 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

All staff, including the school executive, teachers and administrative team are committed to ongoing professional learning to ensure personal development. All staff have developed a Performance and Development Plan after discussion with their supervisor which identified between three to five goals for future development. This plan was reviewed twice annually and feedback was provided to all staff. These plans are used to target whole school and individual professional learning. All staff were committed to developing their professional knowledge with 100% of teaching staff developing a Performance and Development Plan in 2017.

An enhanced induction program was initiated in 2017, enabling all new staff to the school and beginning teachers to be familiar with school wide and department procedures. Mentoring was provided to all beginning teachers in their first year of teaching ensuring a smooth transition to the teaching profession.

School wide structures were reviewed and opportunities created to allow for fortnightly team meetings where stage teachers and executive staff could collaboratively plan and work together to improve the teaching and learning for their students. During these team meetings teachers discussed work samples, assessments, PLAN data and plot student progress on the school's data wall. Stage teams were also provided with planning days to collaboratively develop teaching and learning programs for the following term.

Weekly staff meetings are scheduled and these focus on mandatory and whole school areas of focus. Staff are invited to attend workshops and conferences to meet whole school or personally identified professional learning needs. The executive team had the opportunity to work with a mentor and participated in professional learning to enhance their knowledge of formative assessment.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teaching programs show evidence of implementing professional learning in classrooms, including TOWN, TEN, Focus On Reading and L3.	Literacy and Numeracy funds for L3 training.  Professional Learning funds used to support Focus on Reading Facilitator training.	All teachers have had the opportunity to grow their professional knowledge.  All Kindergarten and Year 1 teachers are trained in the L3 strategy. TEN, TOWN and Focus On Reading continue to be implemented school wide.
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.	QTSS funds \$43,880	Executive teachers are provided with an additional two hours per week of Release From Face to Face teaching to provide instructional leadership and support to their stage team.

## Next Steps

Utilise systems to collect, track and monitor evidence from teaching and learning programs and student work samples that show that K–6 scope and sequences for each Key Learning Area are current, relevant and accurately reflect NSW syllabus documents.

Deliver school wide professional learning to develop data literate teachers who implement informed and differentiated teaching and learning programs.

Build the capacity of current, future and teacher leaders through providing access to a range of professional learning and opportunities such as mentoring, action research projects and leading school wide initiatives.





## 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

Ropes Crossing Public School is committed to building and promoting an inclusive and collaborative learning community. During 2017 the school continued to train staff using the KidsMatter Framework which focuses on creating positive school communities that support the mental health and wellbeing of every member of the school community. KidsMatter has a whole school approach that includes planning for whole school change, professional learning, partnerships with parents, health and community agencies and action within and beyond the classroom. During 2017 staff participated in training for modules 1 and 2, formed an action team and have started to plan for future change.

At Ropes Crossing Public School parents and community members have the opportunity to engage in a wide range of school and related activities. Parent workshops on what students would be expected to do as part of NAPLAN were provided as well as workshops on how to interpret the reports for families with students in Years Three and Year 5. Increased opportunities for parents to participate as classroom helpers were provided, with parents regularly helping in Kindergarten classrooms. At the end of Term 3, Stage Three parents were invited to attend a project presentation led by students, explaining to parents the task, process for completing the task and success criteria. The Kindergarten Parent Information session was modified to include an interactive expo style presentation, replacing the traditional lecture style delivery of information to parents. A school tour was included in the orientation program, enabling parents the opportunity to become comfortable in the school environment. Our school webpage has been updated and teachers have begun to make short films (film ponds) to further enhance our website and information provided about the school to the community.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Tell Them From Me survey results indicate that a high percentage of students have a sense of belonging at school.		Students are well supported as they transition to their new learning environments.  Tell Them From Me survey results indicate that a high percentage ( 75 %) of students have a sense of belonging at school.
The implementation and use of web based communication technologies are monitored regularly.	app license web services fee	The school app is used to communicate with parents. Information including, newsletters, notes and written communications are uploaded regularly.

### Next Steps

Continue to implement the 'KidsMatter Framework', to further support students to thrive and have a sense of belonging at school.

Further develop authentic learning partnerships with parents and carers by empowering them to be active and connected

participants in their child's learning journey.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$18, 875	<p>Tell Them From Me Survey results indicated that 24% of Aboriginal students agree and 65% strongly agree with the statement I feel good about my culture when I am at school.</p> <p>18% of Aboriginal students agree and 59% strongly agree that my teachers have a good understanding of my culture.</p> <p>The Learning and Support Team have reviewed the process for completing the Personal Learning Pathways for Aboriginal students. The Aboriginal background funding enabled the release of classroom teachers of Aboriginal students to work alongside students and parents and carers to develop plans.</p> <p>Aboriginal author study texts were used in all stages across the school, promoting Aboriginal education and literacy learning.</p> <p>The Koomurri Cultural experience was made available to the whole school in Term 4.</p>
<b>English language proficiency</b>	<p>Staffing FTE 1.4 = \$101, 574</p> <p>Flexible funding \$22, 270</p>	<p>64% of students at Ropes Crossing Public School have a Language Background Other Than English.</p> <p>In 2017 a trained EALD teacher was appointed to the school for the first time. Assistance was provided to students with emerging, developing and consolidating needs regarding their use of the English language daily.</p> <p>Additional resources were purchased to support the implementation of teaching and learning programs to support the needs of EALD learners.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$43,880	<p>In 2017 QTSS funds were used to enable the executive team to provide instructional leadership, mentoring and support to their teams..</p> <p>The executive were provided with mentoring to build their capacity to support teams to use formative assessment and lead data driven conversations with their teams to collaborative develop teaching and learning programs.</p> <p>Time was provided to enable collaborative team planning in Term 2 and 3.</p> <p>The Tell Them From Me Staff Survey indicated that our teachers' scores in the Drivers of Student Learning were very close to state means. In the area of Leadership. In questions related to collaboration the school mean was 7.2 (7.1) state. In the area of Learning Culture the means for the school results were 7.9 and state (8.0). Mean scores for the questions related to Data Informed</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	\$43,880	Practice were 7.7 and (7.8) state.
<b>Socio-economic background</b>	\$42,340	<p>The Socio-economic background funding was used to ensure that our newly established classrooms were well resourced and had equal access to technology as the rest of the school.</p> <p>Wellbeing support was provided to students as needed.</p>
<b>Support for beginning teachers</b>	\$44,553	<p>Beginning teachers in their first year of teaching were provided with an additional two hours per week of Release from Face to Face teaching. One of those hours was supported by a colleague mentor.</p> <p>Teachers in their second year of teaching were provided with an additional one hour of Release from Face to Face per week.</p> <p>During 2017 an enhanced induction process was developed and implemented for all beginning teachers and teachers new to the school.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	149	225	282	325
Girls	158	225	312	361

Ropes Crossing Public School continues to grow in student numbers with many new families moving into the new and developing community.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.8	93.4	94.9	93.2
1	95.1	92.3	93	93
2	93.6	94	92.6	92.3
3	93.4	93.9	94.1	91.1
4	93.5	93.8	93.3	93.4
5	94.2	92.3	94.5	92
6	93.9	90.4	92	91.7
All Years	94.3	93	93.6	92.5
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

Student attendance rolls are taken daily by class teachers to record and monitor the attendance of all students, with school based procedures in place to encourage strong attendance. Classroom teachers follow a school based attendance monitoring flowchart which involves contacting parents and carers to manage non-attendance and reporting instances of patterns of non-attendance to school executive staff. Whole school attendance data is harvested and monitored on a fortnightly basis by

school executive in order to identify students at risk of disengaging from school due to non-attendance, with strategies for supporting individual students co-constructed between students, staff and parents. Department policies and procedures are closely followed with correspondence regularly generated between the school and parents to inform parents of student attendance requirements. Fortnightly meetings with the Home School Liaison Officer take place in order to identify student attendance concerns and offer support in encouraging strong attendance across the school. The school Learning Support Team also offers pathways for supporting students where non-attendance is a concern.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	25.75
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.8
Teacher Librarian	1.2
Teacher of ESL	1.4
School Counsellor	0
School Administration & Support Staff	4.26
Other Positions	0

\*Full Time Equivalent

There is one teacher who identifies as being 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	50
Postgraduate degree	50

### Professional learning and teacher accreditation

Key mandatory professional learning initiatives for all staff included Child Protection Training, Anaphylaxis E-Learning modules, Recognition and Management of Anaphylaxis and CPR. In 2017, Language Learning and Literacy (L3) continued to be a focus for all Kindergarten and Year 1 teachers engaging in on-going professional learning throughout the year. Other key professional learning initiatives included New Focus On Reading – Phase 1 training, Supporting Student Wellbeing, KidsMatter and Understanding Speech, Language and Communication needs – online modules. All staff continued to engage in professional learning linked to the 'Bump It Up' strategy, focusing on the principles of formative assessment, visible learning and data informed practice.

Members of the school executive engaged in individualised professional learning through an executive mentor to build each member's capacity to drive staff teams. School Administrative Staff continued professional learning to aid the implementation of LMBR administration systems throughout the school.

In 2017, 100% of teaching staff had approval to teach in NSW primary schools. 44% of teachers held Proficient Teacher accreditation, 28% held Provisional accreditation as they worked towards Proficient Teacher accreditation as early career teachers, while 28% of staff were Pre-2004 teachers.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

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

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	182,741
<b>Revenue</b>	5,028,054
Appropriation	4,882,858
Sale of Goods and Services	21,403
Grants and Contributions	122,084
Gain and Loss	0
Other Revenue	0
Investment Income	1,710
<b>Expenses</b>	-4,770,601
Recurrent Expenses	-4,770,601
Employee Related	-4,419,904
Operating Expenses	-350,697
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	257,454
<b>Balance Carried Forward</b>	440,194

in 2016, the school transitioned to LMBR, with full implementation in 2017. As such, it is not possible to accurately identify, or comment on, any significant monetary increases or decreases between years.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	4,257,504
Base Per Capita	90,779
Base Location	0
Other Base	4,166,726
<b>Equity Total</b>	359,301
Equity Aboriginal	18,875
Equity Socio economic	42,340
Equity Language	164,474
Equity Disability	133,613
<b>Targeted Total</b>	42,053
<b>Other Total</b>	45,009
<b>Grand Total</b>	4,703,867

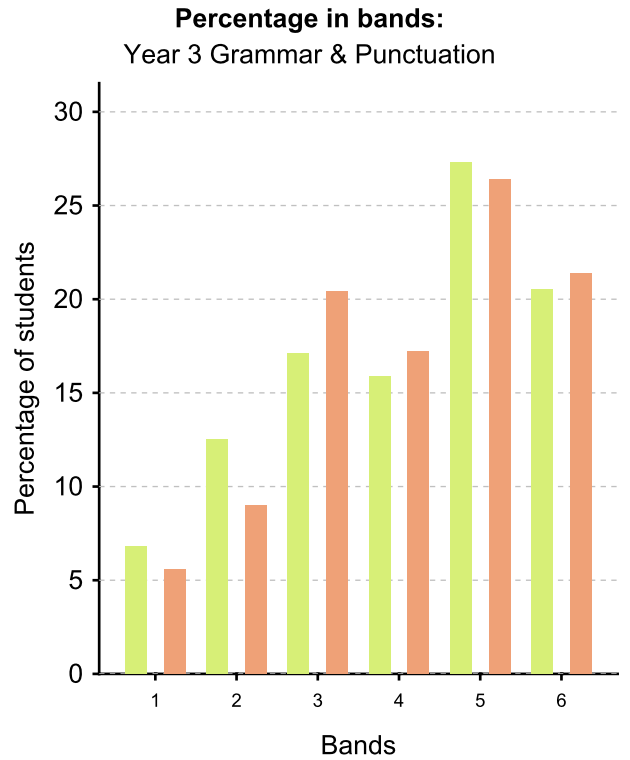
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

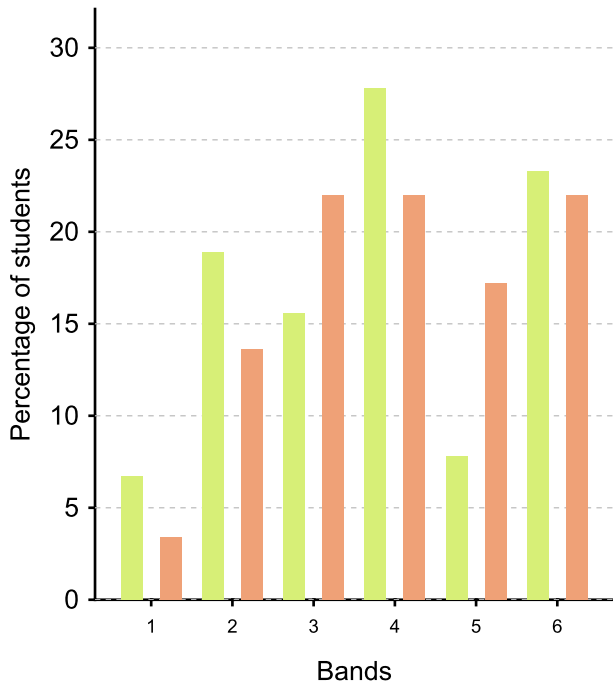
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	6.8	12.5	17.1	15.9	27.3	20.5
School avg 2015-2017	5.6	9.0	20.4	17.2	26.4	21.4

**Percentage in bands:  
Year 3 Reading**

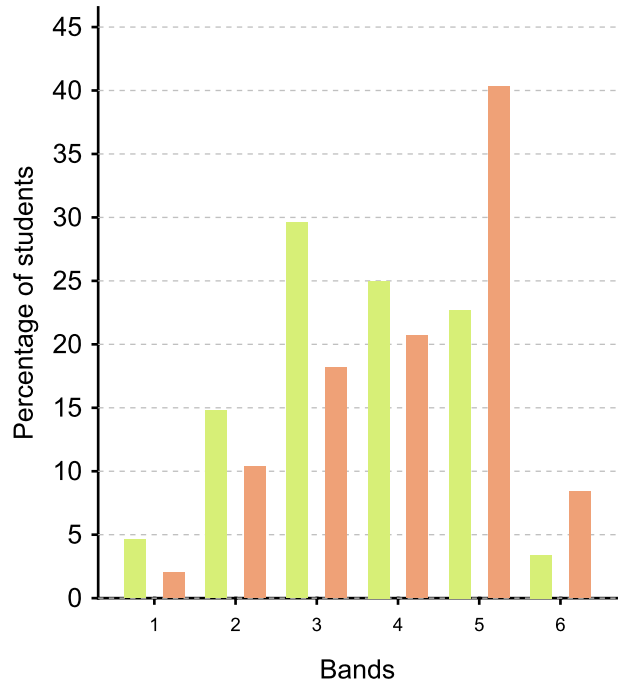


<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	6.7	18.9	15.6	27.8	7.8	23.3
School avg 2015-2017	3.4	13.6	22.0	22.0	17.2	22.0

Band	1	2	3	4	5	6
Percentage of students	3.4	15.9	11.4	25.0	19.3	25.0
School avg 2015-2017	4.5	10.8	13.9	22.1	19.8	28.9

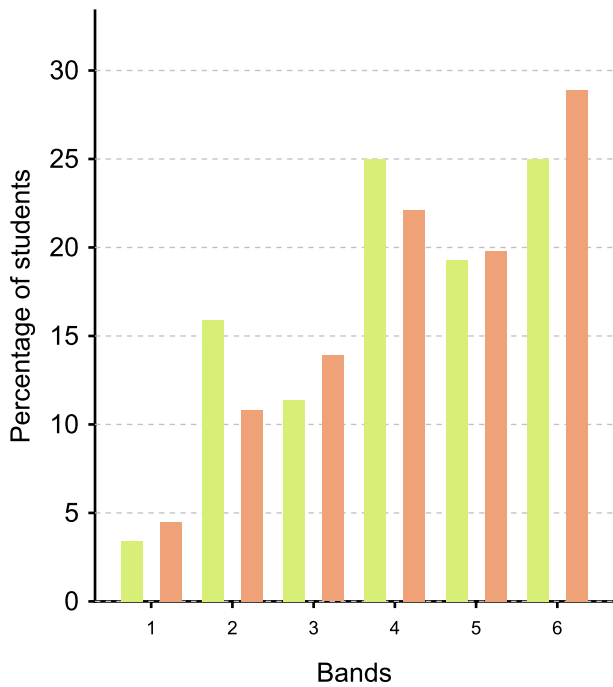
**Percentage in bands:  
Year 3 Writing**



<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	4.6	14.8	29.6	25.0	22.7	3.4
School avg 2015-2017	2.0	10.4	18.2	20.7	40.3	8.4

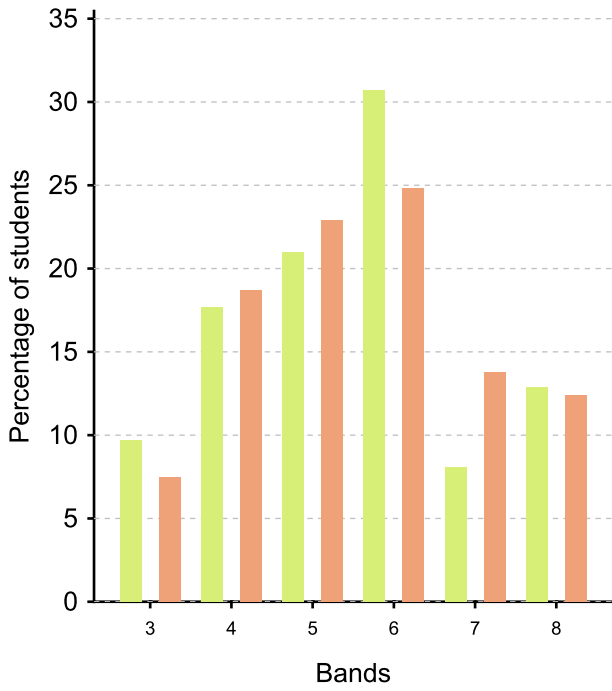
**Percentage in bands:  
Year 3 Spelling**



<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2015-2017



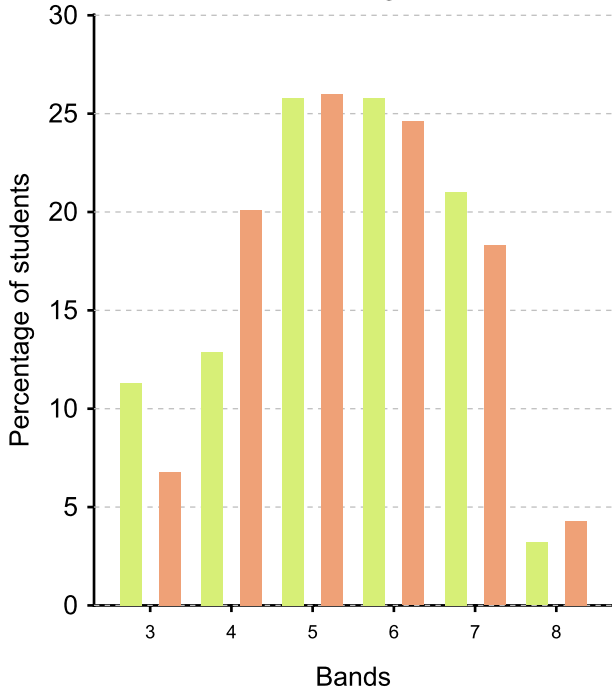
**Percentage in bands:**  
Year 5 Grammar & Punctuation



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	9.7	17.7	21.0	30.7	8.1	12.9
School avg 2015-2017	7.5	18.7	22.9	24.8	13.8	12.4

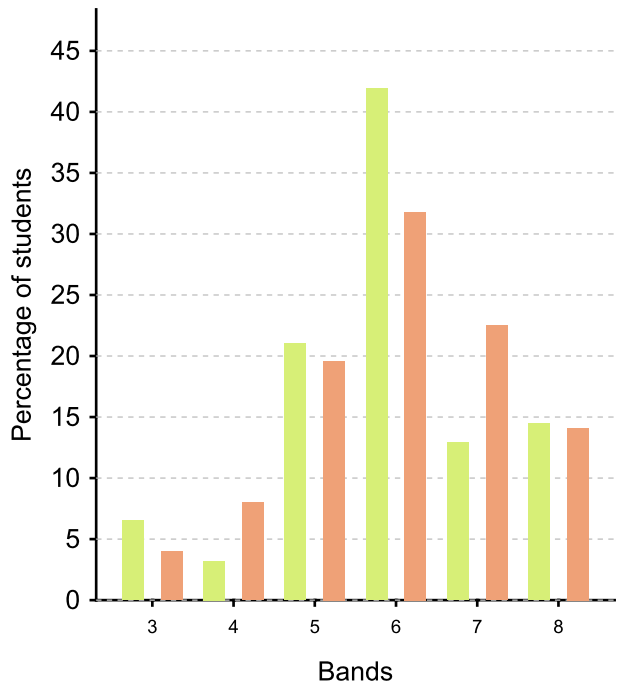
**Percentage in bands:**  
Year 5 Reading



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	11.3	12.9	25.8	25.8	21.0	3.2
School avg 2015-2017	6.8	20.1	26.0	24.6	18.3	4.3

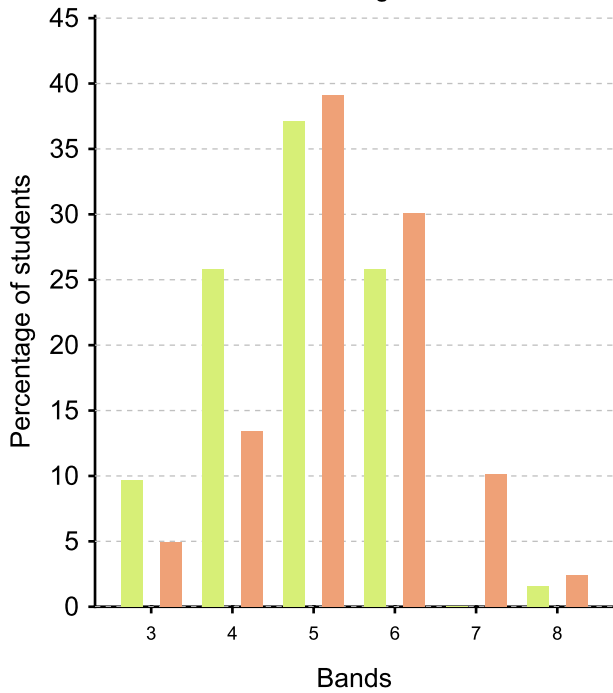
**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	6.5	3.2	21.0	41.9	12.9	14.5
School avg 2015-2017	4.0	8.0	19.6	31.8	22.5	14.1

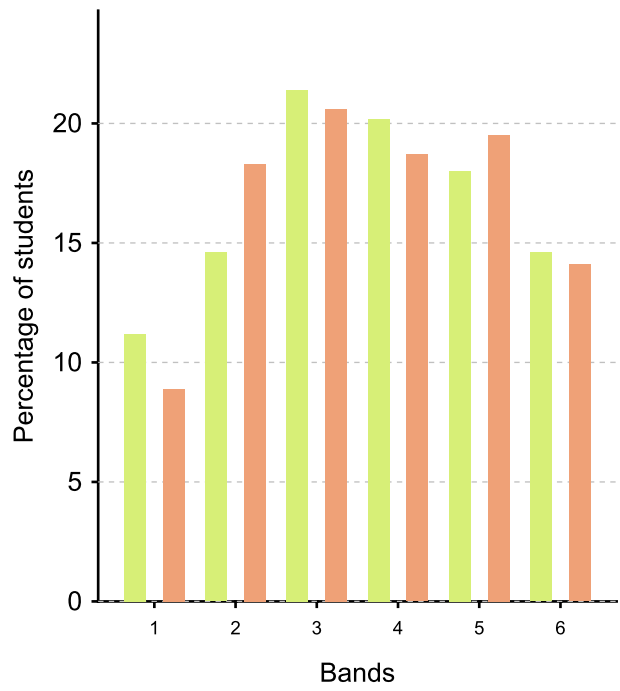
**Percentage in bands:**  
Year 5 Writing



<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	9.7	25.8	37.1	25.8	0.0	1.6
School avg 2015-2017	4.9	13.4	39.1	30.1	10.1	2.4

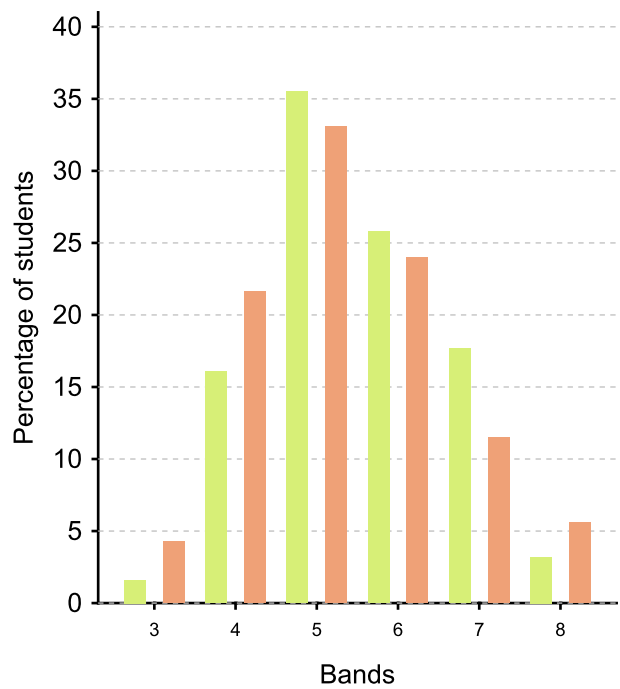
**Percentage in bands:**  
Year 3 Numeracy



<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	11.2	14.6	21.4	20.2	18.0	14.6
School avg 2015-2017	8.9	18.3	20.6	18.7	19.5	14.1

**Percentage in bands:**  
Year 5 Numeracy



<span style="color: #90EE90;">■</span> Percentage in Bands
<span style="color: #FF8C00;">■</span> School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	1.6	16.1	35.5	25.8	17.7	3.2
School avg 2015-2017	4.3	21.6	33.1	24.0	11.5	5.6

Ropes Crossing Public School has continued its journey as part of the Premier's Priority: Bump It Up strategy in 2017. This year, the focus of the Bump It Up strategy has been to target 'High Expectations for All Learners'. Ropes Crossing Public School's approach to the strategy in 2017 has been to build the capacity of all staff to differentiate teaching and learning programs to cater for the individual needs of each learner so that they may achieve success. Explicit teaching through learning intentions and success criteria, visible learning principles and formative assessment strategies have been a priority for all teaching and learning programs across the school. As a result, Ropes Crossing students have a deeper understanding of what they are learning, why they are learning it and how they can achieve their personalised learning goals.

Data shows that 28.05% of students in Years 3 and 5 achieved in the top 2 bands in NAPLAN Reading and Numeracy in 2017.

Ropes Crossing Public School has also implemented consultative and collaborative Personalised Learning Pathways to enhance the educational outcomes of Aboriginal and Torres Strait Islander students, with data showing that 18.75% of Aboriginal and Torres Strait Islander students achieved in the top 2 bands of NAPLAN Reading and Numeracy.

## Parent/caregiver, student, teacher satisfaction

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

In 2017 the school used 'Tell Them From Me' surveys to help guide school planning and to identify improvement initiatives.

At Ropes Crossing Public School, 159 students completed the Tell Them From Me survey which included measures of student engagement alongside drivers of student outcomes.

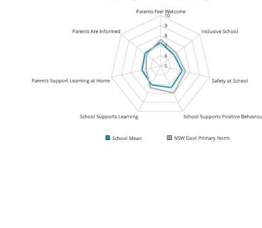
The graphs below are a summary of the results.

Parents were also invited to participate in the Tell Them From Me survey. 36 parents responded to the survey. The survey provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes an inclusive environment. The survey is scored on a ten-point scale. 10 indicates strong agreement, 5 is neutral and 0 strong disagreement. A summary of results is presented below.

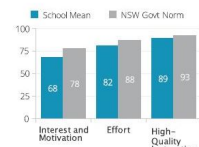
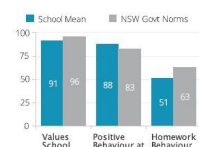
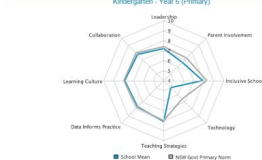
Teachers also participated in the survey. The questions are grouped to assess eight of the most important

Drivers of Student Learning. 19 teachers took part in the survey. Results are displayed below.

### Two-way Communication with Parents



### Eight Drivers of Student Learning



## 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, representing 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).

Personalised Learning Pathways were developed for Aboriginal students K-6.



### Multicultural and anti-racism education

During this year the enrolment of students with a language background other than English was approximately 64% of the school's total. For 2017, an EALD teacher was allocated for a FTE of 1.4 (7 days) to support 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 more than 60 language groups represented, our school recognises the importance of valuing and supporting the diversity of culture. Our teaching practices ensure that learning activities and programs have embedded multicultural perspectives and that the resources available cater to the school's diversity.

A school Anti- Racism Contact Officer (ARCO) is nominated and has participated in current training.