

# Rappville Public School Annual Report



2018



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## Introduction

The Annual Report for **2018** 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

Principal

### School contact details

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### Message from the Principal

At Rappville Public School, providing a safe and nurturing environment in which our students thrive and reach their individual potential is at the centre of every decision that we make, and everything that we do. Our teachers and support staff share a passion for learning and student wellbeing. As a result, our students are engaged in a range of stimulating and exciting learning opportunities in and outside of the classroom setting. Science and Technology, Creative and Performing Arts and Sport feature heavily in our teaching and learning programs. Along with these we have a strong commitment to celebrating important events in the Australian calendar, these include ANZAC Day, NAIDOC week and Remembrance Day.

Progress that students make is closely monitored at all areas and throughout the year to ensure that their individual needs are catered for in our daily planning. This results in the teaching and learning programs being developed to the needs and interests of our students, creating a learning environment where students progress in all areas.

Parents, carers and community members play a key role in our school, we have great pride in the relationships that we have established and continue to develop. We continue to work to strengthen links with all members of our school community and the broader community.

Kathleen Collis

Principal

## School background

### School vision statement

At Rappville Public School our vision is to provide a meaningful education in a friendly environment fostering greater community participation. Rappville Public School will aim to provide students with lifelong learning skills and a growth mindset.

### School context

Rappville Public School, is a small rural school in the Northern Rivers of NSW, surrounded by a small community. Approximately 32 kilometres from Casino. Enrolments for the school are drawn from the village of Rappville and surrounding rural areas.

The school is aiming to maintain the support of two classes and offers extra initiatives to support our students and families.

The school has dedicated and committed teaching staff who strive to cater for all the learning needs of all students. As a small school, all staff have a great understanding of all the students as individuals and cater for their complex and diverse needs.

Rappville Public School has strong relationships in the community and is involved in a very active Community of Schools (CLASS). Opportunities are regularly given to engage the students with their peers across this wider area and support the development of relationships to assist in the transitions from year 6 to year 7.

Developing and building on our students knowledge and individual skills across literacy, numeracy and technology are key areas targeted.

## 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 school staff and Parents and Citizens Committee reviewed the Schools Excellence Framework to evaluate Rappville Public's performance across the three areas of Learning, Teaching and Leading.

The results in the domain of "**Learning**" demonstrate that we are '**Sustaining and Growing**' in the categories of **Learning Culture, Wellbeing, Curriculum, Assessment and Reporting**. In the area of **Student performance measures** the results show that we '**Delivering**'. Evidence provided for this includes Individualised Learning Plans for identified students, all students with Personalised Learning Plans with individual learning goals that are displayed and discussed throughout the year. Reporting continues to be an area of reflection with staff, parents and students. Through discussions and surveys parents and carers indicated that they are more aware of students learning needs and targets.

Wellbeing continues to be a priority for our school and is embedded in our strategic directions across the next three years. We are working on developing and integrating whole school processes and building upon the programs that are already being implemented. An updated school policy that is aligned with the Wellbeing framework is being developed and will continue to support our school to ensure the social, emotional and academic needs of all students are being addressed and supported.

In the domain of '**Teaching**' our evidence supports that the overall assessment result is '**Sustaining and Growing**'. In the categories of **Effective classroom practice, Data skills and use** and **Professional standards**. In the area of **Learning and development** results show that we are **Delivering**. Evidence supporting these results include the active collection of data across the school year which is analysed on an individual and whole school level. Teachers discuss in collaboration and forward plan for each area. Each staff member has a Professional Development Plan (PDP) that ensure they are identifying areas of need for themselves in alignment with student needs. Staff follow a whole school Scope and Sequence for all key learning areas to ensure continuity across all stages.

In the domain of "**Leading**" it was determined that the school is **Sustaining and Growing** in the elements of Educational Leadership, School planning, implementation and reporting, School resources, Management practices and processes. Our school is working to strengthen effective administrative practices and processes that can be sustainable for the future.

The school uses resources strategically to improve student outcomes and maintain a high quality learning environment. The school team collaborates to plan specific goals for each year that work within the schools allocated funds to support student learning and engagement.

The school effectively engages with the school community through a variety of activities and participating in events within the wider community. Some of these events include Beef Week—students participate in the community parade, activities held at our school for students and their families. The schools P&C have held Family Fun Nights with a variety of activities for all ages. the school holds an annual Bike—a—Thon where students develop bike safety awareness.

Further development on creating engaging learning environments across all areas of the school are part of our strategic goals as we move forward.

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

### A Positive Culture of Learning

#### Purpose

Our purpose for a Positive Culture of Learning is to ensure that the students of Rappville Public School are lifelong learners so that they are able to be active and interested citizens in a variety of contexts in an ever changing world. We want our students to be creative learners and critical thinkers with a high level of resilience and a positive growth mindset.

#### Overall summary of progress

Our school has continue to support students in all areas of emotional, social and academic wellbeing. All students have Individualised Learning Plans in addition to those students who have been identified with higher needs. Data is consistently collected and analysed to support forward planning for all students.

In 2018 we commenced our journey in Positive Behaviour for Learning (PBL), we have and continue to review areas including our rewards system for all students—making this attainable and recognising students in all areas of their wellbeing. We have developed posters that can be located around the school as well as class lessons to explicitly teach the expected behaviours. All staff have attended professional learning in PBL with continuing support on the ground in our school context with Department advisers.

School wide systems have been developed to support the monitoring of attendance and celebrating positive attendance results in an effort to promote high learning expectations.

Parent/Teacher interviews were implemented each term to develop in collaboration with parents and students to negotiate student learning goals.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will have a positive outlook towards school while enjoying their learning.	Staff Meeting times were utilised to support three way meetings (parent/teacher/students) for the development of PLPs.	Success wall in foyer students are aware and can locate goals. PLPs are relevant and reviewed regularly to support every student. Students show continuous improvement along the Literacy and Numeracy Progressions. All staff utilising PLAN 2 data to support student learning. Initial implementation of PBL commenced Kids in mind KMJM information session at P&C meeting PBL noticeboard Expectations posters displayed across all settings Photos Lesson plans Parent/student survey Lesson Resources PBL Posters



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will have a positive outlook towards school while enjoying their learning.		Parent information session with Kids in Mind  Looking at possible term 4 1 on 1 and small group support
Students receive learning that reflects their individual needs and curriculum outcomes.  All students achieve expected or greater than expected growth in line with the Literacy and Numeracy Progressions. Explicit, individual interventions are in place for those students not meeting this target to support their individual learning needs and targets.	\$1800 to support Teacher Professional Learning in L3 (Literacy, Language & Learning)  Staff planning time  Success wall  Learning intentions across both classrooms  Student learning goals  Progression tracking sheet  Support with Sharon Gale VC conferences and Adobe connects.	Students goal setting conferences established in class followed with parent meetings.  Evidence of students progress and goals, visuals within classes. Level of parental participation is ascertained through booking confirmations. Students are aware of where they are in line with the progressions and where they aim to be.  Professional learning as a hub of schools for further development in progressions  Continuing of student goals  Re-visit with Kids in Mind  Individual and small groups for MiniLit  Positive Behaviour for Learning  Class DOJO  8 ways of learning–Aboriginal Education/implementation plan

## Next Steps

Provide a wider range for families to connect with teachers and other families through the ILP/PLP process.

Further development of PBL lessons and posters around school, Free and Frequent rewards, end of semester recognition days.

Empower students with critical and creative thinking skills through the introduction of the new K–6 syllabus.

## Strategic Direction 2

### Quality Collaborative Teaching Practices

#### Purpose

Research shows that the quality of the teaching has a significant direct impact on the learning of all students. Our Purpose at Rappville Public School is to ensure that all staff are developing programs to cater for individual needs while reflecting syllabus outcomes. We see the collaboration between stake holders being vital to student success.

#### Overall summary of progress

Infants teacher continued in professional learning with embarking in Language, Literacy and Learning (L3) Stage 1 to ensure the curriculum provision in Kindergarten, Year 1 and Year 2 was evidence based and responsive to student's individual needs.

All staff completed professional learning aligned with individual Performance and Development Plans and school strategic directions. This helped to further support their capacity to deliver high quality teaching practice. Program feedback supported teachers to revise teaching and learning programs and evaluate their teaching practice.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students are able to identify areas needed for growth and improvement across Literacy and Numeracy in line with the targeted Learning Progressions.	<p>Programs</p> <p>Planning time</p> <p>Collaboration with fellow schools NESA information</p>	<p>EAFS onenote classroom developed</p> <p>Maths Building Blocks Collaboration</p> <p>Collaborate with fellow colleagues</p> <p>Program policy development and checklist in line with NESA expectations.</p> <p>Contact meetings for programming with fellow colleagues</p> <p>Collaboration with Instructional Leader @ Leeville</p> <p>L3 stage 1–across schools</p> <p>Development of specific needs activities for students</p> <p>Sharon Gale Literacy leadership</p> <p>8 ways of learning</p>
Staff have regular opportunities for collaboration practices with colleagues in which data is utilised to inform the where to next for programming and student learning.	<p>Programs</p> <p>Reading Strategies</p> <p>EAFS funds across allocated cluster of schools. Employment of Instructional Leader.</p> <p>Policies</p> <p>Programs</p> <p>Sharing teacher resources</p> <p>Capacity building of staff</p>	<p>EAFS collegiate meetings twice a term with professional learning a key focus.</p> <p>EAFS Onenote classroom developed</p> <p>Maths Building Blocks Collaboration</p> <p>Google Classrooms (CLASS/Colours) Sharing of teacher resources</p> <p>Online Programs</p> <p>Microsoft teams CLASS and COS sharing of policies and programs</p> <p>Sharing of resources far more varied and targeted</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff have regular opportunities for collaboration practices with colleagues in which data is utilised to inform the where to next for programming and student learning.	PBL Professional Learning \$600 L3 Professional Learning \$1600	learning and program development Setting up for 2019 PBL implementation and VC lessons with other schools

## Next Steps

Continue L3 training Stage 1 OPL in 2019.

Develop digital processes for programming for all staff.

Professional learning around Formative Assessment.

The ILP process will be reviewed to come in line with ALAN data in conjunction with the Literacy and Numeracy Progressions.

PDP processes to continue to be implemented, staff having two classroom teaching observations completed in line with their professional goals, teaching standards and strategic directions of the school.



## Strategic Direction 3

### Educational Leadership

#### Purpose

Our belief at Rappville Public School is to support students and the wider community in taking positive steps towards successful collaboration and relationships.

Leadership at Rappville Public School isn't just about the management of the school, it includes instructional leadership, collaborative decision making and a culture of learning together.

#### Overall summary of progress

A whole school behaviour management plan being developed to ensure consistency across the school and learning support procedures were updated, which led to initiating a new Wellbeing Policy.

Staff continued to plan for identified professional learning needs based on areas of support and aligned with the school plan. All staff have high expectations, with well developed processes to ensure that the PDP process is beneficial and meaningful to staff.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Our purpose is to build positive and productive partnerships within our school community so that students are able to benefit from the schools planned and proactive engagement with parents and the broader community.	Principal Release time to support school communication strategies.  Online training think 3  Staff development Term 1 and Term 3 MDM training and deployment.  Technology in the classroom with Bev Babbage  Parent Volunteer–Coding in the classroom  School staff planning time networking with PBL support and fellow schools  Professional development in PBL  Lesson examples and expectation posters  Awards  Lesson plans  Staff planning  Professional key speakers at presentation  PBL rewards semester activities \$300	Class DOJO  Facebook page  Newsletter  Kids in mind  class dojo stories  P&C meetings  Parent teacher meetings  Survey sent home to parents  P&C meetings  Website  IPad overhaul MDM Zulu desk  Bev Babbage staff training and student days in the classroom  Weekly Coding lessons with parent volunteer through to term 4  Student engagement and parent involvement high  Update of IPad technology and configuration. Bev Babbage Staff Training.  IT development for staff and student learning, Communication options for parents.  Establishing days for technology in the classroom 2019

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Our purpose is to build positive and productive partnerships within our school community so that students are able to benefit from the schools planned and proactive engagement with parents and the broader community.</p>		<p>Additional staff support for individual support</p> <p>End of year program—technology project based learning 3D printing</p> <p>Coding lessons, elements of science curriculum implemented in preparation for 2019 implementation</p> <p>Survey for PBL expectations and focus</p> <p>Play to Learn playgroup once a fortnight supporting early learning and parents networking.</p> <p>Establishing of PBL across whole school setting</p> <p>School staff planning time networking with PBL support and fellow schools</p> <p>Professional development in PBL</p> <p>Resilience—Kids in mind planning for term 2 parent information session</p> <p>Development of school pledge for students—assemblies</p> <p>School focus on student expected behaviours and monthly values</p> <p>Development of PBL awards at yearly and semester assemblies</p> <p>Visit Kids in Mind to reinforce resilience activities</p> <p>PBL wellbeing policy Linked</p> <p>Kids in Mind</p> <p>Bucket/Cup Fillers</p> <p>Excursions</p> <p>End of year PBL reward</p>

## Next Steps

Completion of a whole school Wellbeing Policy and Flowchart of behaviour processes across whole school.

Learning Support procedures updated across whole school.

Communication of Wellbeing Policy with parents and caregivers.

Review of positive reward systems across school and refine procedures.

Key Initiatives	Resources (annual)	Impact achieved this year
<p><b>Aboriginal background loading</b></p>	<p>Aboriginal background Loading Annual: \$906</p> <p>This funding was utilised to provide varying levels of support for all Aboriginal students across all students.</p> <p>This included employing SLSO support time in classes and Preschool to Kindergarten Transition and Play to Learn programs.</p>	<p>Pre school to Kindergarten Transition.</p> <p>Play to Learn Program</p> <p>SLSO learning support time</p> <p>Aboriginal students were involved in the process of consultation and review to develop Personalised Learning Plans/Goals. This ensured 100% of Aboriginal students were supported by differentiated learning within their classroom to achieve individual goals.</p> <p>A new PLP template and process was developed.</p> <p>SLSO support for Aboriginal students in and out of classroom settings.</p>
<p><b>Low level adjustment for disability</b></p>	<p>Low Level Adjustment for Disability: \$4,778 (annual)</p>	<p>Targeted 1:1 support has been implemented.</p> <p>Small group support surrounding Literacy and Numeracy.</p> <p>Additional SLSO support time for students to be supported and access teaching and learning programs.</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>Quality Teaching, Successful Students (QTSS) allocation (annual): \$1,978</p>	<p>Small group support for students in writing and reading across all stages.</p> <p>There is an increased consistency in the delivery of teaching and learning programs which have impacted positively on student outcomes. (MiniLit, Sounds Write)</p>
<p><b>Socio–economic background</b></p>	<p>Socio Economic Background allocation (annual): \$21,453</p> <p>These funds were utilised to support the delivery of learning across all Key Learning Areas. In addition the funds supported the implementation of Positive Behaviour for Learning programs across the school.</p>	<p>Funding for Socio–economic background had an impact on the school with additional support across all KLAs with staffing, professional learning and resources.</p> <p>The funds have supported the implementation and development of PBL across all school settings along with professional learning.</p> <p>All students have been engaged with additional learning experiences that will support them in the classrooms and in the future.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	11	6	7	8
Girls	16	8	5	5

The school takes students from the local village and surrounding areas. These students come from a variety of cultural backgrounds. Student Numbers have remained consistent across the past three years.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.1	98.9	86.1	89.8
1	96	89.6	92.9	90.9
2	97.8	92.4	82.2	91.6
3	89.6	96.4	88.9	83.3
4	96.3	90.8	97.8	97
5	97.8	92.5	91.1	88.7
6	94.9	92.7	76.7	96.8
All Years	95.3	93.1	87.6	90.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### 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.

Student attendance is consistently monitored at Rappville Public School. The school regularly contacts

families for all unexplained absences. The school has implemented an attendance reward system for students who arrive at school on time, this is drawn weekly at assemblies. A major attendance award is given out on each semester for students with attendance rates 92% and above.

Information regarding the requirements of attendance is regularly communicated through the school Newsletter.

In cases where student attendance doesn't improve, the school recognises it's role in reporting the matter to external agencies.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.7

\*Full Time Equivalent

.At Rappville Public School we have a Permanent Full Time Teaching Principal, SAM 5 days permanent across a fortnight, the school GA is 1 day a week permanent and we have an infants/RFF teacher employed on a temporary contract 3 days a week.

### 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

All staff have engaged in professional learning throughout the year, this includes all required mandatory training. Non-mandatory professional learning has focussed primarily on quality teaching practices and includes Language, Literacy and Learning (L3), What works Best, Computer Coding, Best Start and EAFS focus areas.

Staff have also completed professional learning

surrounding Positive Behaviour for Learning. This has resulted in the development of wellbeing programs and lessons across the school.

Executive and administrative staff have continued to attend professional learning surrounding the implementation of the new finance systems and the tools that can be utilised.

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, professional learning is continuously linked back to staff's professional development plans (PDPs).

All pre-2004 teachers have met the teaching standards to maintain their teacher accreditation. Maintenance of accreditation for all teaching staff is scheduled to take place.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	108,777
<b>Revenue</b>	547,958
Appropriation	537,783
Sale of Goods and Services	531
Grants and Contributions	8,051
Gain and Loss	0
Other Revenue	0
Investment Income	1,594
<b>Expenses</b>	-448,067
Recurrent Expenses	-448,067
Employee Related	-406,321
Operating Expenses	-41,746
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	99,892
<b>Balance Carried Forward</b>	208,668

Rappville Public School's finance team meet on a regular basis to ensure the accuracy and reliability and integrity of accounting and financial administration. Professional learning was undertaken again this year to develop a sound understanding of the integrated administration system provided by the introduction of LMBR, focussing on the HR budget tool, SAP and the Electronic Financial Planning Tool.

The intended use of funds available from 2018 is to continue to upgrade technology in the school and the infrastructure to support it. As well as this there are plans to upgrade the learning environment across the school setting.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	300,001
Base Per Capita	2,320
Base Location	7,085
Other Base	290,595
<b>Equity Total</b>	47,959
Equity Aboriginal	906
Equity Socio economic	21,453
Equity Language	0
Equity Disability	25,600
<b>Targeted Total</b>	22,934
<b>Other Total</b>	138,405
<b>Grand Total</b>	509,300

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Due to the small numbers of students, we are unable to comment on Literacy Data as this may identify individual students.

Due to the small numbers of students, we are unable to comment on Numeracy Data as this may identify individual students

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In 2018, in accordance with the Premier's priorities: improving education results, schools are required to report on their student performance for the top two NAPLAN Bands in Reading and Numeracy. Due to the small numbers of students, we are unable to provide comment on these results as it may identify individual students.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, carers, students and staff about the school. In 2018, the school sought opinions about school events, transition programs and community engagement. School based surveys were used to gather responses. These responses are presented below:

It was indicated that Rappville Public School was considered an inclusive and nurturing school. It further identified that parents felt that administrative and teaching staff are easy to speak with and helpful. It was considered that the teachers had high expectations for all students, and that students have a clear understanding about school rules and expectations around positive behaviour.

The school has a warm and welcoming feel and encourages safe behaviours and collaboratively working together as a whole regardless of age. Families responded that there are a wide range of activities on offer that support community involvement and student interests and learning.

## Policy requirements

### Aboriginal education

Rappville Public School endeavours to support Aboriginal students by recognising and valuing their culture and heritage by ensuring that Aboriginal perspectives are regularly integrated into a wide variety of subject areas. There are many opportunities for this to happen on a regular basis. NAIDOC celebrations were hosted by Rappville Public School in July for the Small Schools. A variety of activities were provided for students over two days, one day for infants and the other for primary.

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.

All Aboriginal students were involved in the process of consultation and review to develop Personalised Learning Plans (PLPs). This process ensured that 100% of Aboriginal students had a PLP to support differentiated learning within their classroom to achieve individual learning goals.

### Multicultural and anti-racism education

Multicultural Education at Rappville Public School aims to ensure that students are aware of differing worldviews, cultural differences and the importance of living and accepting people that may come from diverse backgrounds. This is achieved by imparting knowledge of these concepts through subjects such as history, geography and the literature that is selected for study from the earliest years to year 6.

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.

The deliverance of strong Anti-Racism ideas and values is imperative if students are to learn how to deal sensitively and equitably with the people they are to come into contact with now and in the future. Acceptance of all peoples regardless of skill colour or ethnicity is taught through the use of story-telling, reference materials and other resources. These resources and lessons enable students to build a broader view and understanding of how others may live and the challenges they may face and thus build empathy towards and knowledge about all ethnic groups.

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.

Staff are training as ARCOs- Anti Racism Contact Officers, to support our commitment to the elimination of discrimination.

## Other school programs

Sporting activities in 2018 were many and varied. The year was kicked off with the Small Schools Swimming Carnival at Kyogle in early February. Where a student in year 4 achieved first place in many of their age races. All primary aged students had the opportunity to compete in a number of swimming styles and the infants students had fun in the shallow pools. In April, the Small Schools Sports Gala Day at Collie Park Sport Stadium allowed students to join in a number of team sports in their respective age groups.

In term 2, the Small Schools Cross Country event was hosted by Stratheden. Three students; qualified and attended the Zone Cross Country in June. Years 3 and 4 attended the Todd Woodridge Tennis Day in late July with other students from the local small schools.

A great result was had at the Small Schools Athletics carnival with students across the school qualifying for high Jump and achieving 2nd. The following places were taken out during the day: 3rd Juvenile Girls 50m, Junior Girls 8yrs 100m, 2nd Junior Girls 8yrs 200m, 1st Junior Girls 8yrs 800m, runner up Junior Girls Champion, 4th Junior Boys 8yrs 100m, 3rd Junior Boys

9yrs 100m, 2nd 11yrs Girls 100m, 2nd 11yrs Girls 200m, 4th 11yrs Girls 800m, 4th Long Jump, 2nd Shot Put, 1st Discus, 2nd High Jump, runner up 11yrs Girls Champion, 2nd 11yrs Boys 800m, 3rd Juvenile Girls Long Jump, 3rd Junior girls Discus and 3rd in the PP6 Relay. Due to their success on the day, three students attended the Zone Athletics Carnival in late August.

Over a course of lessons held each week in August students had an opportunity to learn gymnastics with qualified teachers. Some of these lessons were conducted at the school, while others were in Lismore. During the month of September NRL lessons were delivered by qualified instructors at the school.

In addition to these major events, weekly PE lessons and Sport were taught by the teachers with special attention to developing fundamental movement skills.

Rappville Public School offers a Pre School to Kindergarten transition program that commences in Term 1 and continues on a weekly basis through out the year. This develops a culture for learning and establishing an early and positive rapport with families while also supporting the early years of development in children.

The school also supports our school community and local community by providing a fortnightly Play to Learn program for families with children who are under school age. This program supports families in having a nurturing and welcoming environment to learn, develop and grow in. While also establishing early relationships with staff across the school.