

Ropes Crossing Public School Annual Report



2018



4645

Introduction

The Annual Report for **2018** is provided to the community of Ropes Crossing Public School as an account of the school's operations and achievements throughout the year.

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

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Principal

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School background

School vision statement

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

Our vision is for every child to be able to 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 780 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 sixty language groups. Aboriginal and Torres Strait Islander student 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 and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning, Ropes Crossing Public School was generally found to be Sustaining and Growing overall. During the External Validation process the panel concluded that the school's self-assessment is consistent with the evidence presented in 4 elements and was validated using the School Excellence Framework.

In the element of Learning Culture the evidence presented indicated the school is operating at the Sustaining and Growing stage.

In the element of Wellbeing the evidence presented indicated the school is operating at the Excelling stage.

The results of the self-assessment process indicated that in the School Excellence Framework domain of Teaching, Ropes Crossing Public School was generally found to be Delivering. During the External Evaluation process the school's self assessment was found to be consistent with the evidence presented in 3 elements and was validated using the Schools Excellence Framework.

In the area of Learning and Development the evidence presented indicated the school was operating at the Sustaining

and Growing stage.

The results of the self–assessment process indicated that in the School Excellence Framework domain of Leading, Ropes Crossing Public School was generally found to be Sustaining and Growing overall. During the External Validation process the panel found that the school's self–assessment was consistent with the evidence presented in 2 elements.

In the element of Educational leadership the evidence presented indicated that the school is operating at the Sustaining and Growing stage.

In the element of Management practices and processes the evidence presented indicated that the school was operating at the Sustaining and Growing stage.

Our self–assessment and the external validation 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

Engaged, future focussed, learners.

Purpose

To equip our students with academic, social and emotional skills to become motivated, creative and critical life-long learners who are able to adapt and thrive in a rapidly shifting and challenging world as global citizens.

Overall summary of progress

For Strategic Direction 1, during 2018 the school wide Positive Behaviour for Learning (PBL) universal systems were developed and introduced to students, staff and the community. The PBL Committee met regularly and have developed a scope and sequence of lessons to explicitly teach what each of the core values of the school such as Safe, Responsible, Respectful, Excellent Learners means in all school settings. The committee have planned, monitored and mile stoned progress. They have made presentations to staff, parents and the wider community. During Term 4 visual reminders such as signs and 'pencils' were purchased and installed as a permanent reminder to the whole school community of our values.. The Sporting Houses were named in recognition of local sporting idols and a launch day was held. Jessica Fox and Paige Hadley attended the assembly and spoke to the students about their achievements. As a result of these initiatives students have developed a deep understanding of behaviour expectations across all school settings thus maximising learning success. Teachers use common language to communicate expectations and behaviours are managed in a systematic timely manner giving all staff ownership of behaviour management thus promoting continuity of learning throughout learning environments.

A Future Focused Learning Committee was established to lead 'Futures Learning Initiatives' at Ropes Crossing Public School. The committee have constructed a vision statement of the characteristics required for our students to be active and informed global citizens. The team has outlined key focus skills and programs such as STEM, Project Based Learning, and Digital Literacy. The Committee have developed a scope and sequence for K-2 and 3-6. The skills include explicit sequential teaching of interdependent collaboration, critical and creative thinking, technology skills, problem solving, evaluation, revision, effort, motivation and autonomy. STEM units have been developed and evaluated by team members upon completion.

Some classrooms at Ropes Crossing Public School have implemented flexible learning spaces. Flexible spaces are purposefully designed for students to engage in collaborative group work focused on problem solving which requires critical and creative thinking.

Technology is embedded in daily teaching practice school wide through the implementation of a variety of digital resources, programs, Apps, interactive whiteboard activities and the innovative use of Global platforms such as Google classroom.

Progress towards achieving improvement measures

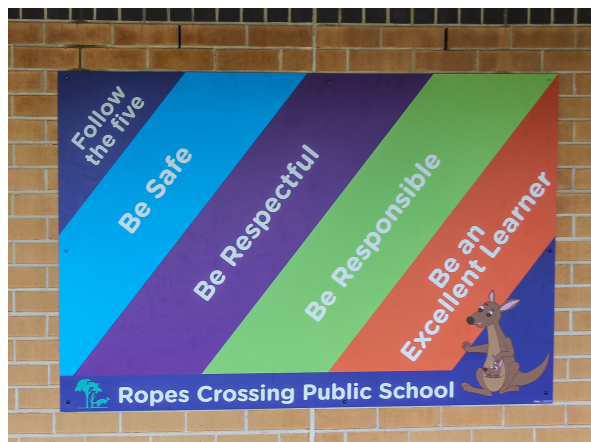
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Positive Behaviour for Learning is implemented consistently school-wide to monitor, record and promote positive student behaviour.	Signage and visual reminders Release for teachers to attend professional learning. Frames for memorabilia.	In 2018 a matrix of universal expectations was developed and implemented school-wide. All classes are implementing lessons to teach and reinforce the school wide expectations. Visual reminders have been installed as reminders to the school community. The reward system and flow chart has been refined so that it is clear to students how to achieve a badge.
40% of students achieve results in the top 2 bands for reading and numeracy in NAPLAN.		Ropes Crossing Public School's inclusion in the Premier's priority has shaped a culture of ' High Expectations for All' for all stakeholders within the school. The school's external measure of success in contributing to the overall increase of students achieving in the top two bands in reading and numeracy by 8% is reaching the target of having

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
40% of students achieve results in the top 2 bands for reading and numeracy in NAPLAN.		<p>39% of Ropes Crossing students achieving this goal by 2019. To this end, student performance data through both internal and external sources is of great importance, as is the need to develop high levels of data literacy across all staff K–6. In 2018 28.67% of students performed in the top two bands for reading and numeracy.</p> <p>The impact of the school's approach to achieving the Premier's Priority is that teachers share a common goal of improving student learning across K–6 and are highly supported in providing quality differentiated teaching and learning experiences to all students.</p>
All teaching and learning programs demonstrate evidence of future focused pedagogies.	<p>Teaching resources</p> <p>Release for teachers to attend professional learning.</p>	<p>During 2018 some professional learning took place to build staff skills and understanding of future focused pedagogies. Some classes have trialled lessons and units and shared their experiences.</p>

Next Steps

Continue to support the development of teacher expertise in futures learning initiatives through providing professional learning opportunities, lesson demonstrations and observations, conducting learning walks through flexible classrooms and increasing 'per capita' access to technology.



Strategic Direction 2

Quality, teaching & learning.

Purpose

To deliver quality, personalised teaching and learning underpinned by high expectations and excellence for all in a high challenge and high support environment, catering to the diverse nature of our school community embodied by a growth mindset.

Overall summary of progress

For Strategic Direction 2, during 2018 the Key Learning and Syllabus Implementation committee have developed school programming guidelines, procedures and Scope and Sequences to ensure that quality teaching and learning programs that reflect the syllabus are implemented school wide. The Scope and Sequence for Mathematics was reviewed and a Scope and Sequence for HSIE was developed. Resources have been purchased to further enhance the implementation of the Key Learning areas. Mathematics kits for each class have been purchased and the school continues to build our library collection and reading materials.

Teachers at Ropes Crossing Public School have been provided extensive professional learning on implementing Visible Learning pedagogy in various formats including formal workshops, professional readings, observations, mentoring and coaching. Formative assessment, visible learning and feedback strategies remains a focus for all teachers at Ropes Crossing Public School. Summative assessment strategies are utilised in conjunction with formative and diagnostic assessment to allow teachers to assess student progress towards meeting planned outcomes.

Regular opportunities are provided for students, teachers and parents to engage in formal and informal discussions about student learning. At Ropes Crossing Public School formal student reports are issued at the end of Semester 1 and Semester 2. Student achievement reports provide teachers with an opportunity to give feedback on their child's learning as a comprehensive summary of their achievements over the course of two terms of learning. Student reports contain personalised information about each individual student's learning progress and achievements. They also preview plans for meeting future learning goals which are communicated within each report.

Ropes Crossing Public School has a focus on 'High Expectations for All'. The culture is strongly focused on learning. The 'What Works Best: Evidence-based practice to help improve NSW students performance' is used to guide school wide practice. There is a commitment from all teachers that students make learning progress. Teachers actively participate in professional learning and reflect on school-wide practice. There is a demonstrated growth mind set throughout the school. Ropes Crossing Public School implements evidence based teaching practice such as L3, TEN, TELL and Formative assessment and monitors student performance using both school based teacher generated assessments and external assessments such as NAPLAN and PAT within a high expectations framework.

At Ropes Crossing Public School teachers access and engage in professional learning that build skills in the analysis, interpretation and use of student assessment data. For example, all staff have undertaken training in the Literacy and Numeracy Learning Progressions and trailed the implementation with a small group of students to build their knowledge and understanding of the tool. All teachers contribute to the gathering and analysis of data during whole school staff meetings. Data is used during team meetings to help develop consistency of teacher judgement and inform programming decisions. Data analysed helps inform the Annual Report and School Plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All teaching and learning programs reflect a variety of data sources being utilised to drive differentiated learning experiences for students.		Staff surveys note deeper knowledge and increased confidence in using Learning Progressions as a tool to assess students and increase consistency in teacher judgement. – Evidence shows that all stage teams collaborate to analyse student assessment data to drive planning for differentiated and personalised instruction
In all classrooms, there is evidence of formative assessment strategies such as 'Bump It Up' walls, explicit		Formative assessment is integrated into teaching practice in most classrooms, confirming that students learn what is taught. Assessment is used flexibly and responsively as teachers routinely use

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
learning intentions and student feedback that feeds forward.		evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.
Personalised Learning Pathways for all Aboriginal students contribute to an increased percentage of Aboriginal students performing in the top 2 bands in NAPLAN Reading and Numeracy.		Personalised Learning Pathways for each Aboriginal and / or Torres Strait Islander student inform individualised learning goals in consultation with families and the community. Staff are committed to closing the gap in achievement for Aboriginal and / or Torres strait Islander students and are committed to providing an inclusive curriculum encompassing Aboriginal perspectives across all KLAS.

Next Steps

Continue to plan for and implement strong practice in formative assessment, visible learning and feedback throughout K–6. A focus on consistency of practice in these areas across grade and stage teams as well as across key transition points will continue to be planned to benefit student learning.

Maintain practice in engaging all stakeholders in whole school data analysis to inform the planning and implementation of targeted teaching and learning programs to all students at Ropes Crossing Public School and reporting the findings of whole school data analysis to parents and the community. By continuing to involve all stakeholders in this process, collective understanding of school areas of focus is shared by all and responsibility for ensuring the best outcomes for students are achieved is shared.

Continue to ensure that reporting to parents, carers and the school community is accurate, timely and informed by detailed analysis of internal and external data. Ensuring that parents are engaged in their child's learning by being presented with clear information on what and how well they are learning will enhance partnerships between teachers and parents. Ropes Crossing Public School will continue to solicit feedback on its reporting practices from parents and display responsiveness to this feedback.



Strategic Direction 3

Connected, collaborative partnerships.

Purpose

Increased opportunities to develop authentic partnerships acknowledging and celebrating our diversity so that our students can connect, succeed and thrive.

Overall summary of progress

Ropes Crossing Public School is committed to continuing to build and promote an inclusive and collaborative learning community. During 2018 the school continued to implement 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 2018 the committee designed and implemented some induction for new students resources, organised a whole school anti-bullying workshop and performance, purchased new playground marking to further expand the options for students during playtimes. and trained staff in how to implement a new social skills online resource.

Ropes Crossing Public School implements and supports sport and fitness for students within the school. Students are provided with opportunities to experience sport and games during fitness lessons, weekly sport rotations and inter-school sport and District events during PSSA sessions. This links with the wellbeing framework as it develops positive relationships that students can use to build interactions and in turn, nurture pathways of growth and development. During 2018 the school implemented a Sports In Schools program. This was delivered by an outside provider in Term 1 for 3–6 students and Term 4 for K–2 students. This gave students the opportunity to participate in activities that built skills in athletics, cooperation and team building.

Ropes Crossing Public School provides numerous opportunities for the development of student leadership K–6. This begins in Early Stage One with representatives in Student Representative Council and Recycling Monitors and extends throughout the school, culminating in the appointment of whole school leaders as Prefects and School Captains in Year 6.

Our school has a strong commitment to assisting students with learning and support needs. A collaborative effort of staff, executive, the Learning and Support officers and external staff ensures an effective environment for the learning of all students.. Regular assessment, monitoring and review of each student's individual learning needs is evident via Individual Learning Plans, Personalised Learning Pathways, Healthcare Plans and National Consistent Collection of Data. Students with healthcare plans are clearly displayed in the Sick Bay, documented and supported by regular communication between administrative staff and parents, with plans displayed and medications stored safely.

At Ropes Crossing Public School parents and community members have the opportunity to engage in a wide range of school and related activities, which help build the school as a cohesive educational community. Many opportunities are provided for parents and the community to engage with the school including events, workshops, helping in classrooms, assisting with excursions and through the participation in the Parents and Citizens Association. Community partnerships with local business and supporting organisations are supported by the school. The school solicits feedback on school performance from students, staff and parents through Tell Them From Me Surveys, school generated surveys and informal conversations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased and varied opportunities exist for parents, carers and community members to work as collaborative partners with students and staff, as evidenced by a 20% increase in opportunities from 2017 baseline data.		Increased parent participation and engagement in school events – Increased amount of parent helpers engaged in classrooms – Increased participation and feedback through TTFM surveys
At least 80% of students indicate that they feel connected,		Tell Them From Me results from 2018 indicated that;

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
engaged and have a sense of belonging at school, as evidenced by Tell Them From Me survey data.		<p>87% of students have friends at school they can trust and who encourage them to make positive choices.</p> <p>95% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.</p> <p>75% of students are interested and motivated in their learning.</p>
All Aboriginal and Torres Strait Islander students feel connected to their culture at school, as evidenced by Tell Them From Me survey data.		In the 2018 Tell Them From Me surveys 53% of Aboriginal students strongly agreed and 27% agreed that they feel good about their culture when at school.

Next Steps

Continue to provide strong transition programs to support students as they move from Early Childhood settings to Kindergarten and from Year 6 to high School. This will ensure strong collaborations with parents of students whose continuity of learning is at risk.

Continue to provide opportunities for students, staff, parents and the broader school community to engage in a range of school related activities and provide opportunities for feedback on school performance.

Maintain school collaboration with the local community and the use of school resources to benefit both students and the community.

Enhance and build upon current administrative systems to improve communication with the school community to achieve a higher level of engagement and connectedness with students, staff, parents and the broader community.

Ropes Crossing School plans to continue to grow and develop the Parent Volunteer Program to increase the current upward trend of 12% growth. Plans are in place for the implementation of a sport program increasing the link with the local sport clubs in 2019 and training for the community school-wide systems.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$20,661	<p>Tell Them From Me Survey results indicated that 27% of Aboriginal students agree and 53% strongly agree with the statement I feel good about my culture when I am at school.</p> <p>43% of Aboriginal students agree and 21% strongly agree with the statement that my teachers have a good understanding of my culture.</p> <p>22% agree and 56% strongly agree with the statement that when I finish school, I expect to go to University.</p> <p>Personal Learning Pathways were developed for Aboriginal students. Plans were developed alongside students and parents and carers. Staff are committed to closing the gap in achievement for Aboriginal and / or Torres strait Islander students and are committed to providing an inclusive curriculum encompassing Aboriginal perspectives across all KLAs.</p> <p>Students in Stage 3 had the opportunity to build leadership skills and connect with other Aboriginal student leaders from our learning community. Students had the opportunity to make connections with their culture by participating in a series of workshops supported by an Aboriginal Elder. This culminated in a Welcome to Country performance at the Colyton Learning Community Showcase.</p> <p>The Koomurri Cultural experience was made available to the whole school in Term 4.</p>
English language proficiency	<p>Staffing FTE 2.00 = \$208,226</p> <p>Flexible Funding \$40,101</p>	<p>EALD students are supported in a culturally inclusive learning environment which maximises student learning opportunities and potential for success.</p> <p>All teaches have undertaken the TELL (Teaching English Language Learners) professional development to strengthen understanding of ESL pedagogy. Teachers have effectively used EAL/D pedagogy to conduct an Action Research enquiry about a case–study student to improve reading, writing, speaking and listening. This research conducted enabled teachers to differentiate the curriculum to suit their learning needs through the implementation of strategies such as selecting culturally diverse resources, providing opportunities for talk, using students' first language, building background knowledge and implementing language scaffolds.</p> <p>64% of students at Ropes Crossing Public School have a Language Background Other Than English.</p> <p>In 2018 the flexible funding resource was</p>

English language proficiency	Staffing FTE 2.00 = \$208,226 Flexible Funding \$40,101	used to employ an additional EALD teacher two days per week, bring the total allocation to 2.0.
Low level adjustment for disability	Staffing FTE 1.300 = \$135,347 Flexible Funding \$72,111	<p>In 2018 the Low Level Funding for Disabilities was used to employ a teacher for a day per week and to employ School Learning and Support Officers to support students with additional learning needs in the classroom, in small groups and individually depending on the level of need.</p> <p>Ropes Crossing Public School has a strong commitment to assisting students with learning and support needs. A collaborative effort from staff, executive, the Learning and Support Team, School Counsellor, School Learning and Support Officers and external providers ensures that there is an effective environment for learning for all students. Regular assessment, monitoring and review of each student's individual learning needs is evident via Individual Learning Plans, personalised Learning Pathways, Healthcare Plans and National Consistent Collection of Data. Students with healthcare plans are clearly displayed in the Sick Bay, documented and supported by regular communication between administrative staff and parents, with plans displayed and medications stored safely.</p>
Quality Teaching, Successful Students (QTSS)	\$119,418	<p>In 2018, Quality Teaching, Successful Students (QTSS) funds were used to enable the executive team to provide instructional leadership, mentoring and support to their teams.</p> <p>At Ropes Crossing Public School, executive and aspiring executive staff have access to mentoring and coaching sessions with an external leadership mentor. Mentoring sessions are individually differentiated to meet the needs of the teacher and coaching conversations are built around evidence based research on leadership development.</p> <p>At Ropes Crossing Public School, there is a focus on developing a comprehensive professional learning plan and there are processes in place to build the capacity of all staff. All teachers participate in the development of a Performance and Development Plan. They discuss their goals with their supervisor and are provided with the resources and support to implement the plan and are provided with feedback on their progress. Regular opportunities for supported reflection on PDP goals between teachers and supervisors were provided within timetables for executive release.</p>
Socio-economic background	Flexible \$54,061	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.

Socio-economic background	Flexible \$54,061	Funding was also used to enable all students K-6 to participate in a 'Sports In Schools' program. This focused on athletics and cooperative skills and team building.
Support for beginning teachers	Beginning Teacher Funding	<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 per week of Release From Face to Face teaching.</p> <p>During 2018 an induction process was implemented for all new and beginning teachers. This has resulted in beginning teachers that are confident in their pedagogical skills and knowledge in catering for a diverse range of students at Ropes Crossing PS.</p>
Bump It Up		Ropes Crossing Public School has continued it's journey as part of the Premier's Priority: Bump it Up strategy in 2018. This year the school continued to focus on 'High Expectations for All Learners'. Ropes Crossing Pubic School's approach to the strategy in 2018 has been to build the capacity of all staff to differentiate teaching and learning programs to cater for the individual needs



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	225	282	325	362
Girls	225	312	361	406

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

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.4	94.9	93.2	92.7
1	92.3	93	93	92.3
2	94	92.6	92.3	92.9
3	93.9	94.1	91.1	92.3
4	93.8	93.3	93.4	91.5
5	92.3	94.5	92	93.8
6	90.4	92	91.7	93.1
All Years	93	93.6	92.5	92.6
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

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 and 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(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	29.79
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.2
Teacher ESL	2
School Administration and Support Staff	4.67

*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	100
Postgraduate degree	50

Professional learning and teacher accreditation

All teachers and non teaching staff at Ropes Crossing Public School engage in professional learning targeted to school priorities, the needs of students and the achievement of personal professional learning goals. Staff are committed to engaging in meaningful and relevant professional learning opportunities in order to

contribute to a collective improvement of whole school practice. Professional learning opportunities are carefully considered and planned to meet the needs of all staff and address school priorities. Staff meeting agendas are used to communicate the professional learning to be undertaken by all staff members.

In order to fairly and equitably utilise school resources for professional learning, processes are in place for staff members to apply to undertake external professional learning to address teachers' learning needs. This process allows for the school resources and budget allocation for professional learning to be monitored and fairly distributed across the school.

Furthermore, all staff at Ropes Crossing Public School engage in mandatory training in order to be compliant with Department of Education policy and guidelines.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	440,194
Revenue	6,082,614
Appropriation	5,915,102
Sale of Goods and Services	22,625
Grants and Contributions	141,010
Gain and Loss	0
Other Revenue	1,600
Investment Income	2,277
Expenses	-5,763,301
Recurrent Expenses	-5,763,301
Employee Related	-5,303,450
Operating Expenses	-459,851
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	319,313
Balance Carried Forward	759,507

In 2018, the school continued to grow. Any significant increases in income and expenditure are due to the school's growth.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	4,819,994
Base Per Capita	132,651
Base Location	0
Other Base	4,687,343
Equity Total	530,508
Equity Aboriginal	20,661
Equity Socio economic	54,061
Equity Language	248,327
Equity Disability	207,458
Targeted Total	67,343
Other Total	121,481
Grand Total	5,539,326

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

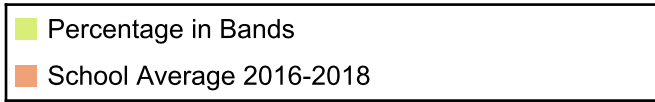
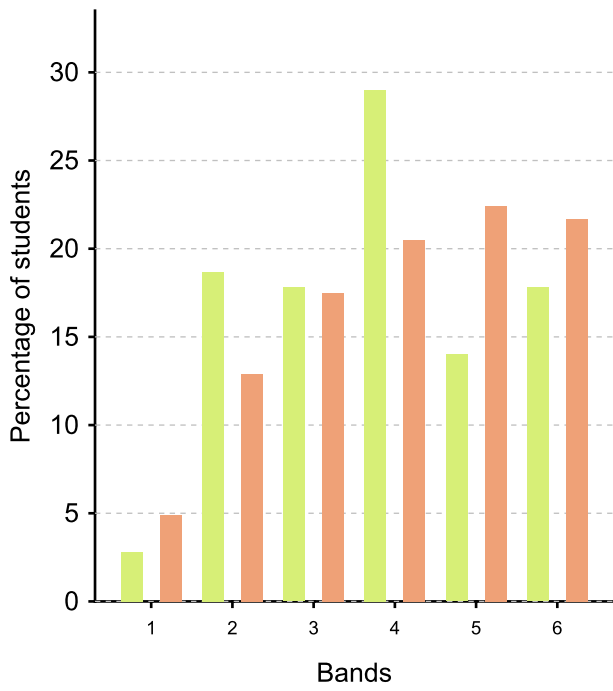
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

Please refer to graphs for NAPLAN Literacy.

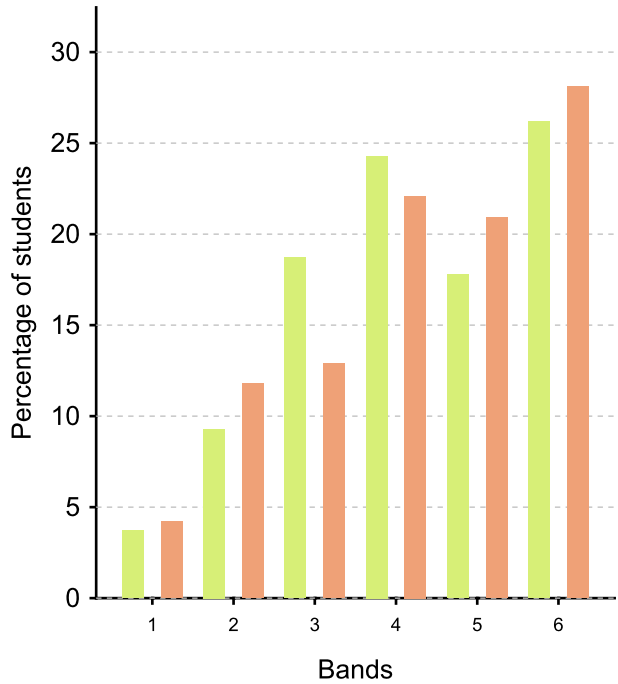
Percentage in bands:
Year 3 Grammar & Punctuation



Band	1	2	3	4	5	6
Percentage of students	2.8	18.7	17.8	29.0	14.0	17.8
School avg 2016-2018	4.9	12.9	17.5	20.5	22.4	21.7

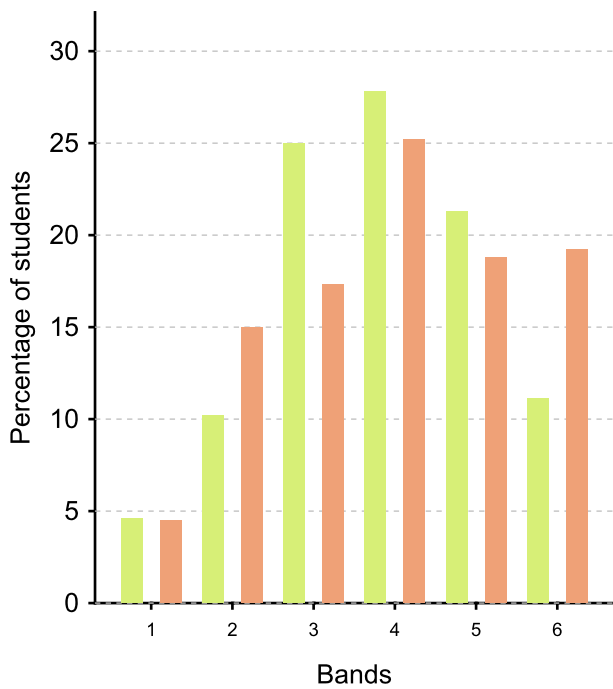
Band	1	2	3	4	5	6
Percentage of students	4.6	10.2	25.0	27.8	21.3	11.1
School avg 2016-2018	4.5	15	17.3	25.2	18.8	19.2

Percentage in bands:
Year 3 Spelling

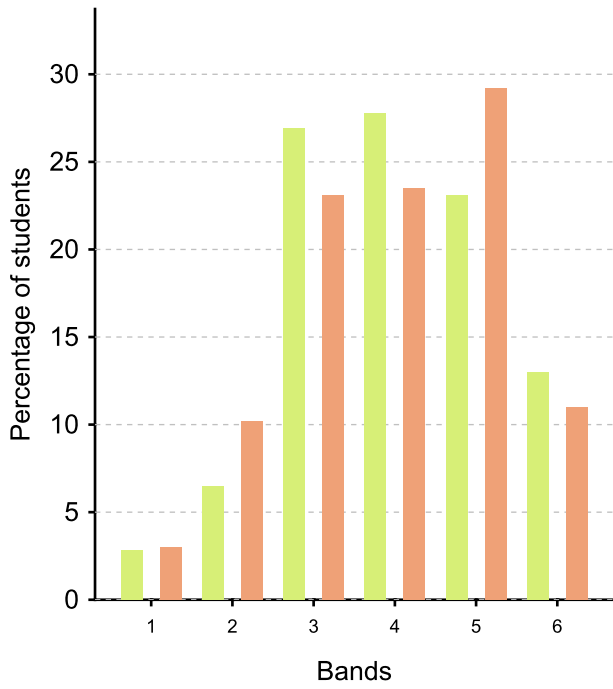


Band	1	2	3	4	5	6
Percentage of students	3.7	9.3	18.7	24.3	17.8	26.2
School avg 2016-2018	4.2	11.8	12.9	22.1	20.9	28.1

Percentage in bands:
Year 3 Reading



**Percentage in bands:
Year 3 Writing**

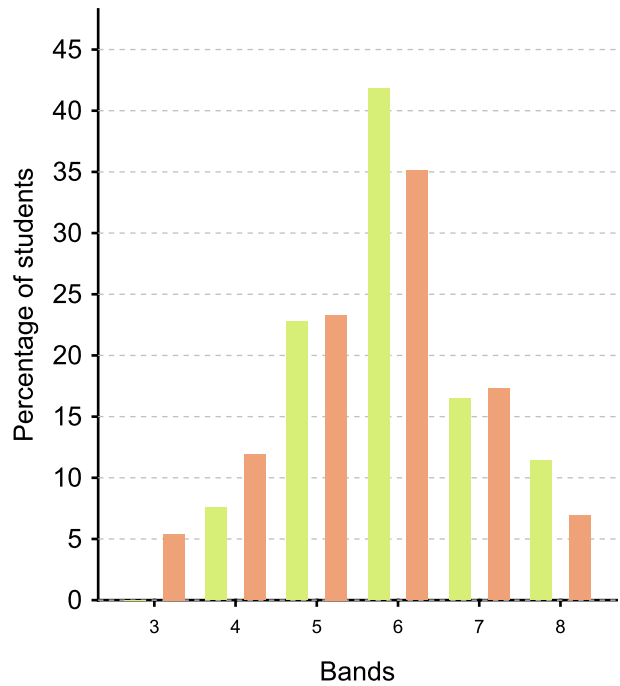


■ Percentage in Bands
■ School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	2.8	6.5	26.9	27.8	23.1	13.0
School avg 2016-2018	3	10.2	23.1	23.5	29.2	11

Band	3	4	5	6	7	8
Percentage of students	3.8	13.9	15.2	35.4	16.5	15.2
School avg 2016-2018	5.4	16.6	21	31.2	14.6	11.2

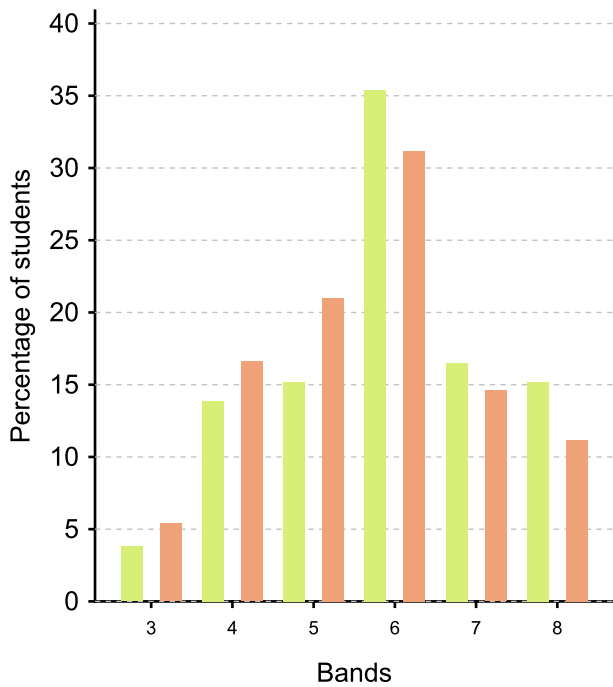
**Percentage in bands:
Year 5 Reading**



■ Percentage in Bands
■ School Average 2016-2018

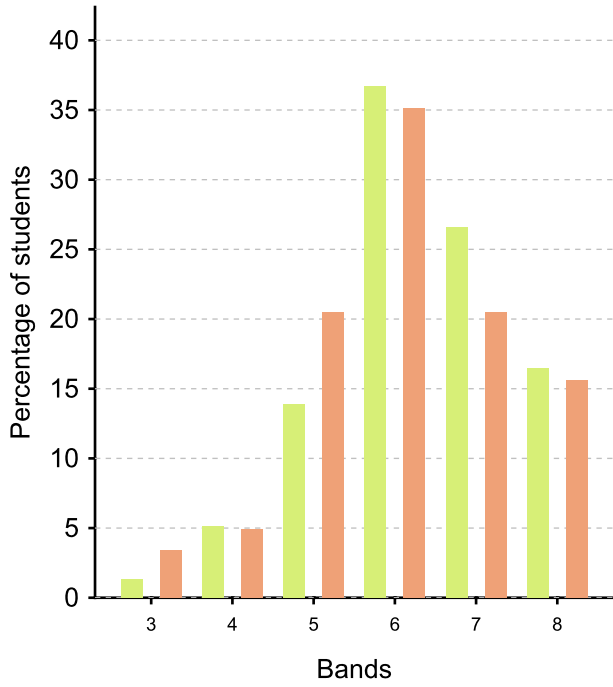
Band	3	4	5	6	7	8
Percentage of students	0.0	7.6	22.8	41.8	16.5	11.4
School avg 2016-2018	5.4	11.9	23.3	35.1	17.3	6.9

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



■ Percentage in Bands
■ School Average 2016-2018

**Percentage in bands:
Year 5 Spelling**



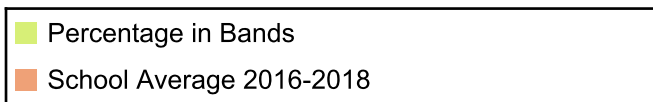
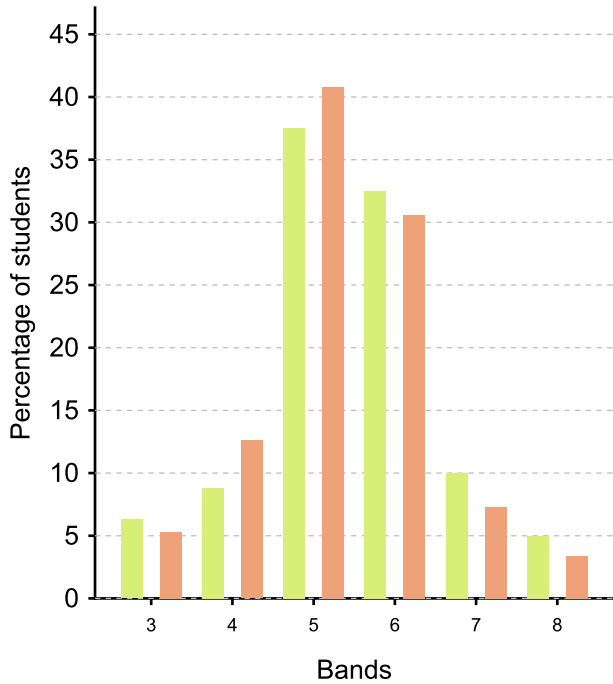
Band	3	4	5	6	7	8
Percentage of students	6.3	8.8	37.5	32.5	10.0	5.0
School avg 2016-2018	5.3	12.6	40.8	30.6	7.3	3.4

Please refer to graphs for NAPLAN Numeracy.

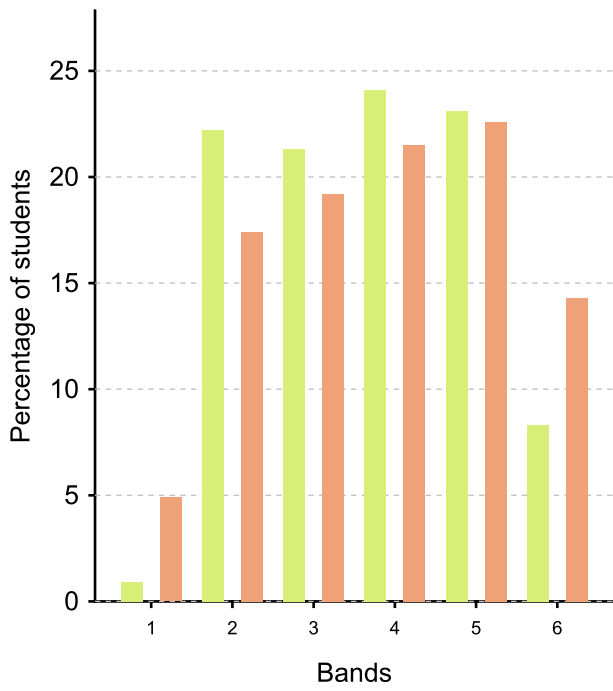


Band	3	4	5	6	7	8
Percentage of students	1.3	5.1	13.9	36.7	26.6	16.5
School avg 2016-2018	3.4	4.9	20.5	35.1	20.5	15.6

**Percentage in bands:
Year 5 Writing**



Percentage in bands:
Year 3 Numeracy

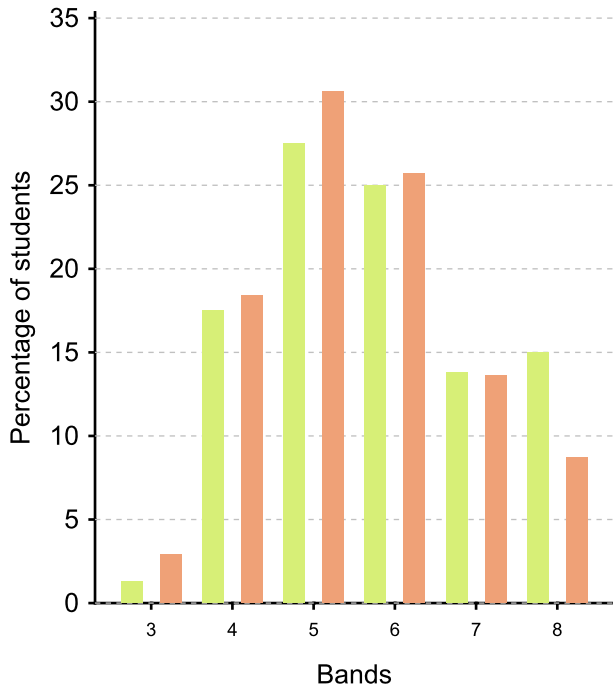


Band	3	4	5	6	7	8
Percentage of students	1.3	17.5	27.5	25.0	13.8	15.0
School avg 2016-2018	2.9	18.4	30.6	25.7	13.6	8.7



Band	1	2	3	4	5	6
Percentage of students	0.9	22.2	21.3	24.1	23.1	8.3
School avg 2016-2018	4.9	17.4	19.2	21.5	22.6	14.3

Percentage in bands:
Year 5 Numeracy



During Semester 2, 2016 Ropes Crossing Public School was identified for inclusion in the Premiers Priority: Bump it Up initiative. The overall goal of the initiative is to increase the proportion of students achieving in the top two bands of NAPLAN in reading and numeracy by 8% by 2019.

The specific context of Ropes Crossing Public School presented unique challenges to achieving the goal of increasing the proportion of students achieving in the top two bands in NAPLAN reading and numeracy. As a school servicing a new and rapidly developing area, an extremely high mobility rate of students and a substantial amount of new enrolments each year (12 classes in 2014 to 32 classes in 2018), this provided specific contextual challenges for the school to address.

Within this specific and unique context, the focus of the school's approach to the Bump it Up initiative is creating a culture in which quality teaching and learning occurs within a quality learning environment, regardless of high mobility rates and rapid growth in student numbers. This is underpinned by the philosophy of 'High Expectations for All', which has characterised the Bump it Up initiative at Ropes Crossing Public School since Term 1, 2017, in line with Department of Education guidelines for the initiative.

At Ropes Crossing Public School there is a focus on knowing each student's needs, where they are going next and how to get them there. Knowing each student deeply and implementing data informed, differentiated programs that focus on individualised learning goals is the school's approach to embedding a culture of 'High Expectations for All.'

Data shows that 30.40% of students in Years 3 and 5 achieved in the top two bands in NAPLAN Reading and Numeracy in 2018.

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 7.4% 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 2018 the school used 'Tell Them From Me' surveys to help guide school planning and to identify improvement measures.

At Ropes Crossing Public School 171 students completed the Tell Them From Me survey which included measures of student engagement alongside drivers of student outcomes.

49% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 53%.

24% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 26%.

24% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%.

3% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

Parents were also invited to participate in the Tell Them From Me survey. 55 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 and inclusive community. 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.

When asked about useful types of communication 50% of parents found formal interviews useful when discussing their child. 48% said that school reports were useful and 43% reported that informal meetings

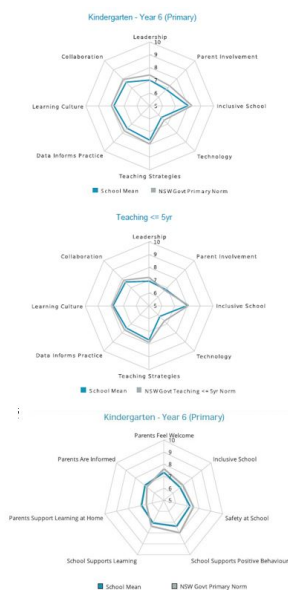
were useful.

When finding out news about the school 42% said that the school newsletter was useful in finding information about the school. 28 reported the school website was useful and 29% said social media was useful.

Teachers also participated in the survey. The questions are grouped to assess the eight most important Drivers of Student Learning. 20 teachers responded to the survey. Results are displayed in a graph below.

65% of teachers responded that they agree and 20% strongly agree that school leaders in my school are leading improvement and change.

60% agree and 25% strongly agree that school leaders communicate their strategic vision and values for the school.



Policy requirements

Aboriginal education

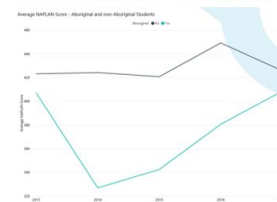
Aboriginal Education at Ropes Crossing Public School provides culturally sensitive and appropriate learning experiences for all students. Students learn about Aboriginal Australia as a perspective of the teaching and learning units for the key learning areas, representing Aboriginal people, culture and 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).

5% of students at Ropes Crossing Public School are from an Aboriginal and / or Torres Strait Islander background. Personalised Learning Pathways for each Aboriginal and / or Torres Strait Islander student inform

individualised learning goals in consultation with families and the community. Staff are committed to closing the gap in achievement for Aboriginal and / or Torres Strait Islander students. The following graph illustrates progress towards this goal.

In 2018 Ropes Crossing Public School participated in the Ngarra Wumara research project. Ropes Crossing Public School was assigned to the control group for this research and will have access to the professional learning materials in 2019.



Multicultural and anti-racism education

64% of enrolments at Ropes Crossing Public School are from a non-English speaking background. As a rapidly growing school, the EALD staffing allocation is currently 2.0. A collaborative approach between Class Teachers and EALD Teachers is taken to co-construct meaningful teaching and learning programs to cater for the specific learning needs of EALD students. Class Teachers and EALD teachers co-design teaching and learning programs that include scaffolds and adjustments for EALD students.

All classroom teachers have completed in depth action research focusing on targeted EALD students within their classrooms as a core component of the Teaching English Language Learners course. Teachers observed each other deliver lessons that embedded EALD pedagogy and reflected on practice in pairs, small groups and as a whole staff. Formal lesson demonstrations and coaching was provided by staff members who are accredited EALD teachers upon request.

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.