

Rappville Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

Rappville Public School
Lyons Street
RAPPVILLE, 2469
www.rappville-p.schools.nsw.edu.au
rappville-p.school@det.nsw.edu.au
6661 7109

Message from the principal

Being a part of The Rappville Public School community has been a great honour. We have truly, dedicated staff who lead teaching and learning in their classrooms, across the school and in our community of schools group.

Rappville Public School is a Positive Behaviour for Learning school. Our expectations of 'Be Safe, Be responsible, Be respectful, Be a Role Model' underpin our wellbeing document and our Teaching/Learning Programs. All staff have a strong focus on student wellbeing and supporting whole student, this focus continues and is ever more prevalent after the recent bushfires in our village.

The input of our very small but dedicated and hardworking P&C Association has again been extremely valued and we value the time and effort put in to ensure that our school and our students benefit. Thank you to all who come and support our students and fundraising activities, to make Rappville Public School a wonderful and enjoyable place.

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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

The development of self-assessment surrounding these results came from student surveys, parent and carer/community surveys along with P&C and staff consultation.

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.

Improvement Measures

All students will have a positive outlook towards school while enjoying their learning.

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.

Progress towards achieving improvement measures

Process 1: The Wellbeing of Students

To implement a planned approach to wellbeing and learning of each individual student. By doing this we at Rappville Public School strive for all students to connect, succeed and thrive.

Evaluation	Funds Expended (Resources)
Students who attended school with us at Leeville public were able to process what had had happened to their family and community in a safe environment with other students who had experienced that themselves. Students and staff picked an unpacked routine to enable time for students to revise over term 3s knowledge. As time progressed this was altered to allow more specific KLA time and individual needs to be targeted.	Creative Arts resources (Paints, crayons, paper, canvas, hessian.) Staff time School Counsellor Connection with other schools Funding Sources: • Socio-economic background (\$600.00)

Process 2: Individualisation of Learning.

To implement high quality professional learning in literacy and numeracy practices, focussing on measureable improvements in learning outcomes and progressions.

Evaluation	Funds Expended (Resources)
Students were individually supported in areas of literacy, numeracy and emotionally. Each student had their own goals set for these areas. Tell them from me survey showed positive engagement along with the school	Mini LIT Program Levelled Readers and resources such as small whiteboards, markers,

Progress towards achieving improvement measures

parent/student survey.

Opportunities for students to be involved in extra curricula activities, increased and enhanced achievement.

magnetic letters, laminating resources

Sounds Write Program

SLSO engagement

Fast Maths Program

Maths Invaders and Matific subscriptions

Eafs with IL

Next Steps

Further imbed Sounds Right and MiniLit across K–6 to ensure consistency of practice across the school.

Improve whole school writing outcomes by analysing data, setting clear learning intentions and explicit evidence based teaching practices.

To further imbed PBL across all school settings (signage).

Emotional support and wellbeing for students and parents.

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.

Improvement Measures

All students are able to identify areas needed for growth and improvement across Literacy and Numeracy in line with the targeted Learning Progressions.

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.

Progress towards achieving improvement measures

Process 1: Collaborative Classroom Practice.

Planning and implementation of quality programs to promote effective teacher practice . Utilising quality data to develop where to goals/programs that will be supporting all individual learning needs of students.

Evaluation	Funds Expended (Resources)
Learning and Support strategies developed through collegiate networks.	PL RAM Funds
All staff attended Collegiate PL.	QTSS
83% of students reached at or above expected levels across the school.	
Reading Resources purchased to support student learning.	
Staff attended 8 Ways of Learning.	

Process 2: Development of quality programs.

Programs reflective of Learning Progressions and syllabus. Effective program checklist to support report planning.

Evaluation	Funds Expended (Resources)
PL on staff using VL Language (Learning intentions, success criteria)	Staff Meetings
Classroom walk-through to gauge student understanding of learning intentions.	PBL Support
Assessment samples collected and marked against progressions checklist/matrix.	QTSS

Next Steps

Review RPS Standardised Assessment Schedule for 2020

Continue to collect and analyse L3 and L3S1 data to plan for effective literacy teaching and learning intentions.

Continue to develop understanding and provide staff PL and skills in online programming.

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.

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: Communication with Parents/Carers

Develop systems which provide alternate options for community to become engaged in their student's learning and to be involved in decision making processes within the school

Evaluation	Funds Expended (Resources)
Parents and carers have a number of platforms to communicate with and receive information from the school. Feedback so far has been through survey results which have been acted upon and implemented where suitable (Welcome Letter) Play to Learn days are flexible and change each year dependent on the need. 2019 term 4 has seen many changes with support for our students and parents. Additional check-in with families was necessary to support them all through this difficult time.	Principal Release Staff time

Process 2: Technology

Develop systems and programs utilising technology for students, parents and the school community to become engaged in.

Evaluation	Funds Expended (Resources)
Formative feedback to students at the point of need. Staff professional learning in quality literacy and numeracy sessions and how to develop these online. Formal peer observations occur in class every term.	PL for all staff Equity Disability Equity Socio Economic

Process 3: Environment

To develop a whole school approach to support student wellbeing.

Evaluation	Funds Expended (Resources)
Developing early rapport and positive relationships with community members during Play to Learn and transition supports childhood development in the early years along with supporting of parents/families. Familiarisation with school and expectations	

Next Steps

Continue to build strong and collaborative partnerships within our CLASS for both PL and student opportunity.

To continue to develop and build school relationships with the community.

Develop processes and practices that engage our community in collaborative practices to share expertise, build capacity and encourage a sense of belonging in our school community.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$2 319.00)	All students with PLPs which lead to enhanced engagement in learning. Students attended school excursions (Stewart House, Sea Life, GRIP Leadership) Literacy resources Additional SLSO time to support literacy skills.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$4 778.00)	Student outcomes in reading have increased significantly. All students will require continuing support during 2020.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$2 348.00)	Infants class had extra support with classroom teacher, to develop quality literacy, numeracy and learning skills as a small group.
Socio-economic background	Funding Sources: • Socio-economic background (\$24 166.00)	Enabling the classes to be small groups for more days across a school week afforded students opportunities of deeper learning and experiences. All students benefited from this, K-2 were separate from 3-6 during Literacy and Numeracy 4 days a week, allowing for teachers to better individualise classroom lessons and to further support the needs of all students.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	6	7	8	7
Girls	8	5	5	3

Student attendance profile

School				
Year	2016	2017	2018	2019
K	98.9	86.1	89.8	99
1	89.6	92.9	90.9	95.5
2	92.4	82.2	91.6	90.7
3	96.4	88.9	83.3	97.3
4	90.8	97.8	97	86.7
5	92.5	91.1	88.7	87.2
6	92.7	76.7	96.8	99.3
All Years	93.1	87.6	90.8	93.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Attendance is entered into EBS daily. Non-attendance is addressed each week through correspondence attached to each families newsletter. Following this if an explanation is not received parents and carers are contacted. Letters of Concern also following up on non-attendance if required. Rappville PS monitors attendance closely and works with parents and the Home School Liaison Officer on attendance plans when necessary. We encourage students to attend every school day, and this is linked to our Positive Behaviour for Learning awards. Students receive weekly rewards for attending 100% that week and go into an attendance draw for Assembly held the following week.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which

details the management of non-attendance.

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	1.1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

In 2019 staff at Rappville Public School attended learning in Connecting to Country, Effective Reading Strategies, 8 Ways of Pedagogy Community of school group meetings, Formative Assessment, PBL All Settings, NAPLAN and Learning Progressions. . Our school SAM attended professional learning in Finance systems and collegiate meetings.

All staff participated in mandatory professional learning/training in the areas of Code of Conduct, Child Protection along with any that became necessary to update. Staff engage in ongoing professional learning and practices that support their professional growth. Staff develop their own individual PDP process and goals that are linked to school and classroom targets, to facilitate professional growth.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	208,668
Revenue	443,874
Appropriation	422,953
Sale of Goods and Services	959
Grants and contributions	18,597
Investment income	1,365
Expenses	-447,595
Employee related	-362,064
Operating expenses	-85,531
Surplus / deficit for the year	-3,722

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.

School finances are managed by the principal in collaboration with school staff, including the school administration manager.

Finances are reviewed regularly (at least monthly) to review income and expenditure, with budget adjustments made as deemed necessary. The rollover of some additional funds will support the employment of additional teacher time in 2020.

With a growing of understanding of new financial processes including SAP, eFPT and reports, the school will work towards budgeting and exhausting annual funding in the year that it is provided so that the current students can benefit from the funds that are provided for them.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	52,606
Equity - Aboriginal	2,319
Equity - Socio-economic	24,166
Equity - Language	0
Equity - Disability	26,121
Base Total	323,026
Base - Per Capita	3,050
Base - Location	7,325
Base - Other	312,651
Other Total	34,387
Grand Total	410,019

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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](https://myschool.edu.au) website.

Literacy

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

Numeracy

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

Parent/caregiver, student, teacher satisfaction

80% of parents and carers at Rappville Public School responded to our parent survey to review 2019.

The areas of response that the school felt were the most positive were:

*I would recommend this school to another parent.

*My child feels safe and welcomed at school.

*My child is happy at school.

*My child is valued and their learning is seen as a priority.

*PBL is seen positively across the school.

*Communication is seen as highly valued and positive so that all students can develop and achieve.

The area of response that the school will use to plan for future directions:

* Providing opportunities for music lessons.

*Developing the school grounds to replace what has been damaged and lost.







Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Rappville Public School received funding to support students. This funding formed an integral part of providing programs and initiatives.

*Personalised learning plans for all students and meetings with key stakeholders.

*School Learning Support Officer employed for additional literacy time.

*All staff had PL on 8 ways of Pedagogy.

*RPS held our CLASS NAIDOC celebrations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

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.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

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.

Other School Programs (optional)

Sporting activities in 2019 were many and varied. The year was kicked off with the Small Schools Swimming Carnival at Kyogle in early February. 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 Colley 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 the Zone Athletics Carnival in late August.

During the month of September NRL lessons were delivered by qualified instructors at the school. We commenced additional weekly swimming lessons in Term 1 and 4 to support all students.

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.