

# Ropes Crossing Public School

## 2019 Annual Report



4645

## Introduction

The Annual Report for 2019 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.

### School contact details

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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, responsible, 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 5%.

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

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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
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	Delivering



## 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.

### Improvement Measures

Positive Behaviour for Learning is implemented consistently school-wide to monitor, record and promote positive student behaviour.

40% of students achieve results in the top 2 bands for reading and numeracy in NAPLAN.

All teaching and learning programs demonstrate evidence of future focused pedagogies.

### Progress towards achieving improvement measures

#### Process 1: Student Wellbeing

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

Evaluation	Funds Expended (Resources)
Principal's Morning Tea introduced each term to acknowledge 2x students from each class. Expectations Matrix updated based on feedback and review. PBL Committee Members trained in Classroom Systems. New signage for the Shared Zones and Speed Limit is Walking STARS being used to more effectively track data for areas of focus each fortnight.	\$6,500

#### Process 2: Future Focused Learning

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

Evaluation	Funds Expended (Resources)
STEM resource kits were purchased for each grade A range of robotics were purchased including BlueBots, Lego WeDo and Dash's. Whole staff PL on STEM in the Classroom Whole school STEM Day across K-6	\$12 882.51

## 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.

### Improvement Measures

All teaching and learning programs reflect a variety of data sources being utilised to drive differentiated learning experiences for students.

In all classrooms, there is evidence of formative assessment strategies such as 'Bump It Up' walls, explicit learning intentions and student feedback that feeds forward.

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.

### Progress towards achieving improvement measures

**Process 1:** Delivery of school wide professional learning to develop data literate teachers who implement informed and differentiated teaching and learning programs.

Evaluation	Funds Expended (Resources)
<p>Team meetings are data-focused and result in differentiated teaching and learning programs.</p> <p>Teachers have a variety of sources of student assessment data to access to inform their planning and teaching.</p> <p>Teachers program for meaningful learning experiences for their students based on formative, summative and diagnostic assessment data.</p> <p>Student assessment data is the key driver of the teaching and learning cycle.</p> <p>Staff have a deeper knowledge and greater capacity to analyse and interpret various and diverse sources of student assessment data to inform their programming.</p>	

**Process 2:** Building capacity of current, future and teacher leaders through providing access to a range of professional learning and opportunities such as mentoring, action research projects and leading school wide initiatives.

Evaluation	Funds Expended (Resources)
<p>Capacity of teacher leaders was built by working in an action research team to improve the teaching of Spelling at Ropes Crossing Public School. This team provided professional learning to all staff, resulting in improved pedagogical strategies implemented across K-6 for the teaching of spelling.</p> <p>Teacher mentoring exists across the school for beginning teachers through to senior executive members.</p> <p>Teacher leaders have had opportunities to lead school based committee teams to drive whole school initiatives, such as PBL and iPlay.</p> <p>Performance and Development Plans (PDPs) are co-designed and co-owned by teachers and their supervisors. Staff members goals clearly link to the Australian Professional Standards for Teachers.</p>	

## Progress towards achieving improvement measures

**Process 3:** Utilise systems to collect, track and monitor evidence from teaching and learning programs and student work samples that K–6 scope and sequences for each Key Learning Area are current, relevant and accurately reflect NSW syllabus documents.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>Units of work from K – 6 for History, Geography and Science reflect new syllabus outcomes. These units have been evaluated and updated accordingly after implementation on a 2 year cycle.</p> <p>PDHPE Scope and Sequence has been created to reflect new syllabus implementation from 2020.</p> <p>Teachers enter a wide variety of data from common assessments in STARS, allowing staff to track student progress and identify students requiring support or extension.</p>	

### 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.

### Improvement Measures

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.

At least 80% of students indicate that they feel connected, engaged and have a sense of belonging at school, as evidenced by Tell Them From Me survey data.

All Aboriginal and Torres Strait Islander students feel connected to their culture at school, as evidenced by Tell Them From Me survey data.

### Progress towards achieving improvement measures

#### Process 1: KidsMatter

Through the implementation of the KidsMatter framework, positive partnerships between all school stakeholders are enhanced so that all students thrive and have a sense of belonging.

Evaluation	Funds Expended (Resources)
<p>The profile of SRC and Recycling Monitors lifted across the school.</p> <p>KidsMatter Committee members attended BeYou presentations to become familiar with the transition from KidsMatter to BeYou</p> <p>70% of teachers participated in and completed the iPlay (Professional Learning for PD/H/PE &amp; Sport)</p> <p>LifeSkills Go used by teachers in the classroom to complement teaching of wellbeing.</p> <p>A committee member trained in Smiling Minds and the is school registered for 2020 implementation</p>	\$9,000

#### Process 2: Parents in Partnership

Developing authentic learning partnerships with parents and carers by empowering them to be active and connected participants in their child's learning journey.

Evaluation	Funds Expended (Resources)
<p>Strong partnerships maintained between early learning centres and the school for effective Kindergarten transition.</p> <p>Strong partnerships maintained with high schools to ensure effective transition into Year 7.</p> <p>Parent Workshops were provided on NAPLAN, Yr 7 High School Transition, Kindergarten Transition and New Report Format.</p> <p>Thank you Afternoon in Term 4 acknowledged all the volunteers who have supported our school during the year.</p>	\$2,000

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$13 000	<p>PLP's reviewed and regularly updated to meet individual students' learning needs.</p> <p>Reconciliation Morning Tea held with 70% parent attendance</p> <p>Staff PL delivered by Nirimba Aboriginal Education Team</p> <p>NAIDOC Week celebrations included a Christine Anu concert and Indigenous Games day</p>
<b>English language proficiency</b>	\$42,000	<p>EALD students are supported in a culturally inclusive learning environment which maximises student learning opportunities and potential for success.</p> <p>In 2019 the flexible funding resource was used to employ an additional EALD teacher 0.4 (2 days per week), bringing the total allocation to 2.4 positions.</p>
<b>Low level adjustment for disability</b>	<p>RCPS Policy Document</p> <p>\$72,111</p>	<p>In 2019 Low Level Disability funds were utilised to employ an additional teacher 0.3 to support students who need additional help to access the curriculum. School Learning and Support Officers were also utilised to support students with additional 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 administration, staff and parents, with plans displayed and medications stored safely.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$133,929	<p>In 2019, 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 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</p>



<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>\$133,929</p>	<p>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> <p>Funds supported a Case Management approach, where teachers were provided with time to discuss with the Principal and their supervisor, students for whom they need instructional help. Opportunities were provided for teachers to try new teaching methods, collect and analyse data and discuss the impact of the change.</p>
<p><b>Socio-economic background</b></p>	<p>\$62,870</p>	<p>Low SES funding was used to enable all students K-6 to participate in a 'Sports In Schools' program. This focused on athletics, cooperative skills and team building.</p> <p>Funds were also used to employ SLSO's to support the implementation of literacy and numeracy programs and provide additional support to students with additional learning needs.</p>
<p><b>Support for beginning teachers</b></p>	<p>\$25,155</p>	<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 2019 an induction process was implemented for all new and beginning teachers. This process was named 'Learning The Ropes' and was contributed to by Executive members and experienced teacher leaders across the school, delivering professional learning workshops based on the Australian Professional Standards for 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. This approach further supported early career teachers in either obtaining or working towards gaining accreditation at Proficient level.</p>
<p><b>Bump It Up</b></p>	<p>\$2,000</p>	<p>Ropes Crossing Public School has continued it's journey as part of the Premier's Priority: Bump it Up strategy in 2019. This year the school continued to focus on 'High Expectations for All Learners'. Ropes Crossing Public School's approach to the strategy in 2019 has been to continue to build the capacity of all staff to differentiate</p>

<p><b>Bump It Up</b></p>	<p>\$2,000</p>	<p>teaching and learning programs to cater for the individual needs through strategies such as visible learning, explicit learning intentions and success criteria and data informed practice. The Bump It Up committee merged with the Key Learning and Syllabus Implementation committee to focus each teams efforts on common goals for student outcomes. As a result, a whole school assessment schedule has been designed and implemented to gather and analyse summative assessment data to assist teachers in targeted differentiation of learning activities to individual students.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	282	325	362	399
Girls	312	361	406	433

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.9	93.2	92.7	91.1
1	93	93	92.3	90.8
2	92.6	92.3	92.9	90.5
3	94.1	91.1	92.3	91.8
4	93.3	93.4	91.5	91.9
5	94.5	92	93.8	91.2
6	92	91.7	93.1	91.4
All Years	93.6	92.5	92.6	91.2
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

### 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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	32.13
Teacher of Reading Recovery	0.6
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.4
Teacher ESL	2
School Administration and Support Staff	4.87

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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.

## 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 (\$)
<b>Opening Balance</b>	759,507
<b>Revenue</b>	6,628,081
Appropriation	6,417,450
Sale of Goods and Services	23,463
Grants and contributions	184,672
Investment income	2,396
Other revenue	100
<b>Expenses</b>	-6,764,386
Employee related	-6,167,390
Operating expenses	-596,996
<b>Surplus / deficit for the year</b>	-136,305

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.



## Financial summary - Equity loadings

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

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	65,964
<b>Equity Total</b>	564,410
Equity - Aboriginal	23,502
Equity - Socio-economic	62,870
Equity - Language	253,790
Equity - Disability	224,248
<b>Base Total</b>	5,331,493
Base - Per Capita	180,202
Base - Location	0
Base - Other	5,151,291
<b>Other Total</b>	380,098
<b>Grand Total</b>	6,341,964

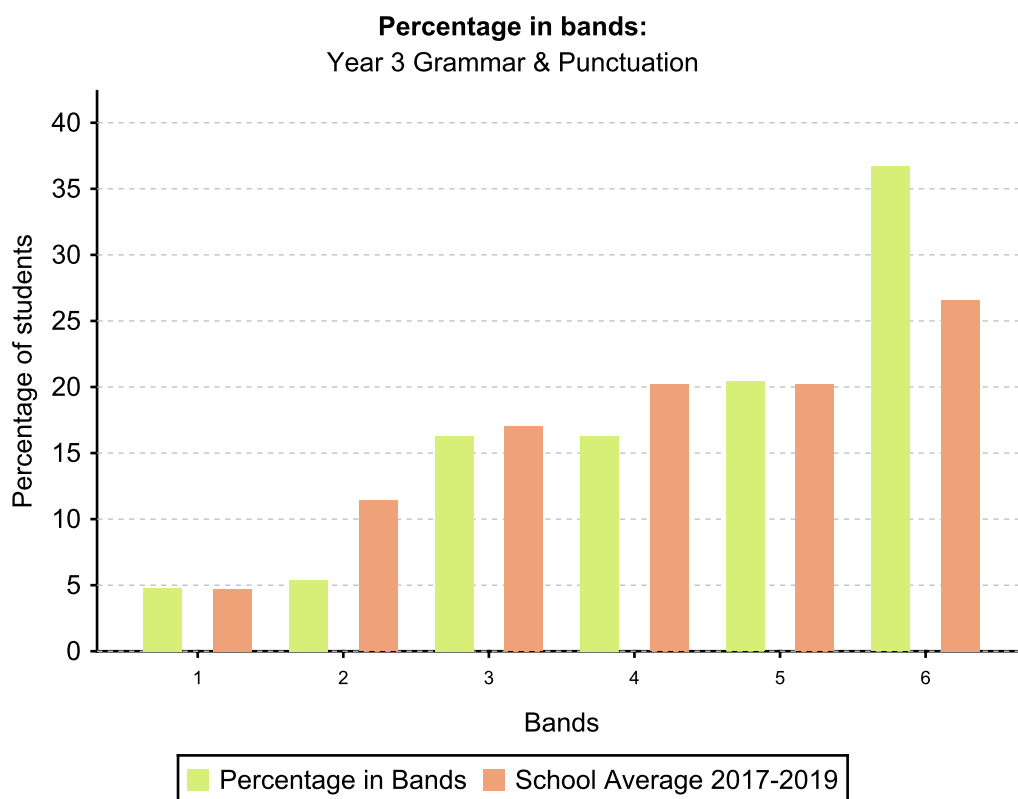
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

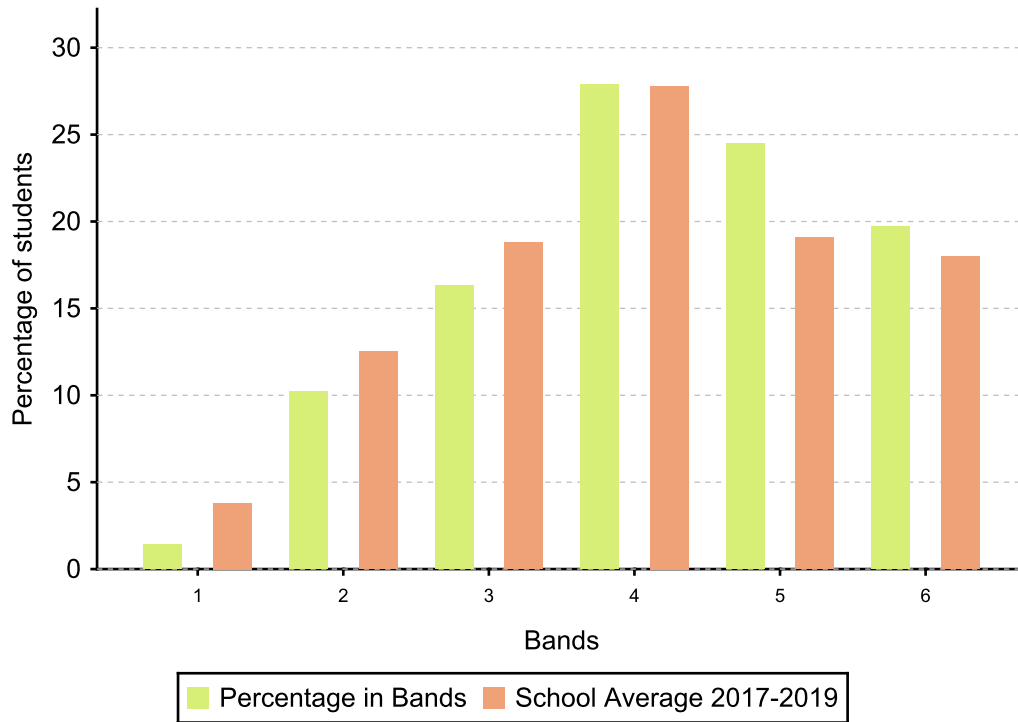
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

### Literacy and Numeracy Graphs



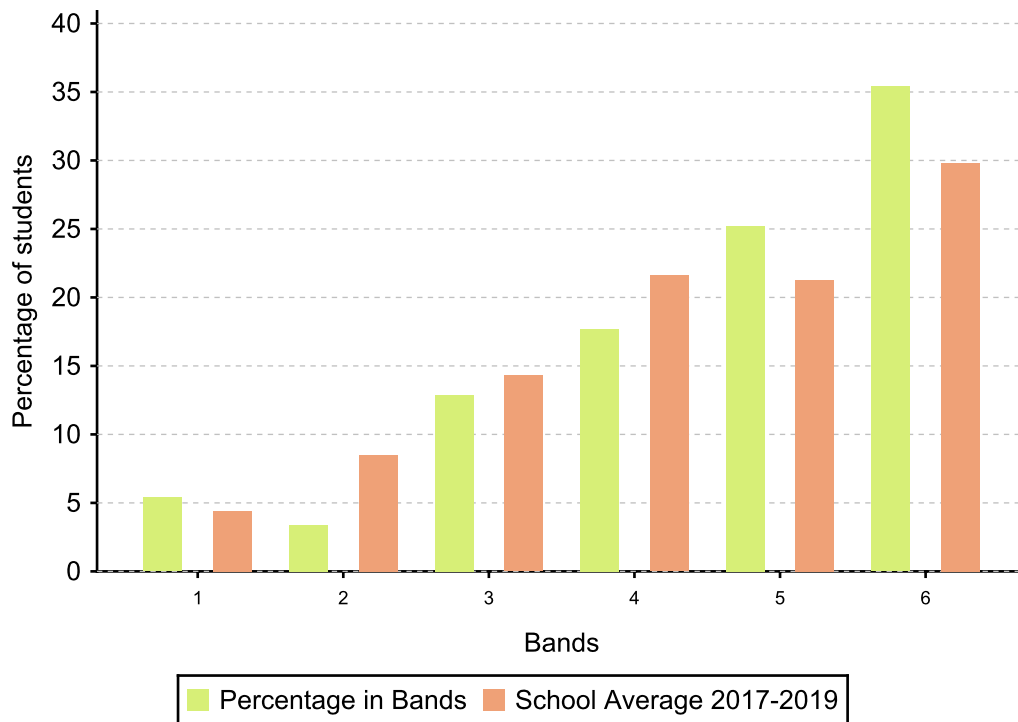
Band	1	2	3	4	5	6
Percentage of students	4.8	5.4	16.3	16.3	20.4	36.7
School avg 2017-2019	4.7	11.4	17	20.2	20.2	26.6

**Percentage in bands:  
Year 3 Reading**



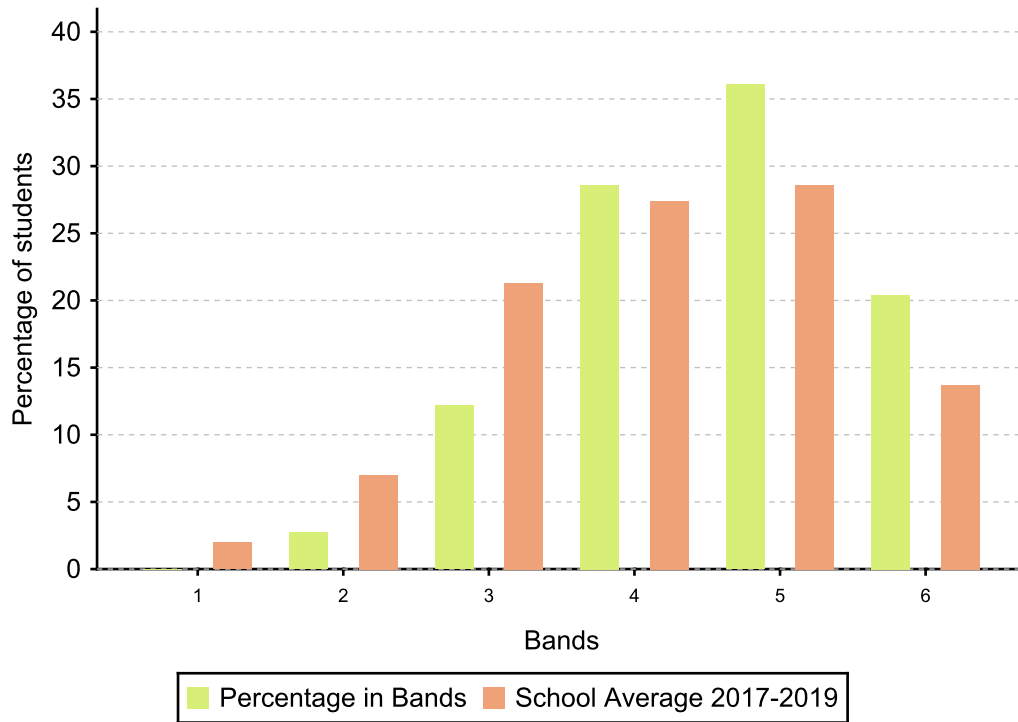
Band	1	2	3	4	5	6
Percentage of students	1.4	10.2	16.3	27.9	24.5	19.7
School avg 2017-2019	3.8	12.5	18.8	27.8	19.1	18

**Percentage in bands:  
Year 3 Spelling**



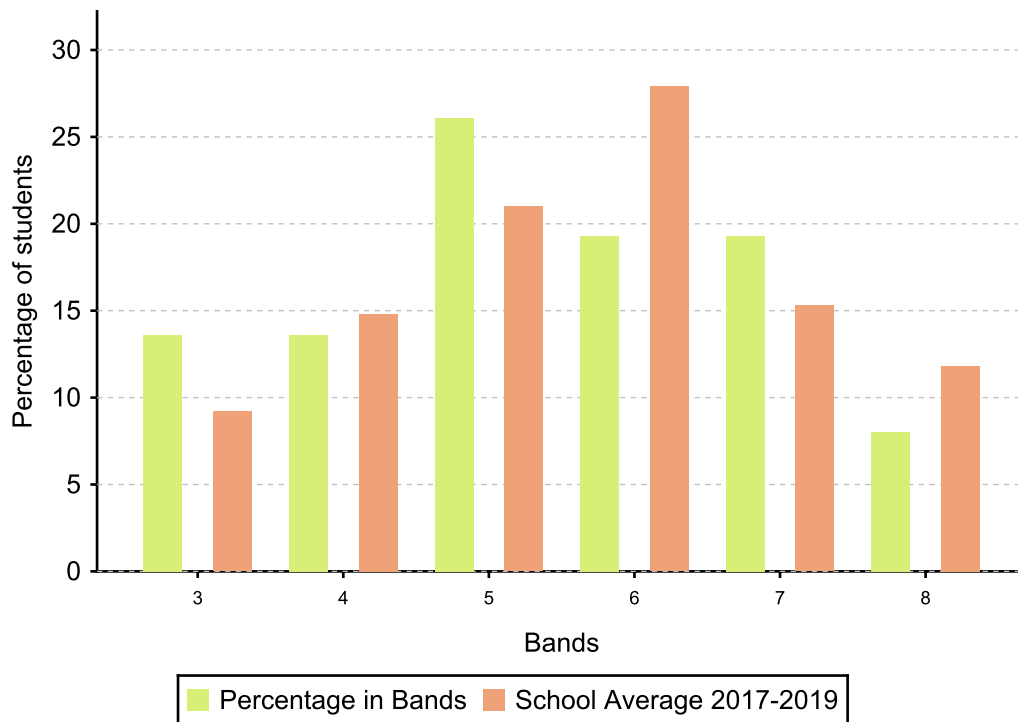
Band	1	2	3	4	5	6
Percentage of students	5.4	3.4	12.9	17.7	25.2	35.4
School avg 2017-2019	4.4	8.5	14.3	21.6	21.3	29.8

**Percentage in bands:**  
Year 3 Writing



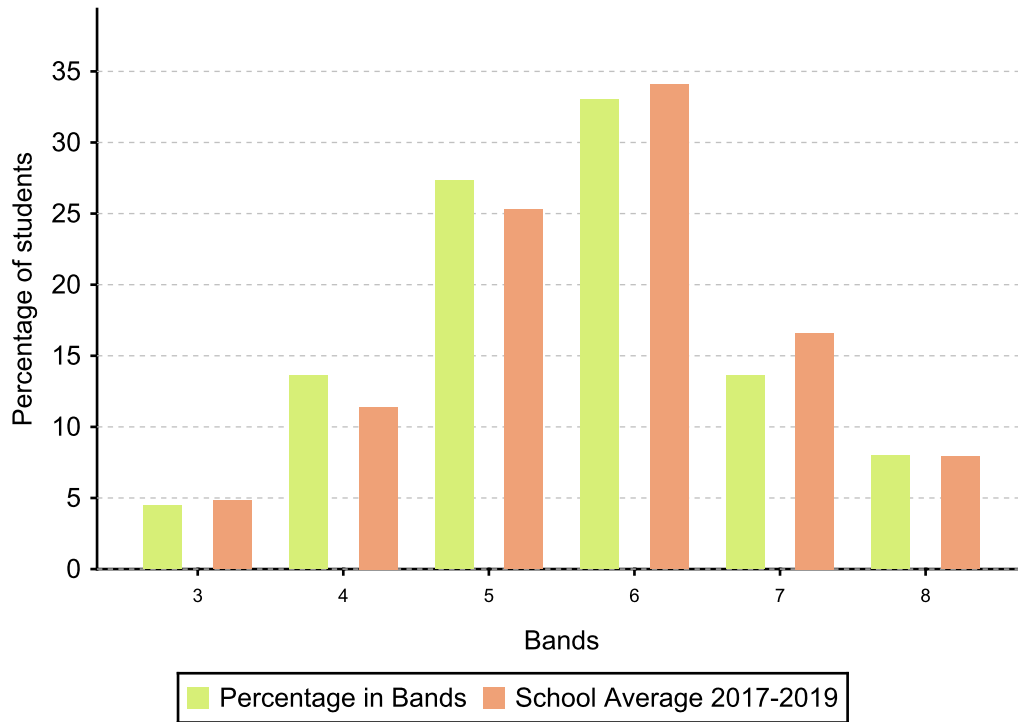
Band	1	2	3	4	5	6
Percentage of students	0.0	2.7	12.2	28.6	36.1	20.4
School avg 2017-2019	2	7	21.3	27.4	28.6	13.7

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



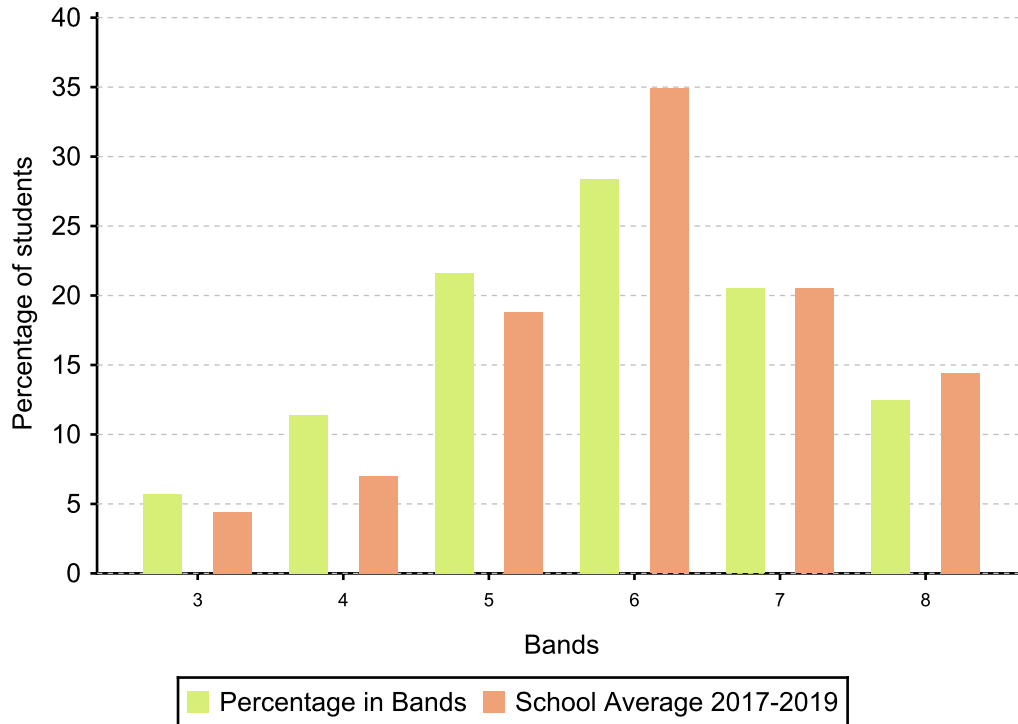
Band	3	4	5	6	7	8
Percentage of students	13.6	13.6	26.1	19.3	19.3	8.0
School avg 2017-2019	9.2	14.8	21	27.9	15.3	11.8

**Percentage in bands:  
Year 5 Reading**



Band	3	4	5	6	7	8
Percentage of students	4.5	13.6	27.3	33.0	13.6	8.0
School avg 2017-2019	4.8	11.4	25.3	34.1	16.6	7.9

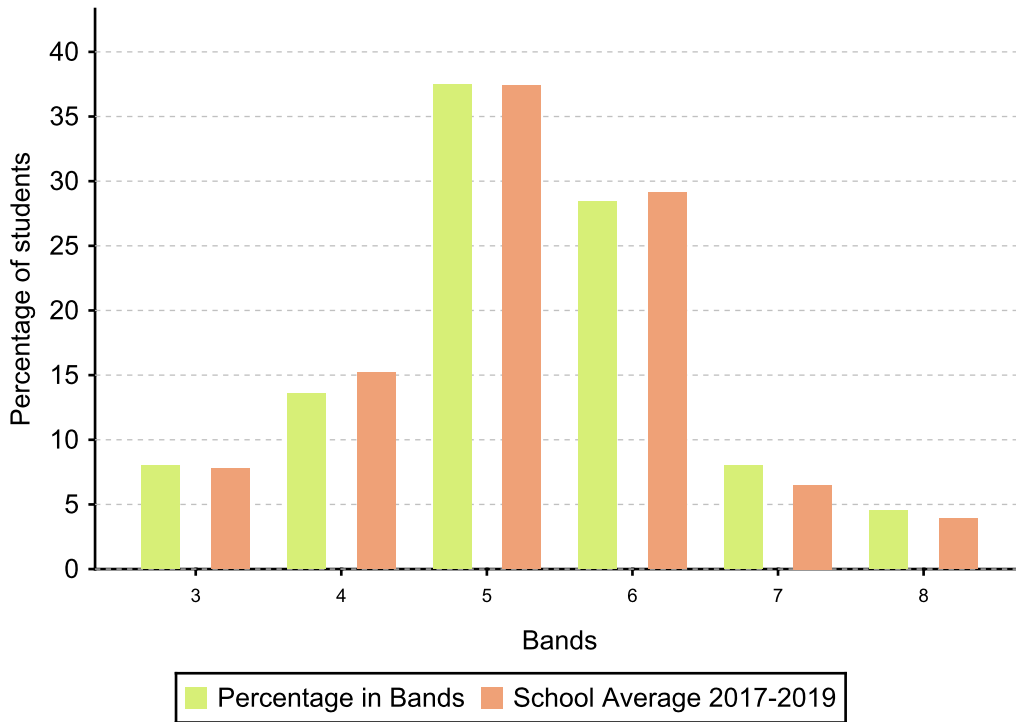
**Percentage in bands:  
Year 5 Spelling**



Band	3	4	5	6	7	8
Percentage of students	5.7	11.4	21.6	28.4	20.5	12.5
School avg 2017-2019	4.4	7.0	18.8	34.9	20.5	14.4

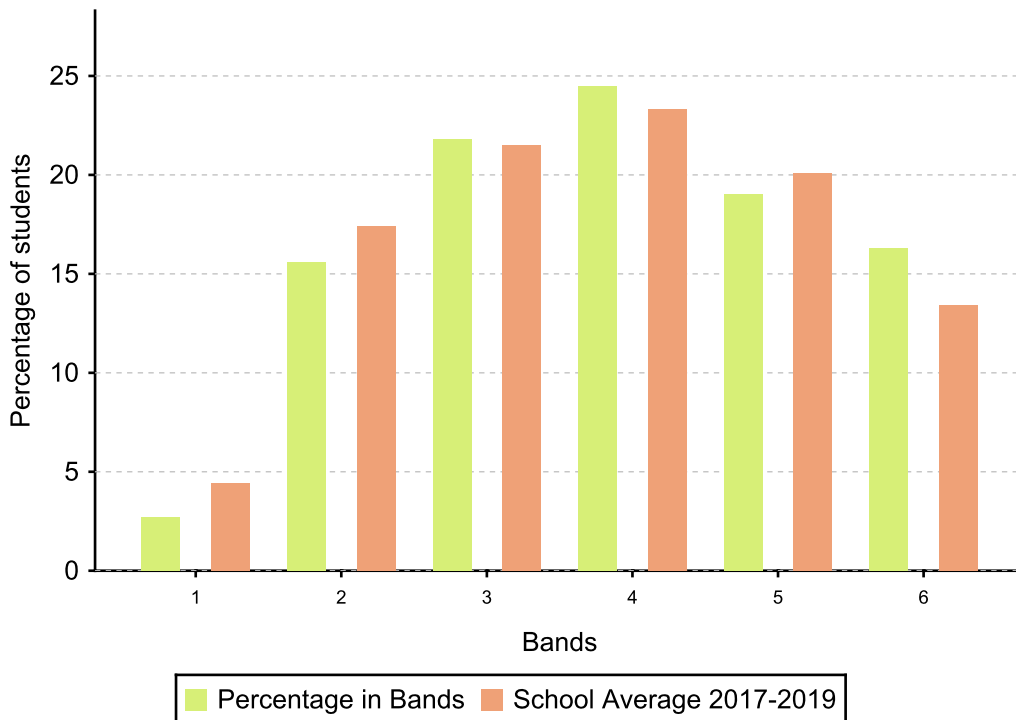


**Percentage in bands:**  
Year 5 Writing



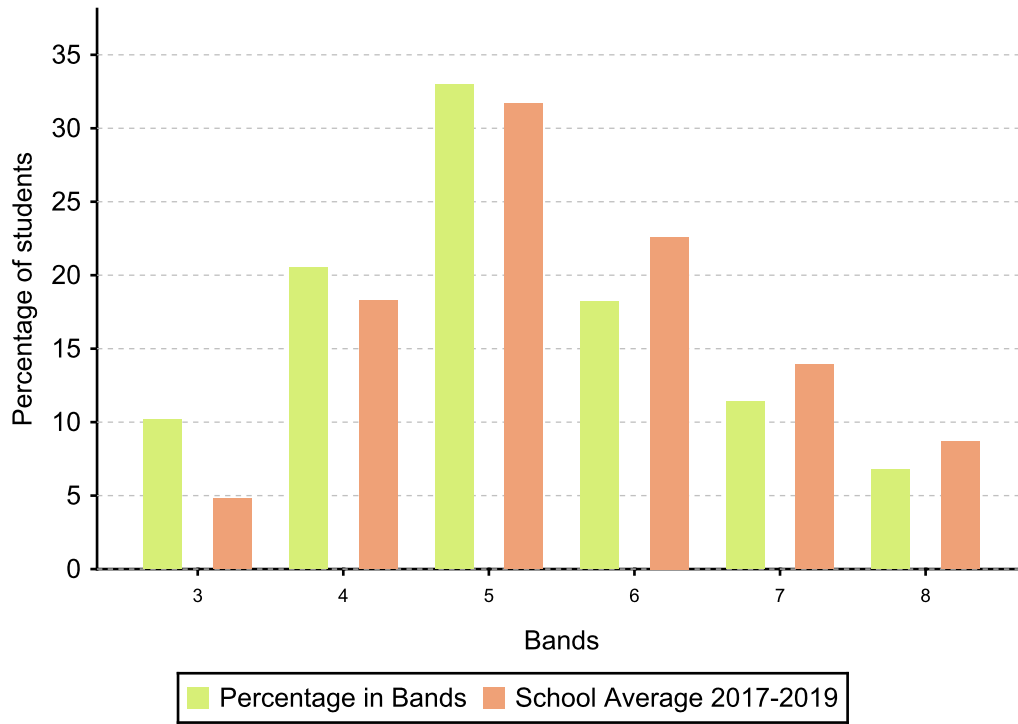
Band	3	4	5	6	7	8
Percentage of students	8.0	13.6	37.5	28.4	8.0	4.5
School avg 2017-2019	7.8	15.2	37.4	29.1	6.5	3.9

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	2.7	15.6	21.8	24.5	19.0	16.3
School avg 2017-2019	4.4	17.4	21.5	23.3	20.1	13.4

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	10.2	20.5	33.0	18.2	11.4	6.8
School avg 2017-2019	4.8	18.3	31.7	22.6	13.9	8.7

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2019 a 'clip board' survey was conducted. Parents were asked to score the school out of 5 for each statement provided, with one being the lowest and five being the highest.

58% of parents gave a score of 5 in response to the question that 'Teachers understand my child's individual learning needs.' 38% indicating a 4 rating and 4% indicating a 3.

37% of parents gave a score of 5 in response to the question 'There is an emphasis on academic achievement', 41% rating this area as a 4 and 12% as a 3.

54% of parents surveyed responded with a 5 to the question 'There are effective support and remediation programs in literacy and numeracy', 29% rating this question as a 4 and 4% as a 3.

66% of parents indicated a score of 5 to the question 'There are positive programs to assist my child's social development. 25% indicated a score of 4 and 8% gave the school a 3 for this area.

87% of parents thought our classrooms were attractive and well maintained and 13% gave this area a 4.

83% of parents score the school a 5 in the question 'My child has access to appropriate resources to help them at school' and 17% gave this area a 4.

76% of parents said that they received information about their child's progress throughout the year and gave this question a score of 5. 16% scored this area as a 4 and 8% gave it a 3.

In Ropes Crossing Public School, 216 students and 17 teachers completed the Tell Them From Me Survey, between 30 August 2019 and 27 September 2019, which includes nine measures of student engagement alongside the five drivers of student outcomes. Below are some summaries of the results.

The questions in the Focus on Learning survey ask teachers to consider whether they present:

1. challenging and visible learning goals for students, and if so, whether they enable students to achieve these learning goals through;
2. planned learning opportunities which involve an intentional transfer of skills and knowledge;
3. quality feedback that guides students' effort and attention; and
4. support for students to overcome obstacles to achieving their learning goals (e.g., poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours).

The results for Ropes Crossing Public School are shown in the radar chart below. The scores for each of the Four Dimensions of Classroom and School Practices are scored on a ten-point scale.



## Skills-challenge

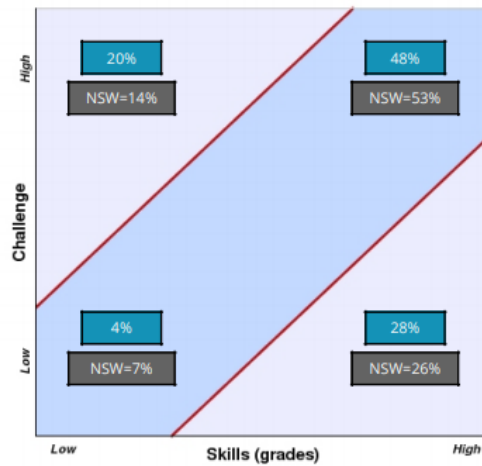
Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.

48% 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%.

28% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 26%.

20% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%.

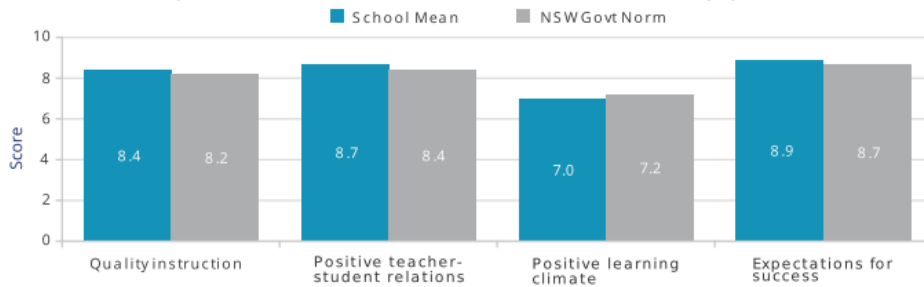
4% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.



## Drivers of Student Engagement

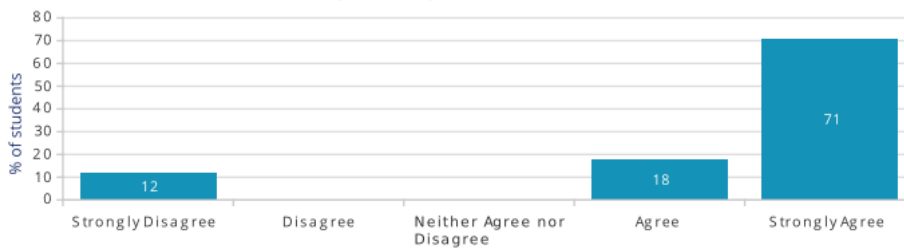
Research by The Learning Bar found that there were considerable differences among schools in their levels of engagement and only some of this variation was attributable to students' family backgrounds. Four school-level factors were consistently related to student engagement: quality instruction, teacher-student relations, classroom learning climate and teacher expectations for success. Figure 6 shows the average scores on a ten-point scale for each factor for Ropes Crossing Public School compared with NSW Govt norms for students at the year levels assessed in this school.

Figure 6: School-level factors associated with student engagement



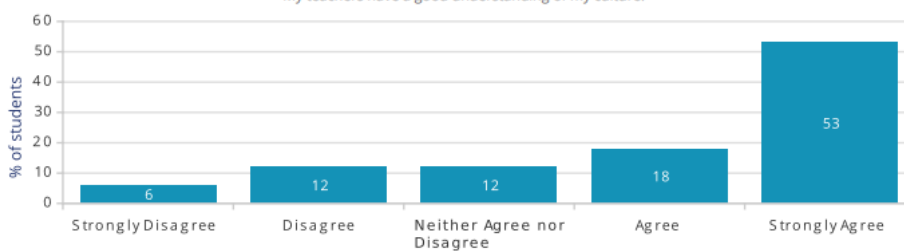
## Aboriginal Students: I feel good about my culture

I feel good about my culture when I am at school.



## Aboriginal Students: Teachers understand culture

My teachers have a good understanding of my culture.



The questions in the Focus on Learning survey ask teachers to consider whether they present:

1. challenging and visible learning goals for students, and if so, whether they enable students to achieve these learning goals through;
2. planned learning opportunities which involve an intentional transfer of skills and knowledge;
3. quality feedback that guides students' effort and attention; and
4. support for students to overcome obstacles to achieving their learning goals (e.g., poor basic skills, unproductive learning strategies, low self-esteem, lack of perseverance, poor help-seeking behaviours).

The results for Ropes Crossing Public School are shown in the radar chart below. The scores for each of the Four Dimensions of Classroom and School Practices are scored on a ten-point scale.



# 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.

## 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.

## 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.