

2020 Annual Report

Rappville Public School



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Introduction

The Annual Report for 2020 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.

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Message from the principal

2020 was a year where we thought it would be a fresh start after the devastating end of 2019 with the bush fires, this was not to be. As a community we were presented with new challenges while still recovering. Rappville Public School's community rose to that challenge and made a year of achievements and success.

We began the year with plans for the students to be actively engaged, both internally and externally, in a variety of activities. Then March and COVID19 arrived. The change of how we presented our learning opportunities shifted from the classroom and face to face to being remotely, via ZOOM, Google Classrooms and phone calls.

The students, staff and parents/carers adapted to Remote Learning to the best of everyone's capacity and I am extremely grateful for the hard work undertaken by all involved. The adjustments were undertaken with enthusiasm and resources were prepared, digital learning was embraced and communication was established to ensure that no student was adversely affected by the inability to attend face-to-face learning each day.

Face-to-face learning within the school environment recommenced in May and everyone was happy to be back, though it was a new type of reality with no parents/carers allowed on the school grounds and other restrictions in place to ensure the safety of all. Sanitising, washing of hands and social distancing became the new norm. Though many activities were cancelled or restricted, our school believed that it was important for the wellbeing of the students, to attempt to maintain some form of routine and normality. As a result of planning we were able to participate in the Premier's Reading Challenge, the Premier's Sporting Challenge, Interest Groups, Koala Smart, NAIDOC activities that we held at Rappville Public School with fellow schools, the C.L.A.S.S. Swimming Carnival, a Mini Cross Country, an adapted Athletics Carnival, Intensive Swimming in Casino, weekly Swimming in Casino, a Socially-distanced Annual Concert and Presentation Night.

The school depended on the continuing support of parents/carers and the community and this was evident throughout the year under difficult circumstances. The staff did amazing work during 2020 and ensured that no student was "left behind". Thank you to everyone for the tremendous effort during 2020. Being a part of The Rappville Public School community has been a pleasure. We continue to see growth in many areas including our connections with our school community and wider communities. 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 well-being document and our Teaching/Learning Programs. All staff have a strong focus on student well-being and supporting whole student, this focus continues and is ever more prevalent as we continue supporting student well-being. .

The input of our 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. As we continue to aspire and learn together we will be able to achieve many more great things for our students.

Message from the school community

The P&C had a hard year like most, due to COVID19, however we did manage to hold our Mother's Day and Father's Day stalls and raffle and a major raffle at the Annual Concert and Presentation Night as fundraisers. The support of the tuckshop, by the parents and staff, along with the fundraising, enabled us to pay for all students to participate in the Intensive Swimming and Weekly Swimming events.

Rappville Public School P&C Association

School vision

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.



Annual School Bike-a-Thon

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Overall summary of progress

In 2020, students continued to set goals, though refinement of these goals is ongoing. Parents/Carers were, on the whole, actively involved in the online learning that was necessary due to the COVID19 Lockdown. They participated in as many activities that they were allowed to under the COVID19 restrictions.

Personalised Learning and Support Plans (PLSPs) were developed for targeted students and Personalised Learning Pathways (PLPs) implemented for Aboriginal students. Teachers work with students and parents/carers to set learning goals and provide feedback to improve student performance. School wide systems were implemented to monitor attendance and celebrate positive attendance patterns to further promote high learning expectations. Additional funding available through Quality Teaching, Successful Students (QTSS) was utilised to provide teacher collaboration time, professional learning on critical thinking, problem-based learning pedagogy and develop quality learning opportunities for all students.

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)
Implications - we will continue to provide a wider range of outdoor learning areas for students to improve school culture and wellbeing. Staff have reported having a better understanding of individual student needs by having a central online recording system accessible to all staff to record minor and major incidents. Student behaviours are now monitored more effectively, and can be communicated more clearly to parents/carers.	PLPs/IEPs Learning Conference Class Time Staff Meetings Creating outdoor learning areas. Outdoor murals. Outdoor covered play-ground Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$12610.00)• Commonwealth Bank Grant (\$54300.00)

Progress towards achieving improvement measures

Process 2: Individualisation of Learning.

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

Evaluation	Funds Expended (Resources)
Implications - All teachers have indicated the benefits of using additional resources and engagement has increased with a variety of choice in reading texts based on levels and interests. Teachers have adapted specific teaching strategies to accommodate for the learning needs of all students. There is a heightened awareness of the way students learn in the early years, (e.g. development of early writing/reading and the use of mental strategies).	PM Readers PM Readers Online Subscription Reading Eggs Subscription Additional Classroom Teacher time-K-2 (Literacy and Numeracy) Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$20000.00)

Next Steps

- Continually revise whole school learning and support systems to ensure all students achieve success and differentiating the curriculum to be responsive to student learning needs.
- Continue quality professional learning and mentoring for staff to develop personalised learning and support plans which are responsive to student learning needs.
- Ongoing professional learning on evidenced based teaching strategies and Visible Learning and Thinking, based around the work of Professor John Hattie. This will support a strong learning culture by providing effective feedback to drive student performance.
- Continually revise, develop learning opportunities around PBL, signage for the whole school creating visible learning and discussion points.
- In 2021, Rappville Public School aims to further develop understandings of various forms of data and to use this data to inform planning for each student so that they may reach their full potential.
- Parents/Carers will be actively encouraged to re-establish their relationships with the school and activities and events will be advertised through the school newsletter, the School Facebook page and CLASS DOJO.

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.

Students will achieve a 1% growth in NAPLAN results (Literacy and Numeracy) in line with our State target of 5%, (in conjunction with a cluster of small schools).

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.

Overall summary of progress

All staff were targeted for professional development in research-based pedagogy targeting reading and writing. K-2 teacher successfully completed after school reflective sessions with the Instructional Leader as a mentor to ensure best classroom teaching practice was being undertaken. K-2 teachers will continue with these reflective sessions, while continuing to monitor student achievement levels. Executive staff monitored Stage 2 and 3 teaching/learning programs for continued evidence of the comprehension strategies (Super 6 strategies) used in the Focus On Reading framework.

The school used the data generated from these programs to monitor progress and improvement in students' literacy skills. This data was included in student information handover from 2019 teachers to ensure every student's academic progress was known when staff were planning for 2020. All staff analysed SCOUT data, to target areas of improvement in Literacy and Numeracy across the school as well as identify individual achievement. Recommendations from this analysis were provided to the Learning Support Team. In meetings, teachers reviewed assessment tasks and student progress to inform and the next steps in teaching/ learning programs. Curriculum differentiation in teaching/learning activities and learning adjustments were made to cater for student learning needs.

Professional learning was undertaken with staff in the development of Personalised Learning Support Plans to include appropriate interventions to scaffold and support student learning. Staff were surveyed in the area of professional development. Strategic planning was undertaken to ensure staff were trained in these programs but due to COVID restrictions, this plan will need to be revisited in 2021.

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)
Staff will continue to implement proven formative assessment strategies and IT skill development within their classrooms to obtain data of student learning and adjust learning programs. Visible learning research is becoming a valued collation of research among staff.	Instructional Leader Allocation Purchase of Laptops 1:1 ratio Staff mentor time Funding Sources: • Schools Plus Grant (\$10000.00)

Process 2: Development of quality programs.

Progress towards achieving improvement measures

Process 2: Programs reflective of Learning Progressions and syllabus. Effective program checklist to support report planning.

Evaluation	Funds Expended (Resources)
<p>The development of Program Policy and checklist to be inline with NESAs expectations has enabled all staff to have clearer guidelines of requirements. Making all staff accountable for programming. The online method creates a flexible environment for all staff to be able to gain access at any point in time for the benefit of student learning.</p>	<p>Staff Planning time.</p> <p>Executive Release for program Policy/checklist development</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Teaching Principal Release (\$1000.00)

Next Steps

- Continued professional learning, teacher collaboration in targeted focus areas - technology, writing and L3.
- Continued professional learning - data analysis, reviewing formative and summative assessment strategies to improve student learning outcomes for all.
- In 2021, the staff will continue to work collaboratively to establish, with the EAfS Instructional Leader, more fully understandings of data, its analysis and the variety of assessment strategies that are available.
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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)
Offering a range of ways to communicate has been vital for reaching a wider cross section of families. The use of digital portfolios was effective for recording classroom practice, especially technology which cannot be sent home in hard copy format. Moving forward, we hope to build on the digital portfolios, granting parents access to these from home.	Staff planning time Parent information sessions Professional Development around DOJO and Digital Portfolios

Process 2: Technology

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

Evaluation	Funds Expended (Resources)
Parents report increased understanding of and involvement in school practices, showing growth from an average score of 2.6 to a competency score of 3.0 or above, reflecting the school is meeting or exceeding community expectations.	Promoting of school events through flyers, positive videos from student perspectives. IT development of promotional tools

Process 3: Environment

To develop a whole school approach to support student wellbeing.

Evaluation	Funds Expended (Resources)
A student survey was conducted across classes (Yrs K-6) to ascertain feedback on student learning and wellbeing. Results indicated that 81% of students strongly agree/agree that they enjoy class time and felt engaged in their learning. 100% of students indicated that they felt valued and cared for by the teachers at the school.	Equity funding - LaST Staffing Flexible funding

Next Steps

- Systematic and supportive leadership - professional learning focusing on Instructional leadership and evaluative practices to continue to build upon a culture of continuous school improvement.
- Embed consistent student wellbeing practices across the school setting (social skills, resilience, anxiety).
- Refining learning support systems to ensure that every student is known, valued and cared for.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$2 687.00) 	<p>Aboriginal students were involved in a process of consultation and review to develop a Personalised Learning Pathway (PLP). This ensured that 100% of Aboriginal students were supported by differentiated learning within their classroom to achieve individual goals. A new PLP template and process was developed.</p> <p>As part of NAIDOC week celebrations, the school participated in many cultural activities.</p> <p>Personalised Learning Plans were developed in consultation with parents to target individual learning needs and identified aspirational goals. Aboriginal student progress is tracked and monitored, students not reaching benchmarks were monitored for targeted interventions in literacy and numeracy.</p> <p>Learning adjustments were made to teaching and learning programs to support student progress and achievement for all students</p>
Low level adjustment for disability	<p>Low Level adjustment for disability Staffing: \$21877 (.2)</p> <p>Flexible: \$4382</p> Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$26 258.00) 	<p>The needs of students with disabilities were assessed and with input from parents/carers, comprehensive I.E.P.s were established. Ongoing needs will be factored into 2021 programming.</p> <p>Classroom Teachers given time as the Learning and Support team (LST) to research and develop interventions for students identified with additional needs.</p> <p>Class Teachers were provided time to create Personalised Learning Support Plans(PLSPs) and locate resources to support students. Identified students were monitored and adjustments reviewed through stage meetings, Learning Support, parent and review meetings.</p> <p>Classroom Teachers as the Learning Support Team allocated resources based on data analysis of needs.</p> <p>Additional classroom teacher and SLSO time provided intervention programs in Literacy and Numeracy to identified students.</p> <p>Both classroom teachers and the SLSO work closely to ensure smooth implementation and continuity of learning between all years and programs.</p> <p>Our Learning Support Team (whole school) has implemented resilience and emotional wellbeing programs.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$2 188.00) 	<p>Teacher collaboration days were provided for teachers to plan, teach and assess literacy and numeracy units.</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$2 188.00) 	<p>Collaboratively worked together to design and plan quality lessons that differentiate student learning needs. As lead learners, the executive collaboratively worked alongside teachers and the instructional leader to analyse data to inform teaching/learning practice and monitor student progress.</p> <p>School leaders received additional release throughout the year to mentor and provide effective feedback to individual teachers to maximise teacher impact on student learning. Teachers with expertise in digital technologies gave professional learning throughout staff meetings and lead colleagues to modify and expand their repertoire of teaching strategies in the implementation of digital pedagogy eg: Google classrooms in classroom practice. Technology resources were purchased to ensure a well maintained technology system.</p>
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$12 610.00) 	<p>The employment of a specialist S.L.S.O. has been of benefit to those students with special needs, as well as the students as a whole. The S.L.S.O. has worked closely with the classroom teachers, assessing students needs and developing programs to ensure the students' progress.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	7	8	7	7
Girls	5	5	3	4

Student attendance profile

School				
Year	2017	2018	2019	2020
K	86.1	89.8	99	87.4
1	92.9	90.9	95.5	97
2	82.2	91.6	90.7	93.3
3	88.9	83.3	97.3	94.7
4	97.8	97	86.7	94.4
5	91.1	88.7	87.2	86.7
6	76.7	96.8	99.3	89.9
All Years	87.6	90.8	93.5	92.4
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

In 2020 staff at Rappville Public School attended learning online where possible due to the restrictions of COVID 19, staff completed 5+2 Numeracy PD Effective Reading Strategies, 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 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	204,947
Revenue	476,357
Appropriation	391,665
Sale of Goods and Services	317
Grants and contributions	83,890
Investment income	485
Expenses	-434,927
Employee related	-316,401
Operating expenses	-118,526
Surplus / deficit for the year	41,430
Closing Balance	246,377

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. Our financial statement includes salaries of all staff. Rappville Public School endeavours at all times to use the resources available to enhance the outcomes for students. Finances are allocated to ensure that there continues to be two classes.

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 and support staff time in 2021.

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	41,556
Equity - Aboriginal	2,687
Equity - Socio-economic	12,610
Equity - Language	0
Equity - Disability	26,258
Base Total	311,140
Base - Per Capita	2,405
Base - Location	6,872
Base - Other	301,863
Other Total	36,241
Grand Total	388,936

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

As the 2020 NAPLAN assessment did not commence our students in years 3 and 5 participated in the NSW Department Check-in Assessment in Literacy and Numeracy. Students showed growth in a number of areas. This assessment then further supported classroom planning and implementation of supports where needed.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Interviews and survey instruments were used at Rappville Public School to collect relevant data. Their responses are summarised as follows:

Parents: Highest areas of satisfaction

- * Wonderful caring staff that know every single child. The children all know each other and genuinely look out for one another, both at school and within our community.
- * Rappville Public School is a beautiful small school with great community spirit and dedicated teachers.
- * Welcoming, inclusive and positive school culture.
- * Caring, professional and invested staff who set high expectations for students.
- * Strong Well-being care for students - leadership opportunities, peer support and buddy system.
- * Great communication with parents, REMIND Texts, School Facebook, Newsletter and emails, CLASS DOJO
- * The school has strong leadership, high calibre of teaching staff, a friendly, caring vibe, excellent office staff, expansive grounds and a wide range of extra curricular opportunities.
- * Great technology
- * The structure of the day, the innovative learning methods, staff development, inclusive culture and sensitivity to individual children's needs.

Below are data findings 80% of parents and carers at Rappville Public School responded to our parent survey to review 2020.

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.
- *I feel respected and supported as a parent.

Teachers: Highest areas of satisfaction * Strong collegial support and collaborative practice within and across grades/stages.

- * Dedicated and committed staff who support each other.
- * Positive morale and staff cohesiveness.
- * Talented staff who share expertise, knowledge and skills.
- * Love coming to school each day to teach the children.

Students: Students reported an overwhelming positive response to the Enrichment Days, additional interest and support programs offered throughout the year and the changes made to the teaching of technology across the school. The student survey results showed that 96% of students indicated they use technology more in their classrooms this year than last year. There was also 96% of students who believed they were more engaged in their learning because of the increased use of technology. Furthermore, 92% of students believed that technology used in their classroom this year helped to improve their learning.

Areas for future Improvement and focus:

- * Review/refine - balance of the curriculum - academics, practical arts/ performing arts(music/dance) and sport.
- * Need to focus on differentiation and personalised learning opportunities for students. Refine Learning Support systems for students.
- * Review assessment strategies (formative/summative) and data to inform teaching practice and as evidence of impact on student learning.
- * Structured professional learning to focus on pedagogy-Visible learning and thinking, feedback and technology.
- * Refining social skills and well-being programs for students.
- * Providing opportunities for music lessons.
- * Increasing the sustainability programs around the school.



Some of our students who participated in our first ever Geo dig.

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.

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 Initiatives 2020: While COVID regulations changed how we participated in sporting events outside of the school and by having specialty coaches at school we aimed to continue to provide opportunities for all our students, this included a number of online experiences.

A broad range of sporting experiences were offered throughout the year. During the warmer months of term 1 were dominated by regular swimming lessons. These weekly swimming lessons gave our students consistent opportunities to develop skills in this important area. The Swimming Carnival held at Kyogle Swimming Pool for years 3 to 6 in February was a chance for senior students to demonstrate their expertise in a variety of strokes and to compete against a wider cohort of students. Term 4 swimming was impacted by COVID regulations.

A NRL representative visited the school in February to teach the students fundamental ball handling skills. This was impacted due to COVID regulations.

In term 3, a whole day was dedicated to learning about bike safety and refining students' bike handling skills and proficiency.

To further develop dance skills the students participated in a Hip-Hop Dance session via zoom. This experience while following COVID guidelines enabled students to explore a different dance style while also learning and engaging in how different concepts can be used to inspire a dance or movement.

Students were also given the opportunity to explore the life style of a jockey and what commitment is needed to succeed in this career choice. This was through a meet and greet where they got to interact with Joel; a former Melbourne Cup winner also via zoom.

All students were able to participate and enjoy Rappville's own Mini Olympics at the school, taking part in a range of fun and novel athletic events. Students built skills, resilience and sportsmanship skills throughout the day.

Health and Well-Being Initiatives

Well-being initiatives in 2020 were particularly important after the 2019 bushfires. In March, a Red Cross Pillow Case visit was arranged. Red Cross representatives took the students through the importance of planning and packing what we need in an emergency. These items were to fit in a pillowcase for ease of transportation and convenience.

Kids in Mind facilitators also visited March. This wonderful resource helps children learn about how to recognise and monitor how they are feeling and provides strategies to improve mental health.

The implementation of the Worry Woos social and emotional intelligence program along with Smiling Minds has assisted in the development of creating an environment that supports students building resilience, self awareness, self regulation and acceptance while teaching them strategies to support different emotions and how they can communicate these.

Life Education Van was centred at our school this year. Students were engaged in age appropriate health messages using highly motivating teaching methods. Mummulgum Public School students were able to join us for this visit.

We were privileged to be able to give back to the community by visiting the Rappville Cemetery and undertaking maintenance activities such as weeding and cleaning headstones in April. Participating in Harmony Week celebrations helped the students to recognise and foster a broad sense of inclusiveness, respect and the idea that people of all different cultures can make a valuable contribution to society.

Later in the year the Fire Brigade visited the school with Mr Burnett and Mr Cole as our volunteers. The students were taught about fire safety and preparedness and were given a chance to use the fire hoses and wear the uniforms that protect our firefighters.

Science and Technology Initiatives

The Get Grubby Program which is a locally produced Environmental Education program was implemented throughout the year. This program is possible through the support from our local council.

A visit from the Dorrroughby Environmental Centre facilitator to our school in November, to launch a Citizen Science Project that the students undertook over a number of weeks. They conducted an experiment to investigate the eating preferences of ants for particular types of seeds. Students explored ant movement, the different types of ants and eating habits.

All students were given vital parts in our school regeneration project that will continue throughout 2021 as well. The students were involved in the planting of many trees within the playground in term 3 to help green and revegetate our school space. We are aiming at developing a fruit orchard and vegie gardens where we are able to give our community fresh fruit and vegetables.

Aboriginal Education

In November, to mark NAIDOC week, our school hosted a NAIDOC day of activities for four of our local small schools. This was a wonderful opportunity for all our students to recognise the contribution of Aboriginal people to our community and at the same time to mix with students from the local area, making connections for now and into the future.

Special Events

The students were involved in Clean Up Australia Day at school in February. In October, the students were able to attend a Community Services Awards Ceremony that recognised Mr Burnett and Mrs Collis for their contribution to volunteering and providing support for the recovery of our community following the bushfires in 2019.

The new sandpit with protective roof was unveiled and very much appreciated by students in October. After so many restrictions within our playground due to fire damaged trees and infrastructure over the year, it was a much anticipated and welcomed event.

Book Week Fair, Mother's Day and Father's Day stalls, Easter celebrations as well our annual Christmas Tree Awards and Presentations were all conducted, under Covid-19 restrictive practices and current rules. A Teddy's Bear Picnic fun day was also run in September with lots of enjoyment by all students and staff.

Weekly cooking lessons were introduced to support measurement math skills and life skills.