

2021 Annual Report

Rappville Public School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

2021 was a year of opportunities for students, unfortunately, the year didn't quite go the way we had all hoped with extensions of the COVID-19 Department of Education Guidelines, LGA lock-downs and remote learning. As a community we were presented with new challenges while still recovering from the 2019 Bush fires and the impact of the 2020 restrictions from COVID-19. Rappville Public School's community rose to the 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. 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. Implementing communication through CLASS DOJO assisted in open communication lines with all families.

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 and everyone was excited to be back, though it was a new type of reality with no visitors permitted on the school site and other restrictions in place to ensure the safety of all. Though many activities were cancelled or restricted, our school believed that it was important for the well-being 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, NAIDOC activities that we held at Rappville Public School and via ZOOM with our fellow small school network, the C.L.A.S.S. Swimming Carnival, a Mini Cross Country, Athletics Carnival, weekly Swimming in Casino during term 1, our Annual Concert and Presentation Night.

Our dedicated staff went above and beyond on many levels, supporting students and their families with learning packs, daily check-ins and home packs.

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 students

This year has been a big year full of things like Covid and online learning! BUT DID THAT STOP US,NO! it wasn't just us that helped each other through these tough times. Let's thank our families. If it wasn't for you guys, we wouldn't be here today celebrating the goals we reached last year. Let's also applaud our teachers! They have put so much effort into teaching us not just educational subjects but also things that will help us in the future. We all know the year had its highs and lows but let's go through the highs, Beef Week Cup, Touch Footy GALA Day with Stratheden PS, performing arts activities, Grandparents Day, Beef Week Fun Day, SCU excursion, and the Athletics Carnival. We also had some small highlights that we will cherish, like, the small basketball games we play in the COLA area, mentoring our kindergarten buddies, the small jokes that make us laugh, the ultimate tag game on the field at lunchtimes, being able to ride through our BMX track during lunch time, and even the times we shared together as a class. Thank you guys so much! You have all made Rappville Public School a fun and positive place to be.

From the Primary Class of 2021

School vision

Rappville Public School in partnership with our community, develops and nurtures students to be confident, capable learners with a growth mindset. Students are supported and encouraged to be prepared for any learning challenge. The values of Respect, Responsibility, Safe and a Role Model are supported by our guiding principles of Honour, Courage, Challenge and Participation are embedded in our school's practices to promote high expectations, engagement and lifelong learning. Preparing young people for rewarding lives as engaged and thoughtful citizens.

We are also committed to achieving the Department of Education Strategic Goals: 1. All children make a strong start in life and learning and make a successful transition to school. 2. Every student is known, valued and cared for in our schools. 3. Every student, every teacher, every leader and every school improves every year. 4. Every student is engaged and challenged to continue to learn. 5. All young people have a strong foundation in literacy and numeracy; deep content knowledge; and confidence in their ability to learn, adapt and be responsible citizens.

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.

We acknowledge the Birrihn people of the Bundjalung Nation as the traditional custodians of the land on which our school is situated.

Rappville Public School comprises of modern buildings, Homework Club two afternoons a week, a Play Group "Play to Learn" providing opportunities for our younger community members to develop important skills while being creative and building relationships with the school early. Our Transition to Kindergarten Program is a key focus for our school community as it offers many opportunities to build positive relationships early while also linking supports if needed.

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 strong social networks/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. As highlighted through the Situational Analysis and consultation process, areas for improvement are staff use of data to inform practice, a whole-school approach to well-being practices and attendance improvement process to maximise student learning outcomes. Areas of continued development are transition to Kindergarten, transition to high school for year 6 and community connections.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around quality implementation of formative assessment practices to differentiate the curriculum to cater for the full range of abilities.

The development of the School Improvement Plan has been a collaboration of working closely with many key stakeholders. This includes our school community, the school P&C, parents and carers and the local AECG in Casino. We have consulted through meetings and a number of surveys that have received positive support for our focussed areas.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To further develop and refine data driven teaching practices that are responsive to the learning needs of individual students

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice
- Researched Informed Practice

Resources allocated to this strategic direction

Professional learning: \$4,561.59

School support allocation (principal support): \$13,604.80

Literacy and numeracy: \$1,543.02

Aboriginal background: \$1,129.04

Low level adjustment for disability: \$26,795.25

QTSS release: \$2,018.12

Location: \$7,137.13

Summary of progress

Across the course of 2021, our staff have completed targeted professional learning opportunities to support, engage and connect with our cohort of students. Through the professional learning of Big Ideas 3-6, primary teaching staff along with the current Instructional Leader successfully completed this course, from this, classroom practice was adjusted and modified to support student engagement and learning style to enhance student competence in multiplicative strategies. To support student learning for those with difficulties all teaching and non-teaching staff completed training with Sue Larkey and Tony Attwood in Autism Spectrum Awareness, this resulted in all staff consolidating and extended planning on identified student needs. This formed new strategies that were implemented and raised the level of engagement and understanding. Staff across K-6 regularly assessed and plotted student's achievement in reading and numeracy against the learning progressions. These assessments drove internal teaching, student's individual goals and subsequent learning intentions and success criteria. This has proven to be highly effective and will be embedded in 2022.

During our focus on Researched Informed Practice staff completed 5 week collaborative planning sessions, data is currently informal, teacher judgement and tracking. Data will move to a more formal/structured approach. The current informal data reflects the majority of students responding well to strategies implemented. Self-monitoring success criteria and learning intentions set within classes and teacher, parent, student planning meetings, teachers implemented formative assessment strategies to build upon student self assessment skills and awareness, this came after all teaching staff completed professional learning. Strategies implemented after PL included self assessment thermometers, students increased awareness of lesson learning intention and own level of understanding of concepts taught.

Implications for future steps:

- * Formative measurement of targeted learning intentions, process of formalising data collection.
- * Consolidate COS focus on formative assessment.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>NAPLAN top two bands:</p> <ul style="list-style-type: none"> • Achieve an uplift of 5% across our collective network group. of years 3 and 5 students achieving in the top two bands in NAPLAN numeracy from our baseline data. • Achieve an uplift of 4% across our collective network group. of years 3 and 5 students achieving in the top two bands in NAPLAN reading from our baseline data. 	<p>Data indicates that our school is continuing to work towards our combined goal of students in the top two bands for reading which is an increase against baseline data. In numeracy data indicates that our school is continuing to work towards our combined goal of students in the top two skill bands against baseline data.</p> <p>Our individualised learning programs, combined with the Covid - 19 tutoring had a significant impact on bridging gaps in student learning from the previous year and provided evidence of strong progress. Teachers have begun training, implementing and analysing progressions data to drive teaching.</p> <p>Individual student progress is reported directly to parents and carers throughout the year. Due to the small size of the cohort actual percentages cannot be reported.</p> <p>In 2022 we will continue to build our capacity to use PLAN 2 and expand how we plot data in focus areas. Specific progressions and objectives in reading, writing (grammar and punctuation) have been identified. Greater focus will be given to writing in 2022.</p>
<p>NAPLAN value add:</p> <ul style="list-style-type: none"> • The proportion of students achieving expected growth in NAPLAN reading meets the system negotiated lower bound target. In reference to SEF K-3 is Delivering and 3-6 is also Delivering.. • The proportion of students achieving expected growth in NAPLAN numeracy meets the system negotiated lower bound target. In reference to SEF K-3 is Delivering and 3-6 is also Delivering. . 	<p>The percentage of students achieving expected growth in reading in K-3 and 3-6 target of Delivering was successful with students indicating achievement of growth to obtain a SEF result of Delivering.</p> <p>The percentage of students achieving expected growth in reading indicating progress toward the system negotiated lower bound target.</p> <p>Individual student progress is reported directly to parents and carers throughout the year. Due to the small size of the cohort actual percentages cannot be reported.</p> <p>The percentage of students achieving expected growth in numeracy in K-3 and 3-6 target of Delivering was successful with data of students achievements indicating growth to a SEF result of Delivering.</p> <p>The percentage of students achieving expected growth in numeracy is indicating progress toward the system negotiated lower bound target.</p>
<p>Self Directed Learning: Researched Based Practice:</p> <ul style="list-style-type: none"> • SEF element 'Effective classroom Practice'-sustaining and growing. • SEF Element " Learning and Development"-Sustaining and Growing" 	<p>In our 2021 External Validation process the school was validated at a Sustaining and Growing level in curriculum, assessment, reporting, data skills and use, student performance measures ,professional standards, learning and development with reporting, learning culture, well-being, effective classroom practice being validated at Excelling.</p> <p>Upon reflection of the School Excellence Framework results for Rappville Public School, our team have identified a number of steps that we can take to further develop in each of the domains.</p>

Purpose

To empower all students and staff through the development of practices that will support all to connect, thrive, engage, learn and succeed.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Well-being and Engagement
- Positive Learning Behaviours

Resources allocated to this strategic direction

Socio-economic background: \$21,805.76

Aboriginal background: \$1,500.00

Summary of progress

At Rappville Public School focusing on the whole student and their needs across many areas not just academic enables us to support their well-being, emotional growth and understanding while challenging their growth mindset towards learning and understanding. Across 2021, our staff have completed targeted professional learning opportunities to support, engage and connect with our cohort of students. Through the continuation of Positive Behaviour for Learning lessons and the implementation of Smiling Minds.

To support student learning and behaviour for those with difficulties all teaching and non-teaching staff completed training with Sue Larkey and Tony Attwood in Autism Spectrum Awareness, this resulted in all staff consolidating and extended planning on identified student needs. This formed new strategies that were implemented and raised the level of engagement and understanding. Staff across K-6 regularly assessed and plotted student's achievement in reading and numeracy against the learning progressions. These assessments drove internal teaching, student's individual goals and subsequent learning intentions and success criteria. This has proven to be highly effective and will be embedded in 2022.

The Well-being of our students is an integral element to having all students engage and learn with positive behaviour choices. The planning and development of our school Yarning Circle, outdoor learning space and the BMX track/Garden area, these are all areas our students advocated for. Embedding these into program learning opportunities are part of the next phase for Rappville Public School.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The proportion of students attending school more than 90% of the time meets system generated lower bound target.	Justification of high absence cases in 2021. Due to a number of implications including COVID, Remote Learning, Natural Disasters including Flooding which are beyond the Schools and Family dynamics, the number of students attending greater than 90% of the time or more is yet to be met. Covid 19 Regulations brought about "stay at home" periods and snap lock-downs, and anxiety regarding local cases. Teachers work hard to stay connected with students and families to monitor and support well-being and educational outcomes of every child. In the next phase of this work, we will build connection, maintain high expectation and monitor attendance and student engagement because this is vital in addressing gaps in learning and driving improved student outcomes.
80% of students in years 4-6 participate in TTFM survey. Giving a baseline data point.	100% of students in 4-6 participated in TTFM survey. To support student data students in year 2 and 3 also completed the survey due to our cohort size. Base line data shows that 80% of students have a strong sense of expectations for success, advocacy and a sense of belonging at Rappville

80% of students in years 4-6 participate in TTFM survey. Giving a baseline data point.	Public School. 2021 Tell Them From Me survey does not accurately reflect the student and parent positive relationships data due to long term impacts of 2021.
Well-being, behaviour and attendance plans are embedded practice and achieved for targeted students.	100% of identified students are supported through attendance and behaviour plans. These are reviewed every 5 weeks to support future planning and adjustments.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$21,805.76</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Rappville Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Well-being and Engagement • Positive Learning Behaviours <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement wellbeing initiative to support identified students with additional needs • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around learning adjustments and interventions • staffing release for targeted professional learning around inclusivity and supporting various disabilities and diagnosis • consultation with external providers for the implementation of teaching and other support strategies specific to individual needs. • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in:</p> <p>Integration funding support (IFS) allocations support eligible students at Rappville Public School in mainstream classes who require moderate to high levels of adjustment. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>All teachers continue to work with students, parents and carers, support staff and external providers and other agencies to provide quality individual Educational Plans have shown a range of progress and growth, driven by a variety of assessment, providing accurate analysis of data. Staff continue to build capacity to meet the needs of individual students, supporting and challenging them to reach their full potential.</p>
<p>Aboriginal background</p> <p>\$2,629.04</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Rappville Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Well-being and Engagement • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs

<p>Aboriginal background</p> <p>\$2,629.04</p>	<p>The allocation of this funding has resulted in: Due to the circumstances of 2021 this project was revised and utilised to support students during remote learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engaging and welcoming families through a yarning circle which will be resourced in-line with the carry forward policy.</p>
<p>Low level adjustment for disability</p> <p>\$26,795.25</p>	<p>Low level adjustment for disability equity loading provides support for students at Rappville Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MultiLit - Literacy program to increase learning outcomes • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists <p>The allocation of this funding has resulted in: The allocation contributes to differentiation, enrichment and extension of students, ensuring no child misses-out on educational programs and experiences due to financial difficulties. However, the Covid - 19 regulations throughout the year and the 34 day "stay at home" learning period meant these programs were modified to support students in their learning at home phase via the development of resources students could use in the home setting.</p> <p>After evaluation, the next steps to support our students with this funding will be: Considered planning went into providing programs which could provide the similiar intentions while adhering to regulations. Funding have been carried over to the new year where activities, such as major excursions or in-school programs have been moved and where necessary, adjusted to meet Covid 19 regulations in 2022. This will enable this year's student cohorts will still benefit from this allocation. To continue to provide this support which is encouraging students to improve academically and with self confidence.</p>
<p>Location</p> <p>\$7,137.13</p>	<p>The location funding allocation is provided to Rappville Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • A student and parent workshop for students to engage their parents in activities across the school, including our interest groups. <p>The allocation of this funding has resulted in: Increased parent awareness of teaching and learning experiences students K-6 are provided.</p> <p>After evaluation, the next steps to support our students with this funding will be: This event was very successful with many positive comments/ feedback and</p>

<p>Location</p> <p>\$7,137.13</p>	<p>support for future events.</p>
<p>Literacy and numeracy</p> <p>\$1,543.02</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Rappville Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: All Year One to Year Six students participated in PAT assessments in 2021 contributing to identifying goals in individualised learning plans for targeted students.</p> <p>After evaluation, the next steps to support our students with this funding will be: This PL is planned to be utilised during 2022.</p>
<p>QTSS release</p> <p>\$2,018.12</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Rappville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan.</p> <ul style="list-style-type: none"> • support staff collaboration in the implementation of high-quality curriculum Staff regularly collaborating and discussing identified students needs and planning for growth. <p>After evaluation, the next steps to support our students with this funding will be: To continue to implement and utilise this professional dialogue opportunity.</p>
<p>COVID ILSP</p> <p>\$11,212.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in:</p>

<p>COVID ILSP</p> <p>\$11,212.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The small group teaching will continue with a similar structure and focus on learning sprint rounds.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	8	7	7	12
Girls	5	3	4	2

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.8	99	87.4	91.8
1	90.9	95.5	97	84.4
2	91.6	90.7	93.3	88.3
3	83.3	97.3	94.7	89.7
4	97	86.7	94.4	89.6
5	88.7	87.2	86.7	92.5
6	96.8	99.3	89.9	
All Years	90.8	93.5	92.4	89.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	
All Years	93.4	92.8	92	92.6

Attendance rates have been heavily affected by the COVID-19 pandemic and the following of the Department of Educations Guidelines. School families have supported these throughout 2021, unfortunately, data shows the decline in attendance due to these factors.

Attendance

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 2020. 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 figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day

absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	0.14
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	246,377
Revenue	427,528
Appropriation	415,967
Sale of Goods and Services	719
Grants and contributions	10,629
Investment income	213
Expenses	-458,679
Employee related	-387,006
Operating expenses	-71,673
Surplus / deficit for the year	-31,151
Closing Balance	215,225

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.

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	51,240
Equity - Aboriginal	2,629
Equity - Socio-economic	21,806
Equity - Language	0
Equity - Disability	26,805
Base Total	314,129
Base - Per Capita	2,712
Base - Location	7,137
Base - Other	304,281
Other Total	38,555
Grand Total	403,925

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.

Individual student progress is reported directly to parents and carers throughout the year. Due to the small size of the cohort actual percentages cannot be reported.

Parent/caregiver, student, teacher satisfaction

TTFM 2021 surveys Due to the small cohort of numbers the teacher & student responses are unavailable. The surveys are questionnaires that cover several aspects of perceptions that may be held about the school. Parents, carers, teachers and students each complete a different survey, which is designed to provide us with insight to guide our school planning, and identify school improvement initiatives.

The Parent- Carer survey indicates an overall strong & positive support of our school. Areas where the school mean was above the NSW Gov Primary Norm: * Parents feel welcome * Parents are well informed about their child/ren's learning and school * Parents support learning at home * School supports learning * School supports positive behaviour and maintains a strong behaviour management in classes. * Safety at school * The Inclusive nature of Rappville Public school is a strong positive.

The findings and targets for improvement in 2022 are around the following,

* Parents feel welcome: Teachers proactively plan for additional opportunities for families to feel welcome and discuss concerns.

*Providing additional support for families for remote learning phases, modified learning activities when IT access is unavailable.

*Performance Management Processes: Creating interesting and motivating learning opportunities, using student achievement data to direct future teaching, providing quality feedback to students based on explicit learning intentions and learning sprints.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Anti-Racism - School statement

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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 and anti-racism education - School Statement

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.

