

2021 Annual Report

Ropes Crossing Public School

growth through learning



**ROPES CROSSING
PUBLIC SCHOOL**
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Introduction

The Annual Report for 2021 is provided to the community of Ropes Crossing Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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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School vision

Ropes Crossing Public School is committed to ensuring that every student is known, valued and cared for by providing a safe and nurturing environment in which high expectations are reflected in our core values of being safe, responsible, respectful, excellent learners.

Our vision is for every child to be able to connect, succeed and thrive, with our students becoming active and informed citizens, confident and creative individuals who are versatile, future focused learners. We believe that all students can learn and be successful given the right supports. Our school motto 'Growth Through Learning' drives our school wide practices.

Ropes Crossing Public School fosters authentic community partnerships which are underpinned by an embedded school culture of diversity being celebrated, embraced and respected by all.

Our staff are passionate life long learners and are skilled in providing high quality, differentiated learning experiences to all students.

School context

Ropes Crossing Public School is a Public Private Partnership (PPP) school which was established in 2008, providing quality teaching and learning programs to a student population of approximately 882 Kindergarten to Year 6 students.

Enrolments include 64% of students from language backgrounds other than English, with the largest representations from India and the Philippines. Our diverse student body is comprised of over sixty language groups. Aboriginal and Torres Strait Islander student enrolments total 5%.

As a developing school, with additional families moving to the Ropes Crossing community, enrolment numbers are expected to continue to increase. Our permanent homebases are supplemented with demountable classrooms.

Ropes Crossing Public School strives to provide a well-balanced academic curriculum across all Key Learning Areas, promoting the highest of expectations for the very best in student learning outcomes.

Positive behaviour for positive learning is promoted with the provision of a safe, caring and happy environment where quality education is promoted for every child, ensuring growth through learning.

After extensive analysis of a range of data and a consultation process the school has identified three Strategic Directions for the 2021 - 2024 Strategic Improvement Plan. The areas are; 1. Student Growth and attainment, 2. Wellbeing and attendance and 3. Partnerships in Learning.



Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment 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>

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

Strategic Direction 1: Student growth and attainment

Purpose

Students achieve targets in Reading and Numeracy through accessing knowledgeable, skilled, supported and collaborative teachers.

There will be a collective school culture and shared responsibility to improve results in Reading and Numeracy through focusing on actions and activities, resourcing, evidence based practices, formative and summative assessment and professional learning opportunities.

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.

- Enhancing Reading Instruction
- Enhancing Numeracy Instruction
- Formative and Summative Assessment

Resources allocated to this strategic direction

Literacy and numeracy: \$25,154.78

English language proficiency: \$35,000.00

Aboriginal background: \$10,000.00

Low level adjustment for disability: \$1,000.00

QTSS release: \$165,038.00

Socio-economic background: \$77,119.49

Beginning teacher support: \$38,660.00

Summary of progress

Enhancing reading instruction

Semester 2 saw a shift to a school-wide focus on enhancing reading instruction, with a particular emphasis on quality guided reading practice. The reading curriculum committee was able to collaborate with appropriate stakeholders across the school to form a document titled "RCPS Effective Reading Practice - A Guide for Implementation", ready to be implemented across the school in 2022. The guide takes evidence-based strategies of best practice in unpacking the concepts outlined in the DoE/CESE documents; 'Effective reading in the early years of school' and 'Explicit teaching strategies for Stages 2 - 5'. The aim is to provide a consistent framework and set of guidelines for what guided reading looks like at Ropes Crossing Public School and the expectations around quality, differentiated practice in teaching reading. Layers of support exist for teachers at all levels of experience, including collaborative team meetings where effective strategies can be shared across teams, and student data collaboratively analysed to inform differentiated programming. Due to the interruption of a lengthy period of remote learning, outlined activities and implementation measures were required to be adjusted to be realistically achieved. Much of the planned work will continue in 2022 with a narrowed focus for improving reading practice across the school.

Enhancing numeracy instruction

Enhancing numeracy instruction was a school-wide focus throughout Semester One, with the 'Growth Through Learning' initiative being utilised to collaboratively co-design data-driven teaching and learning programs to support student achievement of numeracy outcomes. Targeted professional learning was initiated as a whole staff delivery model to introduce the evidence-based implementation of 'content-cluster' based teaching and learning programs, leading to a re-designed K-6 scope and sequence for numeracy. Professional learning continued for grade-based teams across the school utilising an action-research model, with each team implementing content-cluster based teaching and learning programs at their students' point of need. According to the internal measure of pre and post assessment data across K-6, students achieved an average of 12.5% growth in achievement of numeracy outcomes after an initial five weeks of implementation of this initiative. In terms of annual progress measures, an increase was seen in students achieving expected growth in NAPLAN numeracy. A continuation of this action-research model of implementation in 2022 as staff capacity continues to be built in effective numeracy instruction, as well as solidifying content-cluster based scope and sequences across the school, is planned to move results towards the attainment of system-negotiated targets for Strategic Direction 1: Student growth and attainment.

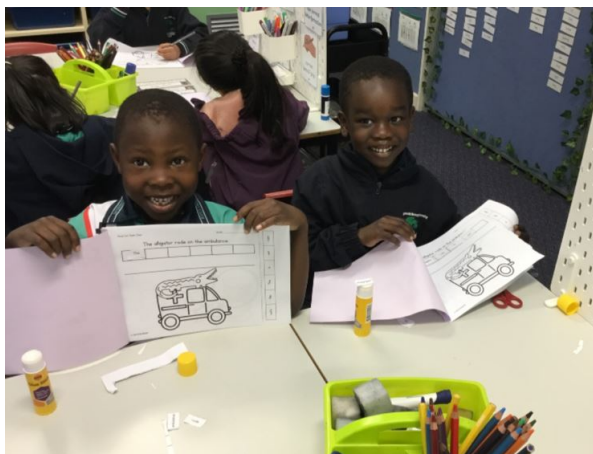
Formative and summative assessment

Formative and summative assessment began in 2021 as an initiative that stood alone from the reading and numeracy initiative. In its capacity as a stand alone initiative, a school-wide assessment schedule was created in order to ensure consistency in summative assessment data being collected for analysis by all stakeholders across the school, including classroom teachers, LST and EALD staff. As of Term 2, formative and summative assessment as a separate initiative has been dissolved and embedded throughout the Enhancing reading instruction and Enhancing numeracy instruction initiatives. The impact of this approach has been improvement school-wide in access to meaningful and consistent assessment data which has assisted teachers in targeting student needs in literacy and numeracy. Embedded throughout reading and numeracy, deeper knowledge of how to engage in ongoing formative assessment and visible learning practices as well as using summative assessment data to inform quality teaching programs has been achieved. For 2022, a planned approach to revisiting effective formative assessment practices to make assessment a daily ongoing part of student learning experiences is a priority.

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 percentage of Aboriginal students achieving in the Top 3 bands in NAPLAN Reading and Numeracy is increased from 2019 baseline data.	42.86% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating an increase from 2019 baseline data and achievement of the identified improvement measure. 35.71% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating an increase from 2019 baseline data and achievement of the identified improvement measure.
The percentage of students achieving in the Top 2 bands for NAPLAN Reading is above the school's lower bound system negotiated target.	35.60% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
The percentage of students achieving in the Top 2 bands in NAPLAN Numeracy is increasing towards the school's lower bound system negotiated target.	22.49% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen towards the lower-bound target.
The percentage of students achieving expected growth in NAPLAN Reading is increasing towards the school's lower bound system negotiated target, from 2019 data.	The percentage of students achieving expected growth in reading decreased to 57.55% indicating progress yet to be seen toward the lower-bound target.
The percentage of students achieving expected growth in NAPLAN Numeracy is increasing towards the school's lower bound system negotiated target, from 2019 data.	The percentage of students achieving expected growth in NAPLAN numeracy increased to 49.52% indicating progress toward the system-negotiated target.



Strategic Direction 2: Wellbeing and attendance

Purpose

Students experience success when they are known, valued, cared for and are connected to their school.

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.

- Embedding Positive Behaviour for Learning
- Attendance
- Wellbeing and Connectedness

Resources allocated to this strategic direction

Socio-economic background: \$10,192.00

Summary of progress

Embedding Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) continued to be a strong focus to support student wellbeing and overall positive student behaviour. Creative adaptations were made to continue to promote our school's core values throughout periods of remote learning, utilising online platforms to hold Zoom assemblies and presentations of awards and badges to note academic progress and excellent behaviour. Ongoing staff professional learning driven by the school-based PBL committee ensured that our staff remain skilled in classroom management practices and using universal language to create a consistent school-wide approach to supporting students to be safe, responsible, respectful, excellent learners.

Attendance

Initiatives implemented school-wide to encourage positive school attendance were wide and varied throughout 2021, including during the Learning from home period. A collaborative approach to encouraging school attendance was taken with all staff having a role in encouraging strong attendance, including following established monitoring systems and the whole school attendance flowchart. Play-based learning as an initiative in Early Stage 1 was embedded to form strong connections and engagement in schooling from the beginning of the year. Other initiatives included a Breakfast Club being established and making attendance data visible to students throughout the whole school with incentives and fun rewards for classes that achieved positive attendance goals. Engagement and liaison with Home School Liaison Officers, Aboriginal School Liaison Officers and external agencies when required also worked with students and families to support strong attendance.

Wellbeing and Connectedness

A range of activities were implemented to connect students to their learning, encourage respectful relationships and experience a sense of belonging to their school and wider community. Initiatives included the implementation of Smiling Minds, cultural groups for ATSI students, the introduction of PAX and strong transition programs at key educational points, such as orientation to Kindergarten, Year 6 transition to High School and Year 2 to Year 3 transition within the school. Due to COVID, some of these initiatives and programs were adapted into online formats and made available to parents through various online platforms. Throughout the period of learning from home, staff prioritised student engagement and remaining connected with students and families. If students were unable to connect with their learning in an online format, the school displayed creativity in facilitating systems for students to remain connected with their learning and their peers. This included providing students with hard-copy learning packs that were delivered straight to families by a local bus company. Weekly 'wellbeing check-in' meetings were facilitated by teachers to ensure that students were able to stay connected with their friends and their teachers. Online school assemblies were held to ensure that student learning and engagement continued to be acknowledged and celebrated.

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

Whole school attendance data reflects progress toward the 2022 lower-bound system-negotiated target with achievement of 78.84% of students attending at least 90% or more of the time.	The number of students attending greater than 90% of the time or more has increased by 27.8%.
Whole school attendance data reflects progress toward the system-negotiated target of a decreased proportion of students attending less than 85% of the time.	The number of students attending less than less than 85% of the time has decreased by 19.4%.
100% of students and staff can articulate the school's values and expectations for positive behaviour. 100% of teachers use the PBL model to manage behaviours, maintain ratio of positive/negative interactions and record data consistently across the school.	Observations of whole school practice indicate that 100% of staff use the PBL model to manage behaviours, maintain ratio of positive/negative interactions, record data consistently across the school and can articulate the school's values and expectations for positive behaviour.
Our school make a positive trend towards exceeding the baseline data of 89.80% of students reporting overall positive wellbeing.	90.03% of students reporting positive wellbeing outcomes has increased by 1% across the positive wellbeing measures.
Our school maintains or exceeds the baseline data with 83% of students reporting a positive sense of belonging through the Tell Them From Me surveys.	74% of students indicate a positive sense of belonging at school, demonstrating progress yet to be seen towards this school-based progress measure.



Strategic Direction 3: Partnerships in learning

Purpose

Positive parent partnerships and strong community connections enhance and support student learning outcomes and wellbeing.

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.

- Positive Parent Partnerships
- Learning and Support and Partners in Learning

Resources allocated to this strategic direction

Integration funding support: \$120,125.00

Low level adjustment for disability: \$100,450.00

Summary of progress

Positive Parent Partnerships

Positive parent partnerships were enhanced throughout 2021, with strong systems for engagement established during pre and post lockdown periods. Feedback from parents and carers indicated that they were able to stay well connected to their child's classroom teacher and school staff as a whole throughout the year. Parents and carers gained a much deeper understanding of our processes and practices around delivering syllabus content and the way that their children engage in learning at school.

Learning and Support - Partners in Learning

Learning and Support review meetings were held weekly for students who received high level support and individual funding, with well established guidelines and processes. Due to COVID disruptions there were times during the year when alternative meeting platforms were used to facilitate both regular and review meetings. During the lock down period Learning and Support teachers continued support for high needs students either face to face, over the phone or by using platforms such as Google Classroom.

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
100% of students involved in the COVID ISLP program meet grade reading expectations.	Review of student progress against the reading levels indicate that 81% of students have achieved or exceeded learning goals.
Students in the Learning and Support program make positive progress to meet their planned Personalised Learning and Support Plan (PLaSP) goals.	Although PLaSPs were in place, significant delays due to COVID-19 have required PLaSP goal setting to be recommenced in 2022.
The mean score of parents reporting feeling welcome is progressing towards the state average measured by Tell Them From Me survey.	The school mean score of 7.9 indicates that parents feel welcome, exceeding the state average measured by Tell Them From Me surveys of 7.4.
The mean score within the sub-element of 'Parents are informed' is progressing towards the state average measured by Tell Them From Me surveys.	The school mean score of 6.9 indicates that parents are informed, exceeding the state average measured by Tell Them From Me surveys of 6.6.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$120,125.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ropes Crossing Public School in mainstream classes who require moderate to high levels of adjustment.</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"> • Learning and Support and Partners in Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in: Students with additional learning needs have had staff allocated on the timetable to support the implementation of Individual Learning Plans at appropriate times during the school day.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to review and monitor the needs of students with additional needs and allocate staff to support them where appropriate to ensure these students can fully access the curriculum.</p>
<p>Socio-economic background</p> <p>\$87,311.49</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ropes Crossing 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"> • Attendance • Wellbeing and Connectedness • Enhancing Numeracy Instruction <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engage with external providers to support student engagement and retention • professional development of staff through Play-based learning to support student learning • resourcing to increase equitability of resources and services • employment of additional casual staff to support student wellbeing program implementation. <p>The allocation of this funding has resulted in: The facilitation of cyclic team meetings titled 'Growth Through Learning' meetings, designed around building collaborative practice in data skills and usage to differentiate for student learning in literacy and numeracy. In 2021 each team across the school focused on their own data identified points of need to collaboratively design literacy and numeracy programs to cater for whole class and individual student learning needs based around a cyclic teaching and learning model.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with the implementation of 'Growth Through Learning' meetings with a view to increase collaborative practice and transparency by having EALD, LST and COVID ISLP teachers join meetings with teams. Meetings will be structured by agreed on agendas so that there is consistency in meeting content across the school, being guided reading in Semester 1 and Numeracy in Semester 2.</p>

<p>Aboriginal background</p> <p>\$34,045.84</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ropes Crossing 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"> • Enhancing Reading Instruction • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in:</p> <p>In the domains of NAPLAN Reading and Numeracy, the proportion of Aboriginal learners in the top three bands met the planned progress measures outlined in the Strategic Improvement Plan for 2021, being an increase in Aboriginal students achieving in the top 3 bands in both NAPLAN reading (42.86%) and numeracy (Tell Them From Me survey results indicated that 23% agree and 62% strongly agree that they feel good about their culture. 23% of students agreed and 62% strongly agreed with the statement that teachers understand culture.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>ATSI cultural learning experiences are embedded within the timetable to provide rich learning experiences and connection to culture for Aboriginal students at Ropes Crossing Public School. Furthermore, staff will engage in further professional learning and be supported in authentically embedding Aboriginal learning experience into teaching and learning programs so that all students are immersed in Aboriginal perspectives. Re engagement with parents and carers will be a priority after the past two years of restrictions to make authentic connections with the community.</p>
<p>English language proficiency</p> <p>\$358,519.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ropes Crossing 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"> • Enhancing Reading Instruction • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in:</p> <p>In each domain of NAPLAN 2021, the proportion of EALD learners in the top two bands was higher than that of the whole student cohort. In NAPLAN Reading, the proportion of students in the top two bands was 51.1% (Year 3) and 22.0% (Year 5). In NAPLAN Numeracy, the proportion of students in the top two bands was 23.7% (Year 3) and 28.1% (Year 5).</p>

<p>English language proficiency</p> <p>\$358,519.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: Ensure that EALD staffing allocation is utilised to employ qualified staff to support the learning needs of EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$247,203.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ropes Crossing 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"> • Enhancing Reading Instruction • Learning and Support and Partners in Learning • Other funded activities <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 • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: Students with additional needs have their individual learning needs supported. PLaSPs have been developed for students with additional learning needs and implemented by either the class teacher, and School Learning and Support Officer or a Learning and Support Teacher.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to support students with additional needs by employing additional staff to support them in the classroom and playground.</p>
<p>Literacy and numeracy</p> <p>\$25,154.78</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ropes Crossing 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"> • Enhancing Reading Instruction • Enhancing Numeracy Instruction <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: A whole school review of current Mathematics scope and sequences and a shift in planning and pedagogical practice in Mathematics teaching to integrated 'content clusters', allowing stronger links to be made by students between mathematical concepts and syllabus content. Furthermore, Reading Committee members were upskilled through engagement in professional learning in DoE resources such as 'Effective reading in the early years of school' and 'Improving reading comprehension - Years 3 to 8'. This was undertaken with the aim to develop guidelines for effective reading practices for a whole school approach to teaching reading at Ropes Crossing Public School.</p>

<p>Literacy and numeracy</p> <p>\$25,154.78</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>In Mathematics, a focus on embedding professional learning based on 'What Works Best' themes of High expectations, Use of data to inform practice, Effective feedback and Explicit teaching. This is along with a renewed narrow focus on refining existing content cluster programs and establishing a school wide scope and sequence for teaching with content cluster by the end of 2022. In Reading, the Ropes Crossing Public School reading guidelines will be established, supported by collaborative professional learning through 'Growth Through Learning' team meetings involving LaST, EALD, APC&I staff alongside classroom teachers.</p>
<p>QTSS release</p> <p>\$165,038.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ropes Crossing 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"> • Enhancing Numeracy Instruction <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <p>The release of a Deputy Principal in order to support the overall organisational aspects of the school to enhance teaching and learning and student wellbeing. On class Executive staff have been released to build the capacity of classroom teachers around their identified areas of development as outlined in their PDPs. Furthermore, support has been provided in working collaboratively towards school-identified targets and progress measures as outlined in the Strategic Improvement Plan.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continuing to provide Executive staff with release time in order to build capacity of their team members to enhance student learning and differentiated professional learning.</p>
<p>Literacy and numeracy intervention</p> <p>\$67,270.80</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ropes Crossing Public School who may be at risk of not meeting minimum standards.</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 initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in:</p> <p>An interventionist being employed in order to provide intensive one-to-one support for students to close data-identified gaps in their literacy and numeracy skills and knowledge.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Literacy and numeracy intervention</p> <p>\$67,270.80</p>	<p>funding will be: Continue to layer support for students employing qualified Learning and Support teachers to target data-identified student literacy and numeracy needs across K - 2 in order to take an approach of early intervention.</p>
<p>COVID ILSP</p> <p>\$238,457.87</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 intensive small group tuition for identified students to support them in achieving literacy outcomes at grade expectation. <p>The allocation of this funding has resulted in: The employment of the equivalent of 2.4 COVID ISLP tutors to engage students in intensive reading and numeracy support programs across 1 - 6. In total, 188 students were included in the COVID ISLP across the course of 2021, including the learning from home period. Of the 188 students, 100% made positive growth in reading levels with 81% of these students meeting or exceeding grade expectations for reading levels.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to employ the allocation of 1.6 COVID ISLP tutors to engage students in intensive small group reading and numeracy support programs.</p>
<p>Technology</p> <p>\$70,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Ropes Crossing 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"> • Other funded activities <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • updating and purchasing technological hardware (laptops and iPads). • employing external providers of tech support to ensure maintenance of technology resources. <p>The allocation of this funding has resulted in: Students and staff having greater access to technology resources for the classroom on a daily basis. The number of class sets of iPads and laptops per stage has increased. Technology equipment being maintained, upgraded and replaced as needed.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuing to provide them with regular and frequent opportunities to engage with technology as part of teaching and learning. Ensuring technology is fully functional, operating and accessible as required.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	362	399	435	455
Girls	406	433	412	427

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.7	91.1	85.4	92.2
1	92.3	90.8	85.2	91.4
2	92.9	90.5	86.5	91.6
3	92.3	91.8	85.1	92.7
4	91.5	91.9	88.4	91.9
5	93.8	91.2	87.5	93.5
6	93.1	91.4	84.9	93.1
All Years	92.6	91.2	86.2	92.3
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	91.5
All Years	93.4	92.8	92	92.4

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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	34.53
Literacy and Numeracy Intervention	0.6
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.4
Teacher ESL	2.8
School Administration and Support Staff	5.17

*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	504,613
Revenue	7,725,591
Appropriation	7,601,452
Sale of Goods and Services	24,066
Grants and contributions	89,547
Investment income	325
Other revenue	10,200
Expenses	-7,548,474
Employee related	-6,934,579
Operating expenses	-613,895
Surplus / deficit for the year	177,116
Closing Balance	681,729

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	106,889
Equity Total	730,571
Equity - Aboriginal	34,046
Equity - Socio-economic	87,311
Equity - Language	362,020
Equity - Disability	247,194
Base Total	5,919,903
Base - Per Capita	208,800
Base - Location	0
Base - Other	5,711,103
Other Total	436,920
Grand Total	7,194,283

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.

Parent/caregiver, student, teacher satisfaction

Through Tell Them From Me survey data that canvassed the opinions of students, staff, parents and carers, data has been analysed to inform further planning to continue to support all stakeholders at Ropes Crossing Public School. For students, satisfaction measures which were significantly above the NSW Government norm were; positive behaviour at school, effort to succeed in learning, class time is used efficiently and students feel that they are provided encouragement and advocacy at school. Furthermore, students reported positive experiences and engagement throughout the learning from home period. 71% of students either agreed or strongly agreed that they received effective feedback and clear instructions from their teachers, while 70% of students reported feeling strongly connected throughout learning from home.

For teachers, satisfaction measures which were significantly above the NSW Government norm were confidence in employing teaching strategies, facilitating student engagement with technology, establishing and maintaining clear expectations for classroom behaviour and working with parents to aid in student progress. Furthermore, teachers expressed strong satisfaction with the management of learning from home with data indicating that 81% felt strongly connected with school support and 76% feeling prepared to cater for student learning remotely. Areas for development include enhancing collaborative practice and peer feedback.

In 2021, each parent satisfaction measure scored above NSW Government norms. Parents indicated that they; feel welcomed, are informed and support learning at home. They reported that Ropes Crossing Public School supports; learning, positive behaviour, safety at school and inclusive school practices. Furthermore, parents provided positive feedback on the learning from home period with 85% of parents either agreeing or strongly agreeing that the school provided accurate information and 84% noting that online learning resources were supportive of student learning.



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.

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.

