

# 2022 Annual Report

Rappville Public School



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# Introduction

The Annual Report for 2022 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.

## School contact details

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## Message from the principal

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I am proud to present the 2022 Annual School Report. This report highlights and celebrates the school achievements which were all a result of the continued and unwavering focus of our students, staff, parents and whole school community during the 2022 school year.

Despite the challenges that we all encountered in 2022 including the major flooding in February, our shared focus on improving student learning outcomes was not impacted as we supported successful, informed creative learners, enhanced teaching and learning in the 21st century and maintained high expectations and community engagement. (School strategic directions)

We continue to see the re-development of spaces for our community and students to share. This includes the newly completed Communal Hall which will bring the school and our community closer together, giving us an outstanding resource able to be used for assemblies, concerts and special events. The schools Bike Track is a project that will be revitalised after the loss during the floods in early 2022, our students and staff are excited about the extension to the playground activities.

Working with our P&C during 2022 brought about additional resources for the school and students, providing further opportunities in Music, school camps, access to Intensive swimming programs and more. The tireless efforts are unwavering and are appreciated. The benefits our students gain from this support creates opportunities to build relationships, skills and knowledge outside of the classroom learning experiences.

Rappville Public School is an active and involved member of the Casino Small Schools Learning Alliance, (CLASS) a group of primary schools that work in collaboration with the local Secondary School and larger Primary Schools. The group works to provide collegial learning experiences for staff and authentic joint learning experiences for students.

Thank you to everyone for the tremendous effort during 2022. We continue to see growth in many areas including our connections with our school community and wider communities. I look forward to the achievements and growth that the following twelve months will bring for our students, staff and community.

Kathleen Collis

Teaching Principal

## Message from the school community

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The P&C undertook a number of activities in 2022, including a Sock Drive, Community BBQ events, an Easter Raffle and a Christmas Raffle. From funds raised we were able to contribute to the "Mary Poppins" Excursion to Brisbane by providing morning tea and half the cost of the bus. We also supported the Year 6 students who visited Canberra by providing funds to offset the cost of the excursion.

In 2022, the Canteen was able to operate and this provided some normality to return to the school.

We are hopeful that 2023 will allow the P&C many opportunities to participate in supporting our students.

Garry Marshall

President

## School vision

Rappville Public School in partnership with our school and wider 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.

## School context

Rappville Public School, is a small rural school in the Northern Rivers of NSW, surrounded by a small committed community. Approximately 32 kilometres from Casino. Enrolments for the school are drawn from the village of Rappville and surrounding rural areas.

We acknowledge the Birihn 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 along with an activities afternoon once a week, a Playgroup "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 and support 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. In the later stages of 2021 we introduced the successful applicant into the Assistant Principal of Curriculum and Instruction, this role means that we can offer further support to students and staff in building knowledge and capacity.

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 network/relationships to assist in the transitions to kindergarten and from year 6 to year 7.

Developing and building on our students' knowledge and individual skills across literacy, numeracy and technology as 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 team has completed a Situational Analysis that has identified two areas of focus for the Strategic Improvement Plan. It is important to note that it 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 focus 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. 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	2022 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	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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

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

### Initiatives

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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.

- Data Skills and Use
- Capacity Building

### Resources allocated to this strategic direction

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**AP Curriculum & Instruction:** \$30,114.00

**Low level adjustment for disability:** \$27,366.00

**Location:** \$7,838.00

**Aboriginal background:** \$13,309.00

**Professional learning:** \$4,392.00

**QTSS release:** \$1,953.66

### Summary of progress

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Across the course of 2022, our staff have completed targeted professional learning opportunities to support, engage and connect with our cohort of students. Through the professional learning of ADHD and Autism Awareness, 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 continue to be embedded in 2023.

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. Each set of 5 weeks saw the development of Learning Sprints for each Stage/Class, strategies were developed and implemented into the classrooms. 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.

The APC&I worked closely with the K-2 classroom teacher to initiate the implementation of the new English and Mathematics Syllabus documents. There was some disruption to this at the beginning of the year due to the extensive flooding event that heavily impacted the school and wider communities. Despite this we saw progress across the areas of Mathematics and English with evaluative feedback indicating that early engagement and discussion improved teaching practice.

Analysis of data has identified the need for a more structured program to support the foundation component of the K-2 syllabus. All teaching staff across K-6 completed the Curriculum Reform learning modules with support from the APC&I. The APC&I met with teaching staff to complete Quality Curriculum Implementation professional learning during term 4, with a focus on implementing formative assessment practices and embedding Learning Intentions and Success Criteria in daily classroom practice. The impact on student learning was analysed using a range of internal and external data. Additional PL has supported staff to feel more confident with 'where the students are at' and 'where to next'.

Intervention support for identified students across yr 1- 6 was provided in the form of Minilit and Macqlit. Analysis of data has indicated that all students on the program have made progress. Some students have shown they no longer need the intervention, while others will benefit from other supports in the classroom.

All students with identified learning needs have a Personalised Learning Plan which is written in consultation with students, learning support teachers, classroom teachers and parents/carers.

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><b>NAPLAN top two Bands:</b></p> <p>* Achieve an uplift of 6% across our collective network group of years 3 and 5 students achieving in the top two bands in NAPLAN numeracy from our baseline data.</p>	<p>Data indicates that our school is continuing to work towards our combined goal of students in the top two bands 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><b>NAPLAN top two Bands:</b></p> <p>* Achieve an uplift of 5% 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>	<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.</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><b>Progressions: 40%</b> of students achieving or exceeding expected growth in Literacy and Numeracy in Creative Texts and Quantifying Numbers. 40% Of all students achieve or exceed expected growth in Literacy and Numeracy using PLAN2 and Syllabus indicators.</p> <p><b>Personalised Learning: 70%</b> of students with their own personalised learning and support plan reach their learning goals.</p>	<p>Data indicates that student growth in learning progressions is at the desired target of 40% growth in Literacy and Numeracy in Creative Texts and Quantifying Numbers. 40% Of all students achieve or exceed expected growth in Literacy and Numeracy using PLAN2 and Syllabus indicators.</p> <p><b>Personalised Learning: 100%</b> of students at Rappville Public School have their own personalised learning and support plan, developing goals in the areas of Numeracy, Writing, Reading and a Personal Goal. 80% of students consistently reached their targeted goals in 2022.</p>
<p>* The proportion of students achieving expected growth in NAPLAN Reading meets the system negotiated lower bound target.</p>	<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 proportion of students achieving expected growth in NAPLAN Numeracy meets the system negotiated lower bound target.</p>	<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 numeracy in K-3</p>

\* The proportion of students achieving expected growth in NAPLAN Numeracy meets the system negotiated lower bound target.

and 3-6 target of Delivering was successful with data of students' achievements indicating growth to a SEF result of Delivering.

The percentage of students achieving expected growth in numeracy is indicating progress toward the system negotiated lower bound target.



## Purpose

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Effectively support students, staff and families to improve the mental and emotional well-being of the wider school community using consistent and systemic approaches.

## Initiatives

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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 & Engagement
- Learning Culture

## Resources allocated to this strategic direction

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**Socio-economic background:** \$16,268.00

## Summary of progress

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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 2022, 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. Our focus for 2022 was attendance and engagement, and whole school well-being. Attendance and engagement lacked consistency and growth due to the circumstances of 2021 this has then been further impacted by natural disasters in the beginning of 2022 and the continuation of COVID guidelines. In 2023 we plan for a whole school practice that will enhance student attendance, celebrating the consistency of attendance. Whole school professional learning on Smiling Minds to incorporate Well-being Journal was completed and will be implemented into classrooms during term 1-4 in 2023. This initiative showed a positive outcome reported by parents and students in developing well-being daily practices.

To support student individual needs, all teaching and non-teaching staff completed training with Departmental Staff in Autism Spectrum and ADHD 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.

Attendance became an area of concern during 2022, due to the effects of localised flooding and COVID restrictions. Our attendance rate for students attending school greater than 90% of the time had dropped to 21.4% at the beginning of Term 3. In term 4 we prioritised a plan for improving attendance which included implementing a range of programs including the continuation of our breakfast/lunch club, weekly attendance raffle, fortnightly attendance rewards (attending 9-10 days a fortnight) and targeted meetings to support students with low attendance rates. By the second half of term 4 2022 - students attending at least 90% of the time had increased to 90.9%.

Throughout the year all teaching staff completed comprehensive ADHD training to support students within the classroom. Feedback has indicated, that staff are more confident in programming and providing support to these students as a result. Staff have used Personalised Learning Plans for attendance, wellbeing, curriculum and behaviour support. SMART goals have indicated that students have achieved success, which has been celebrated by staff and parents

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

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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><b>Attendance:</b></p> <p>The proportion of students attending school more than 90% of the time meets the system negotiated lower bound target of 70%.</p>	<p>Justification of high absence cases in 2022. Due to a number of implications including COVID, 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. 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.</p>
<p><b>Well-Being &amp; Engagement</b></p> <p>Well-being, behaviour and attendance plans are developed for all students identified.</p>	<p>100% of identified students are supported through attendance and behaviour plans. These are reviewed every 5 weeks to support future planning and adjustments.</p>
<p><b>Learning Culture</b></p> <p>Increased proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School. from 2021 Tell Them From Me data</p>	<p>90% of students in 3-6 participated in TTFM survey. To support student data students in year 2 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 Public School. 2022 Tell Them From Me survey does not accurately reflect the student and parent positive relationships data due to long term impacts of 2022.</p>
<p><b>Learning Sprints:</b> Development and embedding of Learning Sprints in Literacy and Numeracy, 1 KLA at every 5 week interval.</p>	<p>The development and effective implementation of Learning Sprints supported targeted whole class areas of need during 2022. There was a focus in Literacy and Numeracy each 5-week period. Student growth was inconsistent in areas of Grammar and Punctuation as the skills and knowledge weren't transferred effectively. This will be an area that is further developed and supported moving forward.</p>
<p>Effective partnerships with parents/carers, students and staff are identified and collaboratively established and maintained within the school learning culture.</p>	<p>Throughout 2022, Rappville Public School held a number of events where parents/carers and community members were invited to join. These days bring great opportunities for connection and conversations. Effective partnerships with parents/carers, students and staff are identified and collaboratively established and maintained within the school learning culture.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$16,268.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Well-being &amp; Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support MiniLit, MacqLit program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Support for implementation of the K-2 curriculum has lead to rich, differentiated programming within the K-2 classroom, and improved the confidence of staff to deliver the new program. The intensive intervention in the form of Minilit and Macqlit has shown a marked increase in student performance through whole school testing. The attendance program proved to be highly successful in resetting poor attendance habits due to COVID had been decreasing. Restarting breakfast club with the support of FoodBank Australia, and weekly and fortnightly attendance awards were key to improving attendance rates within the school. The focus on Wellbeing through attendance rewards, staff PL (ADHD) and increased support in the classroom and playground, has led to less negative student behaviours being reported and a higher attendance rate.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to keep attendance issues at the forefront, by continuing weekly book awards and fortnightly prizes for those students attending 9 out of 10 days. We will be looking to see which programs may support executive staff to effectively monitor attendance in a timely manner. Additional staffing support for students to have greater opportunities to interact and feel safe in the school environment and to support the implementation of programs within the classroom.</p>
<p>Aboriginal background</p> <p>\$13,309.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Capacity Building</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Staffing release to support development and implementation of Personalised Learning Plans.</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Individual Learning Plans for all Aboriginal Students have been developed and updated each term to ensure their sustained improvements in Literacy</p>

<p>Aboriginal background</p> <p>\$13,309.00</p>	<p>and Numeracy. Development with fellow schools is still in the planning phase to access and implement cultural and language lessons.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue development of plans with CLASS, to communicate with Aboriginal Outcomes and Partnership department to access support to develop and implement Aboriginal Cultural and Language lessons. Dedicated staff development days to support delivery of Aboriginal Education.</p>
<p>Low level adjustment for disability</p> <p>\$27,366.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students.</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Data and its analysis have resulted in program and lesson development for targeted teaching, which has enabled students to have improved learning outcomes. The funding also provided additional support for all students to engage successfully. Learning and Support staff have been able to support a large range of students through the development of Individualised Education Plans for students with identified learning disabilities and to provide modified programs to support their learning. Classroom teachers were able to access this specialised support to ensure that SMART plans were in place and that student growth was monitored. All teaching staff completed comprehensive PL to support those students with ADHD. The impact of this training was that all staff can now confidently identify and plan for teaching and learning for these students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Use the Learning and Support team to evaluate and plan for PLP's for a wider range of students to support their attendance and ensure equal access by all to the curriculum. As a team we will identify next steps for professional learning specifically targeting students with additional support needs. In 2023, Low level adjustment for disability funding will continue to support students with additional learning and support needs.</p>
<p>Location</p> <p>\$7,838.00</p>	<p>The location funding allocation is provided to Rappville Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• employment of additional staff to support transition programs.</li> <li>• technology resources to increase student engagement</li> </ul>

<p>Location</p> <p>\$7,838.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> All students are able to attend educational excursions regardless of financial situation. The Play to Learn and Transition to Kindergarten programs provided additional support for all students and families to engage successfully.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Location funding will continue to support transition programs in 2023. We will continue to provide subsidies to ensure all families are able to afford to attend excursions which will further enhance their learning outcomes.</p>
<p>Professional learning</p> <p>\$4,392.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Rappville Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Capacity Building</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Providing release for teachers to attend a range of PL opportunities.</li> <li>• Assistant Principal Curriculum and Instruction working between three small schools to upskill executive and staff, utilising targeted professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> These activities have built staff capacity to create sustained, continued improvement in English and Mathematics across the K-2 classroom. All staff have greater skill and capacity to support students diagnosed as ADHD across all classroom setting.</p> <p>In 2022, the ability to work collaboratively with other small schools was limited due to unforeseen circumstances, end of year staff development days were structured with fellow small schools who are supported by the same staff member in the role of APC&amp;I. Rappville Public School worked with the Assistant Principal Curriculum and Instruction to analyse NAPLAN data and set targets for student achievement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> build on the knowledge learnt to work towards the implementation of the new curriculum for stage 2 and 3, providing release and opportunities for collaboration across classes and across schools. In 2023, Professional Learning funding will be directed to ensuring that the new curriculum - K - 2 English and Maths and 3 - 6 English and Maths, are successfully implemented.</p>
<p>QTSS release</p> <p>\$1,953.66</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Capacity Building</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Professional Learning for staff on visible learning, with a focus on formative</p>

<p>QTSS release</p> <p>\$1,953.66</p>	<p>assessment, supported staff to focus on providing challenging, open-ended, support for all students. Teaching practice has been reflected upon, ensuring consistent monitoring and analysis of student learning achievement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, QTSS release funding will continue to be used to enhance teaching practice. Continue to monitor student progress through analysis of student achievement and growth data to support the development of student reasoning skills.</p>
<p>COVID ILSP</p> <p>\$11,927.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy.</li> <li>• employment of teachers to deliver small group tuition.</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups.</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved learning outcomes for students identified as needing additional support. Student improvement data indicated that the targeted students participating in COVID ILSP met or exceeded expected outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ensure that students who require intervention are recognised and provided with the specific intervention needed to improve their learning outcomes. To continue to provide for small group intensive learning support for identified students using targeted literacy programs. Data has identified mathematics as an area of need, in particular in the area of problem solving, additive strategies and mathematical thinking.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	7	7	12	10
Girls	3	4	2	4

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	99.0	87.4	91.8	81.9
1	95.5	97.0	84.4	89.4
2	90.7	93.3	88.3	87.9
3	97.3	94.7	89.7	88.2
4	86.7	94.4	89.6	87.3
5	87.2	86.7	92.5	80.3
6	99.3	89.9		92.4
All Years	93.5	92.4	89.8	84.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8		86.3
All Years	92.8	92.0	92.6	87.4

Attendance data indicates that ways to increase full-time attendance needs further analyses and support. Continuing of current programs and initiatives will assist in sustaining and growing current attendance rates.

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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
Assistant Principal(s)	0.2
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

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

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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

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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.

Professional Development Plans were written with reference to Systemic Goals, School Goals and Personal Goals. All staff, including SASS staff, were required to undertake the writing of these Professional Development Plans. Teaching staff have undertaken collaboration, classroom observation, feedback and development of school-wide improvement in teaching and student outcomes under the guidance of the Principal and Assistant Principal Curriculum and Instruction. All staff were involved in the undertaking of professional development courses appropriate to their needs. E-Learning, Zoom, Microsoft Teams and Face-to-Face options were accessed where required. Collegial support and professional dialogue continued.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	200,417
<b>Revenue</b>	517,694
Appropriation	502,336
Sale of Goods and Services	1,550
Grants and contributions	11,916
Investment income	1,893
<b>Expenses</b>	-499,086
Employee related	-459,289
Operating expenses	-39,797
<b>Surplus / deficit for the year</b>	18,608
<b>Closing Balance</b>	219,025

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.

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	56,416
Equity - Aboriginal	13,309
Equity - Socio-economic	16,268
Equity - Language	0
Equity - Disability	26,839
<b>Base Total</b>	324,394
Base - Per Capita	3,538
Base - Location	7,838
Base - Other	313,018
<b>Other Total</b>	69,258
<b>Grand Total</b>	450,068

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

During 2022 the opinions of parents, carers, staff and students were sought to inform and improve future practice at Rappville Public School.

Parents/Carers indicated through the use of Facebook, DOJO, participating at school functions, development of Individual Education Plans and undertaking the Tell Them from Me Survey, as well as through general conversation, their support and satisfaction with the direction and teaching/learning activities that are provided at our school. Questions were in regard to whether parents felt welcomed, informed and were listened to. There were also questions regarding whether their child felt safe, the school prevented bullying, and questions regarding opportunities for student inclusivity. Out of the 19 questions - 90% of responses were positive. Areas of focus include further development of opportunities for educational sessions for parents.

Students participated in the Tell Them from Me (TTFM) survey measuring student engagement and well-being to give reliable evidence for us to identify strengths and areas for improvement. Results from the survey indicated that 96% of students felt a sense of belonging in the school, 100% of students had expectations for success, and 96% of students felt a sense of advocacy at school. Students indicated that their academic and wellbeing needs were of importance at Rappville Public School.

Staff have been surveyed in regard to curriculum implementation. All staff indicated that they have felt supported to implement new curriculum changes. The staff indicated that they believed that Rappville Public School is a very inclusive school where staff work collaboratively, and that parents/carers involvement needs enhancement.

# Policy requirements

## Aboriginal Education Policy

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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.

## Aboriginal Education - School statement

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The school recognises the need for and encourages consultation between home and school to maximise learning outcomes for our Aboriginal students.

- Provide opportunities for all students, staff and the wider community to acquire knowledge and develop a deeper understanding of Aboriginal histories, cultures and experiences.
- Encourage in all children acceptance of the rights of different people to hold different values, attitudes and beliefs.
- Ensure that the curriculum contains an Aboriginal perspective and ensuring Aboriginal education and training is the core business for all staff.

The aim of Aboriginal Education at Rappville Public School is to guide the development of knowledge, understanding and appreciation of Aboriginal Culture in the context of Australia's multicultural society. At all Rappville Public School functions, a 'Welcome to Country or acknowledgement of Country' will be given at the start of the function. Where appropriate by an Aboriginal person of the community, adult or student. Aboriginal perspectives will be addressed as an integral part of the curriculum. All Aboriginal students at Rappville Public School will have an active Personalised Learning Plan (PLP/IEP). This will be organised by the teacher and communicated to parents to keep them informed of student progress. In designing and implementing programs at a local level which incorporates Aboriginal perspectives on social, cultural and historical matters, the support and participation of the local community and appropriate groups will be sought.

Aboriginal Education at Rappville Public School:

- Be appropriate and important for all students at all levels.
- Involve the use of Aboriginal resource/contacts
- Be relevant to the learning needs of Aboriginal Students
- Be designed to promote equitable outcomes for Aboriginal students
- Enhance self-esteem and cultural identity for Aboriginal students

## Anti-Racism Policy

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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

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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

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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

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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.