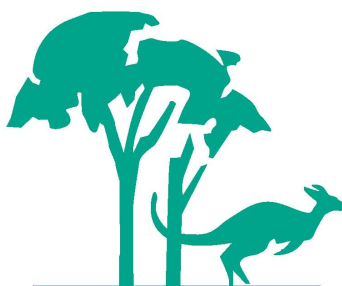


# 2022 Annual Report

## Ropes Crossing Public School

**growth through learning**



**ROPES CROSSING  
PUBLIC SCHOOL**  
Est 2008

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# Introduction

The Annual Report for 2022 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.

## School contact details

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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. Our permanent home bases 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	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	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

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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

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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.

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

### Resources allocated to this strategic direction

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**Aboriginal background:** \$10,000.00

**English language proficiency:** \$319,005.56

**QTSS release:** \$169,968.16

**Socio-economic background:** \$66,331.23

**Professional learning:** \$30,000.00

**Per capita:** \$222,863.48

### Summary of progress

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#### Enhanced Reading Instruction

In Semester One, 2022 there was a whole school focus on building teacher capacity in the teaching of reading. In the K-2 years the focus was on building teacher knowledge and skills in integrating the explicit teaching of phonics and phonemic awareness into reading programs and instruction. There was a shift from using levelled texts only to a combination of levelled texts and decodable texts. In Years 3-6 the focus was on enhancing instruction in fluency, comprehension and building vocabulary. Professional learning predominately came from engaging in the Department of Education's Literacy and Numeracy Hub. Feedback from teachers indicated that more decodeable texts are needed to support reading instruction. It was observed that engagement in the Literacy and Numeracy Hub could improve. While some members of staff engaged heavily with this resource, a way that enables all staff the time and support in accessing these resources should be investigated.

#### Enhanced Numeracy Instruction

Enhancing numeracy instruction was a school-wide focus throughout Semester Two in 2022, with the 'Growth Through Learning' initiative being utilized to collaboratively engage in professional learning activities and co-design teaching and learning programs to support student achievement of numeracy outcomes. Some of the professional learning focused on topics such as; Trusting the Count and Number Talks for Early Stage One, Big Ideas In Number and a Quality Numeracy Block for Stage One and Problem Solving for Years 3-6. During Semester Two there was also a whole school focus on the Curriculum Reform and building teacher capacity school wide in preparation for the implementation of the new K-2 Mathematics Syllabus. This training occurred at weekly after school staff meetings and during School Development Days. The school continued to have a focus on implementing 'content-cluster' based teaching and learning programs. Feedback from teachers indicated that their confidence in connecting clusters of content has improved and they feel more confident about implementing the New K-2 Mathematics Syllabus as a result.

#### Formative and Summative Assessment

In 2022, a planned approach to revisiting effective formative assessment practices to make assessment a daily ongoing part of student learning experiences was a priority.

A group of six staff participated in an action research project titled 'Curiosity and Powerful Learning'. One aspect of this work involved the participation in Instructional Rounds with two other schools. One of the focus areas for this initiative was to harness learning intentions, narrative and pace so that students are more secure about their learning and more willing to take risks. During the rounds it was observed that we still have some inconsistencies with the implementation of

success criteria and learning intentions. While in some settings there was clear evidence that they were co-constructed and fully understood by all students, it wasn't always the case. Work in this area continues to be a focus in 2023.

### **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.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
Increased percentage of Aboriginal students achieving in the top 3 NAPLAN bands in Reading.	56.33% of Aboriginal students have achieved results in the top 3 NAPLAN bands in Reading indicating a further improvement from 2021 and from the 2019 baseline data and achievement of the identified improvement measure.
Percentage of students achieve in the Top 2 bands for NAPLAN Reading at or above the system-negotiated lower bound target of 40%.	39.17% of students achieved in the top two bands in NAPLAN Reading, compared to 35.60% in 2021 indicating progress towards the lower-bound target.
Increased percentage of Aboriginal students achieving in the top 3 NAPLAN bands in Numeracy.	18.5% of Aboriginal students have achieved results in the top 3 NAPLAN bands in Numeracy indicating a decrease from the 2021 results.
Percentage of students achieve in the Top 2 bands for NAPLAN Numeracy at or above the system-negotiated lower bound target of 37.60%.	29.25% of students achieved in the top two bands in NAPLAN Numeracy, compared to 22.49% in 2021 indicating progress towards our 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 2021 data.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
The percentage of students achieving expected growth in NAPLAN Numeracy is increasing towards the school's lower bound system negotiated target, from 2021 data.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

## Strategic Direction 2: Wellbeing and attendance

### Purpose

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

### 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.

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

### Resources allocated to this strategic direction

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**Professional learning:** \$15,000.00

**Socio-economic background:** \$11,000.00

### Summary of progress

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#### 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. 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.

#### Wellbeing and Connectedness:

In Term 1, RCPS completed the following activities:

- Parent information session for Year 7 2023 EOIs: Deputy Principal conducted an information night with the local High School to inform parents of how to correctly complete an EOI form. Staff were available for parents and community members to ask questions and clarify the process.
- Communication to begin with feeder High schools: The Year 6 Supervisor liaised and set up support systems with local High Schools about students and their transition to High School.
- SRC Induction Day/SRC Leadership Incursion: Newly elected SRC members received their badge at our presentation assembly. Members participated in a leadership incursion.
- Harmony Day (acknowledgement and celebration): K to 6 participated in a range of activities in class and as a school to celebrate this day.
- National Day Against Bullying and Violence- whole school initiative: Teachers created activities for students to participate in to teach them about Bullying. These class activities then created a whole school display.

*In Term 2, RCPS completed the following activities:*

- Recycling Monitors conduct recycling initiative: K to 6 collected bread bags during Term 2 and Term 3. They entered a competition that raised awareness around recycling. The collected bread bags were recycled and made into sports equipment.

*In Term 3, RCPS completed the following activities:*

- *K-6 Peer Support (Term 3- Week 3 to Week 7):* Peer Support was introduced at Ropes Crossing PS. Teachers were upskilled and were made aware of the benefits of this program. Stage 3 students participated in a training day and then led lessons to their K to 4 peer support group once a week during Term 3.
- *Kindergarten Expo:* We held an evening to share information with parents and community members about our school and starting Kindergarten. All staff lead a different station which shared important information such as uniforms, curriculum and general school business etc.

*In Term 4, RCPS completed the following activities:*

- *Talent Quest:* All students had the opportunity to participate in the Talent Quest. 87 students shared their talent at 7 different lunchtime performances. Students then participated in a semi-final and final performance in front of the whole school. At each level parents and staff were communicated with. This whole school initiative was very successful and created a great atmosphere among students.
- *SRC PBL/PAX Assembly:* On Monday 7th November 2022, Stage 2 SRC students from 4D and 4S were given the opportunity to host the whole school PBL PAX Zoom Assembly. SRC students hosted the assembly, acknowledged country, spoke about the fortnightly focus, introduced guest teachers, and communicated with the



entire school.

- *SRC Fundraiser- Doughnuts for Dancers:* In November 2022, the SRC organised a fundraiser for the K-6 dance groups' 2023 costumes. SRC students collaborated to create the event title 'doughnuts for the dancers', and organised the details.
- *Diwali Incursion:* The event went well with lots of cultural activities like cultural dance, music, diya/lamp making, Rangoli art, bindi and sharing of Indian sweets and Australian food. A volunteer came to teach some Indian dance to our students and performed a cultural dance. Param from 1K performed tabala (Indian musical Instrument).
- *High School Transition:* High School Visits- Chifley Dunheved teachers visited our school for students to participate in 'taster' High School lessons. Stage 3 Transition Sessions- Stage 3 students participated in a transition program within our school. Teachers taught a High School subject and students followed a timetable.

**Attendance:**

A collective 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 a strong connection and engagement in schooling from the beginning of the year. Engagement and liaising with Home School Liaison Officers, Aboriginal School Liaison Officers and external agencies when required also worked with students and families to support strong attendance.

**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 achievement of at least the lower-bound system-negotiated target of 81.90% of students attending 90% or more of the time.	The number of students attending greater than 90% of the time was 36.28% in 2022. This data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when this data was harvested.
A decreased proportion of students attending less than 85% of the time is achieved from initial baseline data.	We did not see progress towards this goal in 2022 due to a number of contributing factors, including parents following the COVID setting guidelines when children were unwell.
100% of students and staff can articulate the school's values and expectations for positive behaviour.  100% of teachers use the Positive Behaviour for Learning 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 exceeds baseline data of 89.80% of students reporting overall positive wellbeing as determined from the Tell Them From Me survey.	91.45% of students reported positive wellbeing outcomes representing a 1.42% increase.
Our students report an increase from 2020 baseline data where 83% of students reported a positive sense of belonging through the Tell Them From Me surveys.	80% of students indicated a positive sense of belonging at school, compared to 74% in 2021 demonstrating progress towards the school based progress measure.





Students participating in Peer Support activities.

## 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

**Socio-economic background:** \$25,000.00

**Professional learning:** \$9,600.98

**Integration funding support:** \$205,747.00

**Low level adjustment for disability:** \$250,837.66

### Summary of progress

#### Positive Parent Partnerships

In 2022, the easing of restrictions saw parents and community members return to visiting and assisting school programs. Successful initiatives include the selling of second hand uniforms for a donation, assistance of parents at sporting events and the involvement of the Rochford Retirement Village volunteers to read with the students. Further initiatives for 2023 will be the reintroduction of the Breakfast Club Program and more regular opportunities to purchase secondhand uniforms (minimum once a term) and continue to welcome volunteers for other school-based programs (eg: reading groups). In 2023, it is hoped that special days of celebration incorporating Education Week, Books Fairs and Grandparents Day, open classrooms, Parent-Teacher interviews will be amalgamated where possible.

Ropes Crossing Public School has a strong and active P&C. Monthly meetings took place throughout the year. The P&C ran a number of activities, including a Mothers' Day stall, a Father's Day stall, a Rainbow Run, BBQs and contributed towards Year Six Dance 2 Be Fit lessons in preparation for the Year Six Farewell.

#### Learning and Support - Partners in Learning.

The Learning and Support Team held regular meetings to discuss new and existing referrals. Well established guidelines and processes are in place for new referrals and the meeting procedures. Timetables are established to allocate staff to support students with additional needs. Personalised Learning and Support Plans (PLaSPs) are in place for students with additional needs and resources allocated where needed.

### 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 Intensive Learning Support Program maintain reading levels in line with grade expectations.	In 2022, all students on the COVID ILSP caseload attended intensive group guided reading sessions. All students made improvements in their reading level, as well as their reading comprehension.
Students in the Learning and Support program make positive progress to meet their planned Personalised Learning and Support Plan (PLaSP) goals.	Student reading data shows all students on the Learning and Support reading intervention caseload made improvements in their phonological awareness and phonic knowledge, using this to improve their reading and writing. End of year student review meetings for students receiving Integration Funding Support, identified that they all made positive progress towards their identified learning, social and well-being goals as identified in their Personalised Learning and Support Plan (PLaSP).

<p>The mean score of parents reporting feeling welcome is progressing towards the state average measured by Tell Them From Me survey.</p>	<p>The overall mean score of parents feeling welcome was 7.1 compared to a State Government norm of 7.4. The sub categories indicated that activities could be scheduled at time more convenient to parents as this was the lowest rated area with a mean score of 5.7. The parents responded positively in the sub element 'The school's administrative staff are helpful when I have a question or problem,' scoring this area a mean score of 8.7.</p>
<p>The mean score within the sub-element of 'Parents are informed' is progressing towards the state average measured by Tell Them From Me surveys.</p>	<p>Tell Them From Me data indicates a mean score of 5.4 (school) 6.6 (NSW Govt Norm) report that 'Parents are Informed' indicating that progress is yet to be seen in this area.</p>



ANZAC Day Ceremony, led by our School Leaders, and defence force parent representative, and attended by Rochford Retirement Village residents.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$205,747.00</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><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>• Learning and Support and Partners in Learning</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>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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><b>After evaluation, the next steps to support our students will be:</b> Continue to support students with additional needs by employing additional staff to support them in the classroom and playground.</p>
<p>Socio-economic background</p> <p>\$102,331.23</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><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>• Enhancing Reading Instruction</li> <li>• Enhancing Numeracy Instruction</li> <li>• Embedding Positive Behaviour for Learning</li> <li>• Attendance</li> <li>• Positive Parent Partnerships</li> <li>• Learning and Support and Partners in Learning</li> <li>• Wellbeing and Connectedness</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>• professional development of staff in the Curriculum Reform to support student learning.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of external providers to support students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers have had time to meet and collaboratively analyse and use data to inform teaching and learning programs in literacy and numeracy. Teachers have had time to engage with the Curriculum Reform and develop their capacity to implement the new English and Mathematics Syllabus in 2023. Resources to support teaching and learning programs are available for teacher and student use. This included the purchase of School Magazines for all 2-6 classes, quality texts, decodable texts and mathematics equipment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Implement the new K-2 English and Mathematics Syllabus in 2023. Continue to ensure that units of work are well resourced. Continue to provide teachers with time to engage with professional learning to engage</p>

<p>Socio-economic background</p> <p>\$102,331.23</p>	<p>with the Curriculum Reform.</p>
<p>Aboriginal background</p> <p>\$35,662.31</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><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>• Enhancing Reading Instruction</li> <li>• Other funded activities</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 deliver personalised support for 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> Four Play Based learning kits were created for kindergarten. The kits consisted of artifacts, Bush Tucker, examples of Aboriginal Art, Stories and Puzzles with an Aboriginal perspective. A Reconciliation afternoon tea was held as well as two days of NAIDOC celebrations with a visiting organisation. A smoking Ceremony and Assembly for the opening of NAIDOC week took place. A junior AECG was formed and language lessons took place with Jasmine Seymour. A new Ropes Crossing Acknowledgment of Country was created and translated into Dharug language with Jasmine.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to ensure that Aboriginal and Torres Strait Islander learning experiences are embedded within the timetable to provide rich learning experiences and connection to culture for Aboriginal students at Ropes Crossing Public School. Continue to work with the other schools in the Colyton Learning Community and ensure our students have the leadership opportunity to engage with the Junior AECG. Join other schools in the Mount Druitt Network and participate in the Dharug language program. Staff will engage in professional learning including Aboriginal Cultures and Histories during three hours of staff meeting afternoons. A full day of professional learning will be offered on a School Development Day and include the participation in webinars in Personalised Learning Pathways and Curriculum planning for every student in every classroom.</p>
<p>English language proficiency</p> <p>\$319,005.56</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><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>• Enhancing Reading Instruction</li> <li>• Enhancing Numeracy Instruction</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>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds.</li> <li>• additional staffing to provide intensive support for students identified in beginning and emerging phase of the EAL/D progressions.</li> <li>• additional teacher time to provide targeted support for EAL/D students and for development of programs.</li> </ul>

<p>English language proficiency</p> <p>\$319,005.56</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> Differentiated programs have been planned and delivered to support the learning needs of EALD learners.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ensure that EALD staffing allocation is used to employ qualified staff to support the learning needs of EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$250,837.66</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><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>• Learning and Support and Partners in Learning</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>• providing support for targeted students within the classroom through the employment of School Learning and Support officers.</li> <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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 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 Teachers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support students with additional needs by employing additional staff to support them in the classroom and playground.</p>
<p>Professional learning</p> <p>\$54,600.98</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 Ropes Crossing 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>• Enhancing Reading Instruction</li> <li>• Enhancing Numeracy Instruction</li> <li>• Embedding Positive Behaviour for Learning</li> <li>• Positive Parent Partnerships</li> <li>• Learning and Support and Partners in Learning</li> <li>• Wellbeing and Connectedness</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>• weekly staff meetings were held, delivering mandatory training, and capacity building activities in a range of areas including syllabus implementation and well being.</li> <li>• School Development Days were used to address a range of areas, including syllabus implementation, well being initiatives, and to collaboratively plan for instruction.</li> <li>• all staff developed a PDP and set between three to five personal goals. Individual plans were developed to address the goals and staff had access to a range of professional learning to address the goals, including staff meetings, School Development Days, networking with local schools, accessing the Department of Education professional learning resources and online modules and webinars and engaging in external courses.</li> <li>• six members of the Executive Team participated in a year long Action Research and Professional Learning project 'Curiosity and Powerful</li> </ul>



<p>Professional learning</p> <p>\$54,600.98</p>	<p>Learning', developing areas of action and participating in Instructional Rounds in three other local schools. A conference where each school had the chance to present their findings took place in Term 4.</p> <ul style="list-style-type: none"> <li>• the executive team have the opportunity to develop their leadership skills and capacity by participating in mentoring with an ex Primary School Principal.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All staff have developed a PDP and had opportunities to meet their personal and systems goals and priorities. All staff have met or are on track to meet their mandatory professional learning hours in the required time frame.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to develop a comprehensive Professional Learning Schedule that includes staff meetings and School Development Days. Provide time for all staff to engage with and access to the Department of Education's Resource Hub and online Professional Learning resources and webinars. Provide opportunities for staff to network with other local schools and engage with external professional learning where appropriate for meeting system, school and individual goals targets and goals.</p>
<p>QTSS release</p> <p>\$169,968.16</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><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>• Enhancing Reading Instruction</li> <li>• Enhancing Numeracy Instruction</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>• assistant principals provided with additional release time to support classroom programs</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> The release of a Deputy Principal in order to support the overall organisational aspects of the school to enhance teaching and learning and student well being. 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><b>After evaluation, the next steps to support our students will be:</b> Continue to provide Executive staff with release time in order to build capacity of their team members to enhance student learning and differentiate professional learning.</p>
<p>COVID ILSP</p> <p>\$190,766.00</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>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>



COVID ILSP \$190,766.00	<p>In 2022, all students on the COVID ILSP caseload attended intensive small group guided reading sessions. All these students made improvements in their reading level, as well as their reading.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ teachers as tutors based on the allocation provided to engage students in intensive small group reading and numeracy support group programs.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	399	435	455	443
Girls	433	412	427	427

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.1	85.4	92.2	81.8
1	90.8	85.2	91.4	83.8
2	90.5	86.5	91.6	83.7
3	91.8	85.1	92.7	83.4
4	91.9	88.4	91.9	85.0
5	91.2	87.5	93.5	84.6
6	91.4	84.9	93.1	85.6
All Years	91.2	86.2	92.3	83.9
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	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## 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 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
Deputy Principal(s)	2
Assistant Principal(s)	5.6
Classroom Teacher(s)	33.39
Learning and Support Teacher(s)	1.3
Teacher Librarian	1.4
Teacher ESL	2.2
School Administration and Support Staff	5.17

\*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

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 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>	418,036
<b>Revenue</b>	8,337,324
Appropriation	8,112,976
Sale of Goods and Services	12,543
Grants and contributions	208,453
Investment income	3,153
Other revenue	200
<b>Expenses</b>	-7,933,803
Employee related	-7,257,089
Operating expenses	-676,714
<b>Surplus / deficit for the year</b>	403,521
<b>Closing Balance</b>	821,557

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

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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>	142,039
<b>Equity Total</b>	722,694
Equity - Aboriginal	35,662
Equity - Socio-economic	102,331
Equity - Language	319,006
Equity - Disability	265,695
<b>Base Total</b>	5,908,173
Base - Per Capita	222,863
Base - Location	0
Base - Other	5,685,310
<b>Other Total</b>	664,413
<b>Grand Total</b>	7,437,319

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

Through Tell Them From Me survey's 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 above the NSW Government Norm were; positive relationships, positive behaviour at school and effort. They also reported that they made effective use of their learning time. 8.4 (school) 8.2 ( NSW Govt Norm). Other areas where students reported positively were in the areas of Explicit Teaching Practices and Feedback (8.1) school and 7.5 (NSW Govt Norm) and Positive Learning Culture 7.3 (school) and 7.2 (NSW Govt Norm).

For teachers, satisfaction measures which were above the NSW Government norm were in the areas of , Leadership, Parent Involvement and Data Informed Practice. In the area of leadership the areas rated the highest were; School leaders have helped me improve my teaching (7.7) and I work with school leaders to create a safe and orderly school environment (7.7). In the area of parent involvement, teachers reported that they work with parents to help solve problems interfering with their child's progress (7.9) and that parents are regularly informed about their child's progress. (7.9). Teachers reported in the area of Data Informed practice that their assessments help understand where students are having difficulty (8.8). In the areas of Learning Culture, Teaching Strategies, Technology and Inclusive School teacher satisfaction measures matched those of the NSW Govt Norms.

Parents reported that they support learning at home and encourage their children to do well at school. 82% of parents reported that their child is clear about the rules and school behaviour. They reported strong Educational Aspirations, with 82% expecting their child to complete Year 12.



Our school Welcome to Country decorated by students as part of NAIDOC Day celebrations.

# 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.

## 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.

## 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.