

2023 Annual Report

Rappville Public School



2937

Introduction

The Annual Report for 2023 is provided to the community of Rappville Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

The following 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 year of 2023.

Our continued and shared focus on improving student learning outcomes to assist in the development of 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.

The schools Bike Track is a project that has been revitalised after the loss during the floods in early 2022, our students and staff are excited about the extension to the playground activities and have enjoyed the opportunities of building road safety and bike skills.

Working with our P&C during 2023 brought about additional resources for the school and opportunities for all 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. A major highlight for our students who participated in the RPS Band was when they performed center stage at the Blues Festival in Byron Bay.

Our school participated in Breakfast Club, Grandparent's Day, the Biggest Morning Tea, Rappville ANZAC March, Casino Beef Week Parade, Premier's Reading Challenge, Premier's Sporting Challenge, Interest Groups, The Beef Week Art Show, NAIDOC activities, C.L.A.S.S. Cross Country, C.L.A.S.S. Athletics Carnival, a school Athletics Carnival, Jump Rope for Heart, Intensive and weekly Swimming, Sporting Schools Soccer, Rugby League and Tennis, Casino Beef Week Cup (Soccer), PSSA Small Schools Touch Football Competition, the Casino/Kyogle Performing Arts Festival, Presentation Night and excursions to our fellow C.L.A.S.S schools, Byron Bay (Solar Train and Circus Workshop) and Currumbin Wildlife Sanctuary. All of these activities were enthusiastically embraced and supported by staff, students and our school community.

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. 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

Our school community is proud of the progress and support that the school and school community offers for all students. The P&C is made up of a committed team of parents, carers, grandparents and community members who work together to raise funds that are utilised across all settings of the school, from excursions, resources, and assisting in the development of engaging spaces across the school environment.

The P&C undertook a number of activities in 2023, including a Pie Drive, our first every Markets in the Playground, Bunnings BBQ and Easter/Christmas Raffles which allowed the P&C to provide a Book Prize (purchased from the annual Book Fair), support to attend the Life Education van, the cost of entry for all students to attend Intensive Swimming and payment of insurance to cover interstate travel. In 2023, the Tuckshop operated successfully, providing morning tea and lunch on one day each week. Hoping that 2024 will continue to allow the P&C many opportunities to support our students.

Rappville P&C

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 kilometers 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.

We offer flexibility in learning with greater opportunities for collaboration within our school and with our small school learning community. We share a common commitment to small school education. Our school is set in peaceful surroundings with wide open spaces for the children to run and play freely. Our environment is rich in biodiversity and our community continually works towards sustainable living.

To prepare this Plan the school has undertaken an extensive Situational Analysis. The evaluation identified Learning, Well-being, Connections and the Physical Environment as drivers for the 2022-2026 Strategic Improvement Plan.

Learning At Rappville Public School, students, well-being and learning are our primary focus.

- * We provide a creative environment that is flexible and equitable where students are responsible for their learning.
- * Teaching and Learning through Inquiry, encourages students to wonder, question and be curious.
- * Teachers are continually learning to provide, innovative and engaging practices, and quality feedback.
- * Technology is used to communicate, research, create and connect.
- * Students build and refine their tools for life-long learning. We learn to collaborate, research, communicate, self-manage, think and create.

Well-being: Promoting health and wellbeing is core to ensuring our student's flourish.

- * We instill a sense of individual value.
- * We promote a healthy and balanced lifestyle valuing creative arts, music, physical activity and play.
- * We allow and welcome free play across all ages and genders, understanding how important play is for social and emotional development.
- * We plan time for students to discover and learn.

Connections Matter: Our strong ties with family, community and other small schools provide us with happiness, security, support and a sense of purpose.

- * We make connections within the local Rappville community.
- * Collaborating with other small schools for sport, art, STEM and professional learning is valued.
- * Specialist sport and music programs are offered.
- * Our small school allows for personal one on one attention where teachers know students.
- * We recognise and connect with prior learning, personal histories and cultural backgrounds

Physical environment: Our physical environment is essential for growth and development and is important for learning.

* As global citizens we plan, develop and sustain our environment now and for the future.

* We encourage social responsibility.

* Nurturing and protecting our biodiversity, open spaces, wildlife, birds, trees and playground is important to us.

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	2023 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 growth and performance	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

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

Initiatives

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

- Data Skills and Use
- Capacity Building

Resources allocated to this strategic direction

Professional learning

AP Curriculum & Instruction

Per capita

Low level adjustment for disability

Summary of progress

Across the course of 2023, our staff have completed targeted professional learning opportunities to support, engage and connect with our cohort of students. A number of focus areas to support the capacity of staff have included areas of:

* Student Social and Emotional Well-being

* Assessment and Data Collection

Executive staff will continue to lead staff through these whole school focuses into 2024, targeting specific area where this learning can be of the most benefit for staff and students.

Assessment and Data Collection/Capacity Building of Staff: In response to the curriculum reform, the school identified a need to upskill its leaders and staff to help drive the uptake of the new pedagogies within the K-6 English and mathematics syllabi. Curriculum reform teams were also established to support the direction to lead this process of curriculum change. Time was used to provide to work in collaboration with our assistant principal curriculum and instruction (APC&I) to engage with the pedagogies of the new K-6 English and mathematics syllabi.

This High Impact Professional Learning provided middle leaders with the knowledge and confidence to lead curriculum reform within teams alongside our APC&I during collaborative practice sessions. As a result of teachers engaging with and implementing the pedagogies of the new K-6 English and mathematics syllabi, K-6 learning and teaching programs became consistent with sequences of learning backward mapped and connected. What worked well was the school's commitment to embedding collaborative practice consistently across the year, as well as supporting our middle leaders with targeted professional learning around the new syllabi and its pedagogies. As a result, development of knowledge of the new syllabi by engaging with the pedagogy of connectionism. In turn, this supported the successful implementation of the new K-6 English and mathematics syllabi across the school. Collectively, we also developed and tested a whole school backward mapping process that simplified the teaching and learning cycle. At year's end, all staff were able to effectively lead collaborative practice sessions, focusing on embedding the pedagogy of connectionism into teaching and learning programs through the school's backward mapping process. Additionally, the capacity of staff was uplifted, evidenced by their ability to support and drive curriculum reform. What inhibited our work was the difficulty in initially keeping the driving message clear and simple. It took time to develop and embed consistent approaches to curriculum planning and delivery across the school.

In 2024, we will also continue to build the capacity of staff to plan and develop professional learning as we continue to embed the new syllabi into our practice. A whole school focus will be curriculum differentiation so that we can better meet the needs of students at different levels of achievement, including adjustments to support learning and increase challenge.

A focus for 2023 was to develop teacher confidence in using assessment data to inform teaching practice. In a school review of data skills and use, we noticed that whilst we had been collecting a lot of student assessment data, it may not have been useful in informing teaching and learning. To further address the anomaly of our internal data not aligning to external data, the school reviewed the frequency and purpose of assessments. As a result, there was a need to review and revise our current assessment schedule. Our hunch was that if we reduced the assessment load, teachers would

better be able to analyse data over time.

As part of this initiative, we developed clear, school-wide assessment procedures, including a CTJ protocol, to support the implementation of a more reliable assessment schedule. Our thinking was that these tools combined, would lead to the collection of more reliable and purposeful data which could be used to drive teaching and learning and support the more accurate distribution of student achievement on the A-E Common Grade Scale.

To continue our improvement into 2024, there will be a continued focus in uplifting teacher's data literacy and analysis skills so that they can better differentiate curriculum delivery and set informed learning goals for students.

Social Emotional Well-being: Was completed to support student learning for those with difficulties in and out of the classroom, to support student engagement with peers and staff. All teaching and non-teaching staff completed training with Sue Larkey and Tony Attwood in Social and Emotional Awareness, this resulted in all staff consolidating and extended planning on identified student needs. The strategies will be further implemented with follow up support with Royal Far West in 2024.

The APC&I worked closely with the K-2 classroom teacher to develop the implementation of the new English and Mathematics Syllabus documents. These units have been implemented with the cohort of students in mind, adjusting where needed to extend and provide support. 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.

Intervention support for identified students across yr 1- 6 was provided in the form of Minilit and Macqlit. Analysis of data has indicated that 90% 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. Implementation of a school wide Assessment program to triangulate data from teacher judgement, DOE assessments (Check-In, Phonics, NAPLAN), Topic assessments in English and Math.
- * Implementation of 3-6 syllabus and units of work.
- * Connections

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>Progressions Student Growth: 45% of students achieving or exceeding expected growth in Literacy and Numeracy in Creative Texts and Quantifying Numbers. 45% Of all students achieve or exceed expected growth in Literacy and Numeracy using PLAN2 and Syllabus indicators.</p>	<p>Data indicates that student growth in learning progressions is at the desired target of 45% growth in Literacy and Numeracy in Creative Texts and Quantifying Numbers. 45% Of all students achieve or exceed expected growth in Literacy and Numeracy using PLAN2 and Syllabus indicators.</p> <p>Students have completed assessments in a new platform (Essential Assessment) in Literacy and Numeracy, this is based of current and new syllabus outcomes. Comparative growth data can be observed for each grade level, individual student and class.</p>
<p>Personalised Learning: 70% of students with their own personalised learning and support plan reach their learning goals.</p>	<p>Personalised Learning: 90% 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 2023. Learning Goals have been developed with a focus from data analysis of assessments in Reading, Writing, Numeracy and students setting a Personal Goal that can be assessed and achieved within the school environment.</p>
<p>Reading Growth: Achieve an uplift of</p>	<p>The percentage of students achieving expected growth in reading in 3-6</p>

<p>5% across years 3, 4, 5, and 6 students in Reading as measured through the system Check-In Assessment when compared to Statistically Similar School Groups (51.2%) and State Averages (58.7%), triangulating internal data.</p>	<p>target of an uplift of 5% has been successful with students indicating achievement of growth. It is evident that within Check-In Assessment data that the year 5 cohort results overall have decreased from 2022 to 2023. This is significantly due to the change in the cohort itself.</p> <p>The percentage of students achieving expected growth in reading indicating progress toward the system negotiated lower bound target, as an overall cohort in Year 3, students are 42% above the state and SSSG averages, Year 5 students are 5.8% below the state and SSSG averages and Year 6 students are 9.2% above the state and SSSG averages.</p>
<p>Numeracy Growth: Achieve an uplift of 5% across years 3, 4, 5, and 6 students in Numeracy as measured through the system Check-In Assessment when compared to Statistically Similar School Groups (55.3%) and State Averages (63.5%), triangulating internal data.</p>	<p>The percentage of students achieving expected growth in Numeracy in 3-6 target of an uplift of 5% has been successful with students indicating achievement of growth. It is evident that within Check-In Assessment data that the year 5 cohort results overall have decreased from 2022 to 2023. This is significantly due to the change in the cohort itself.</p> <p>The percentage of students achieving expected growth in Numeracy indicating progress toward the system negotiated lower bound target, as an overall cohort in Year 3, students are 34.5% above the state and SSSG averages, Year 5 students are 15.2% below the state and SSSG averages and Year 6 students are 5% above the SSSG average and 7.5% below the state average.</p>

Purpose

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

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

Aboriginal background
Socio-economic background
Integration funding support
Professional learning

Summary of progress

At Rappville Public School focusing on the whole student and their needs across many areas not just academic has been a major focus for school staff and the community. This enables us to support their well-being, emotional growth and understanding while challenging their growth mindset towards learning and understanding.

Through the continuation of Positive Behaviour for Learning lessons and the implementation of Smiling Minds. Our focus for attendance and engagement, and whole school well-being, Attendance and engagement lacked consistency and growth due to the circumstances of previous years.

In 2023 we planned for a whole school practice that would enhance student attendance, celebrating the consistency of attendance. Whole school professional learning on Social and Emotional Well-being, fortnightly attendance focus and rewards for students attending 90% or more of the fortnight. This initiative has showed a positive outcome reported by parents and students in developing well-being, sense of belonging.

To support student individual needs, all teaching and non-teaching staff completed training, 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 as families returned after the end of year school break. 2023 has been the first year in 4 years where we have had consistent teaching and learning days across the school year, without interruptions due to COVID-19, natural disasters that had previously been experienced. Our attendance rate for students attending school greater than 90% of the time was 54.5% at the beginning of Term 2. In term 4 we have prioritised a plan for improving attendance which included implementing a range of programs including the continuation of our breakfast/lunch club, weekly attendance awards during assembly, fortnightly attendance rewards (attending 90% of school days each fortnight) and targeted meetings to support students with low attendance rates. By the second half of term 4 2023 - students attending at least 90% of the time sits at 41.7%.

The Well-being of our students is an integral element to having all students engage and learn with positive behaviour choices, focusing on Social and Emotional Well-being of students, playground interactions, resilience in learning and sport, interacting with younger or older peers. There are many student well-being improvement measures including Tell Them From Me (TTFM) survey results, school-based data from Positive Behaviour for Learning, the Personal and Social Capability learning continuum (ACARA), attendance data, referral data, learning and support team meeting records and the provision of individual learning and behaviour programs all have been crossed analysed to support this focus and specific area of need.

Well-being and learning are inextricably linked and research shows that effective, evidence-based well-being initiatives and strategies enhance student learning. By aligning student well-being improvement measures with School Excellence Framework themes and the Principles of Inclusive Practice, we are able to support the decisions of our following initiatives:

- implementing a homework club to support students to complete assessment tasks and regular homework.
- supporting students to gain broader and equitable access to curriculum and learning with financial assistance by subsidising excursions and resources costs.
- SLSO support in each classroom
- Whole School Bike Track
- Garden Club

Future Steps:

- * Implementation of strategies from Social and Emotional Well-being PL
- * Survey of student cohort for interest areas for lunch time activities.
- * TTFM Survey/School Survey
- * Imbed strong connections and Attendance strategies.

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>Attendance:</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 2023. 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 expectations and monitor attendance and student engagement because this is vital in addressing gaps in learning and driving improved student outcomes.</p>
<p>Well-Being & Engagement</p> <p>Well-being, behaviour and attendance plans are embedded 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. Additional supports have been offered and provided to families.</p>
<p>Learning Culture</p> <p>Increased proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School from 2022 Tell Them From Me data.</p>	<p>90% of students in 3-6 participated in TTFM survey. Base line data shows that 85% of students have a strong sense of expectations for success, advocacy and a sense of belonging at Rappville Public School. 2023 Tell Them From Me survey does not accurately reflect the student and parent positive relationships data due to long term impacts of the previous years, families have also completed school surveys that support a greater percentage of students, parents, carers as well as community having a sense of belonging at Rappville PS..</p>
<p>Learning Sprints: Development and embedding of Learning Sprints in Literacy and Numeracy, at every 5 week interval. Student growth in targeted areas, increase of 1-2 progressions.</p>	<p>The development and effective implementation of Learning Sprints supported targeted whole class areas of need during 2023. There was a focus in Literacy and Numeracy during each term 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. Utilising the Data from Essential Assessment to analyse for any common areas of need of all students to develop Learning Sprint focus areas.</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 2023, 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. Rappville PS has recently partnered with Royal Far West to provide further support for students and families regarding points of needs of students.</p>

Effective partnerships with parents/carers, students and staff are identified and collaboratively established and maintained within the school learning culture.

2024 will see intervention supports being implemented, whole class, individually and small group.

Funding sources	Impact achieved this year
<p>Integration funding support</p>	<p>Integration funding support (IFS) allocations support eligible students at Rappville Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Well-being & Engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: Support for implementation of the K-2 curriculum has lead to rich, differentiated programming within the K-2 classroom, and improved the engagement of students being supported. The intensive intervention in the form of Minilit and Macqlit has shown a marked increase in student performance through whole school testing, this has been achieved by the employment of two SLSO staff across the classrooms on a part time basis through the school week.</p> <p>After evaluation, the next steps to support our students will be: Providing opportunities for students who receive Integration Funding are supported to the best ability of staff and funds provision. Support in Learning, Emotional, Social, Well-being and physical activities.</p> <p>Next Steps: Provision of more inclusive opportunities in practical activities Transition activities for year 2 into year 3.</p>
<p>Socio-economic background</p> <p>\$26,245.45</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Rappville Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Well-being & Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students with economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Attendance program proved to be highly successful in resetting poor attendance habits due to previous years events, changing the culture of what is expected and acceptable for days absent. 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 Well-being through attendance rewards, staff PL and increased support in the classroom and playground, has led to less negative student behaviours being reported.</p> <p>After evaluation, the next steps to support our students will be: 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.</p>

<p>Socio-economic background</p> <p>\$26,245.45</p>	<p>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>*Implementation of Social and Emotional Well-being strategies</p> <p>*Lunchtime clubs</p> <p>*Attendance recognition</p>
<p>Aboriginal background</p> <p>\$10,125.31</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Rappville Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Well-being & Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact: All small group and individual intervention support programs were designed and implemented. Data indicated all students demonstrated progress and growth in learning achievement.</p> <p>After evaluation, the next steps to support our students will be: In 2024, the school will continue to support identified students requiring additional support in relation to their learning needs, through the use of Funding.</p>
<p>Low level adjustment for disability</p> <p>\$26,839.46</p>	<p>Low level adjustment for disability equity loading provides support for students at Rappville Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Capacity Building <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • 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 <p>The allocation of this funding has resulted in the following impact: 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</p> <p>After evaluation, the next steps to support our students will be: In 2024, Low level adjustment for disability funding will continue to support students with additional learning and support needs. A focus on students with newly identified needs and ensuring a quick</p>

<p>Low level adjustment for disability</p> <p>\$26,839.46</p>	<p>response from school and it's resources. To continue to provide teachers with personalised professional learning so that they deepen their knowledge and skills to differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.</p>
<p>Location</p> <p>\$7,987.43</p>	<p>The location funding allocation is provided to Rappville Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • subsidising student excursions to enable all students to participate • additional staffing to support transition and Play to Learn programs. <p>The allocation of this funding has resulted in the following impact: The preschool transition program provided additional support for all students to engage successfully.</p> <p>After evaluation, the next steps to support our students will be: Location funding will continue to support transition programs in 2024. These funds will also support the move into RPS implementation of Open Parachutes well-being/Resilience Health Program.</p>
<p>Professional learning</p> <p>\$4,961.83</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Well-being & Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • Assistant Principal Curriculum and Instruction working between three small schools to upskill executive and staff, utilising targeted professional learning. <p>The allocation of this funding has resulted in the following impact: In 2023, Staff worked with the Assistant Principal Curriculum and Instruction to analyse NAPLAN , Check In Assessment and Essential Assessment data to set targets for student achievement.</p> <p>After evaluation, the next steps to support our students will be: To uplift teachers' knowledge and understanding to differentiate the curriculum to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge To develop teachers' data literacy and analysis skills so that they can use data to inform planning and teaching.</p>
<p>QTSS release</p> <p>\$3,314.30</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Rappville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$3,314.30</p>	<p>funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Professional Learning for staff utilising resources to better inform data selection, analysis and inform future teaching and learning. Staff to prepare for the new 3-6 English and Maths syllabus implementation.</p> <p>After evaluation, the next steps to support our students will be: In 2024 QTSS funding will continue to be utilised to support and enhance teaching practice for the improvement of student outcomes. Data analysis will be used to monitor student growth utilising the assessment schedule.</p>
<p>COVID ILSP</p> <p>\$11,927.82</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 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing intensive small group tuition for identified students who were... • providing targeted, explicit instruction for student groups in literacy/numeracy - Reading skills including reading comprehension, phonic knowledge, vocabulary, writing (particularly sentence structure), whole number, additive strategies and measurement strategies. <p>The allocation of this funding has resulted in the following impact: Improved learning outcomes for students identified as requiring additional support. Students' improvement data indicates the success for targeted students participating in COVID ILSP met the expected outcomes.</p> <p>After evaluation, the next steps to support our students will be: While CPVID ILSP funding is not continuing, the school allocation of Small Group Intervention funds will be utilised to continue the implementation of literacy and numeracy support and intervention programs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	7	12	10	8
Girls	4	2	4	3

Student attendance profile

School				
Year	2020	2021	2022	2023
K	87.4	91.8	81.9	
1	97.0	84.4	89.4	89.6
2	93.3	88.3	87.9	
3	94.7	89.7	88.2	96.8
4	94.4	89.6	87.3	
5	86.7	92.5	80.3	97.5
6	89.9		92.4	89.3
All Years	92.4	89.8	84.5	92.3
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	
5	92.0	92.1	87.2	90.3
6	91.8		86.3	89.8
All Years	92.0	92.6	87.4	90.4

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.1

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2023, 2.5% 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	209,025.34
Revenue	564,598.53
Appropriation	535,166.36
Sale of Goods and Services	5,452.83
Grants and contributions	17,823.01
Investment income	6,156.33
Expenses	-519,321.30
Employee related	-426,935.04
Operating expenses	-92,386.26
Surplus / deficit for the year	45,277.23
Closing Balance	254,302.57

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

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

	2023 SBAR Adjustments (\$)
Targeted Total	24,884
Equity Total	63,210
Equity - Aboriginal	10,125
Equity - Socio-economic	26,245
Equity - Language	0
Equity - Disability	26,839
Base Total	330,038
Base - Per Capita	3,644
Base - Location	7,987
Base - Other	318,407
Other Total	71,047
Grand Total	489,180

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Parents/Carers indicated through the use of Facebook, CLASS DOJO, participating at school functions, development of Individual Education Plans, Personalised Learning Plans and undertaking the Tell Them from Me Survey, as well as through general conversation, school survey, their support and satisfaction with the direction and teaching/learning activities that are provided at our school.

Student data shows continuing improvement in Expectations for Success, Advocacy, and Sense of Belonging.

Data from the student surveys indicate positive growth and high levels of student satisfaction in the areas of:

- * Expectations for Academic Success
- * Advocacy at School
- * Sense of Belonging - Student data shows continuing improvement in Positive Relationships.

Parent/Caregiver Survey In 2023 80% of parents responded to the Parent Survey.

- * Parents Feel Welcome - 91% of parents choose strongly agree or agree to questions in this area.
- * Parents are Informed -86 % of parents choose strongly agree or agree to questions in this area.
- * School Supports Learning -95% of parents choose strongly agree or agree to questions in this area.
- * School Supports Positive Behaviour - 93% of parents choose strongly agree or agree to questions in this area.
- * Safe School - 95% of parents choose strongly agree or agree to questions in this area.
- * Inclusion at School - 73% of parents choose strongly agree or agree to questions in this area.

Teacher Survey: Teacher Well-being (belonging and feeling supported at RPS) - 100% of teachers choose strongly agree or agree to questions in this area.

Teacher response to "Main factors that would help me feel more supported at work":

- * More time to do my job
- * Greater work life balance
- * More collaboration with peers across C.L.A.S.S

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

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.

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

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

Anti-Racism - School statement

At Rappville Public School we encourage students to be accepting of all people. We utilise reference materials, stories and other resources to explore these concepts so that students can become familiar with other traditions and practices that other groups may be involved in due to their ethnicity. Discussion around why these differences occur are the basis of how understandings can be developed to inform our students judgement. Staff are training as ARCOs- Anti Racism Contact Officers, to support our commitment to the elimination of discrimination.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural and anti-racism education - School Statement

Multicultural Education at Rappville Public School aims to ensure that students are aware of differing worldviews, cultural differences and the importance of living and accepting people that may come from diverse backgrounds. This is achieved by imparting knowledge of these concepts through subjects such as history, geography and the literature that is selected for study from the earliest years to year 6. Staff at Rappville Public School implemented resources with multiple Multicultural Perspectives into literacy programs as quality read to texts. Both classes completed numerous activities around other countries comparing similarities and differences. Multicultural Education in the primary school setting is becoming increasingly important as students prepare to live and work in an increasingly culturally diverse environment. The development of appreciation, respect and an understanding of cultures outside their own is imperative if we are to embrace the benefits that a diverse society can bring. Within the classroom, students are allowed to have a broader perspective and a better understanding of world views. This learning is part of lessons in a range of subjects such as geography, health studies and history. The careful selection of literature for study is a powerful means of introducing such world views.