

2023 Annual Report

Ropes Crossing Public School



growth through learning



ROPES CROSSING
PUBLIC SCHOOL
Est. 2008

4645

Introduction

The Annual Report for 2023 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

Ropes Crossing Public School

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

Strategic Direction 1: Student growth and attainment

Purpose

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

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

Initiatives

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

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

Resources allocated to this strategic direction

Aboriginal background
English language proficiency
QTSS release
AP Curriculum & Instruction
Professional learning
Per capita

Summary of progress

Enhancing Reading Instruction

The scope of the Reading Committee extended beyond Guided Reading to a focus of enhancing and refining pedagogy across all aspects of reading. During Term 1, the focus in our three-weekly Curriculum Reform release time for each grade/stage, was on effective reading instruction. Executive staff collaboratively developed agendas for these meetings with a focus on PL through engagement with the micro-modules on myPL for the new Syllabus; developing a shared understanding of a quality literacy block; and implementation of evidence-based practices across K-6. During Term 2, K-2 continued to have a focus on effective reading instruction, contextualising English units of work to meet student learning needs. During Terms 3 & 4 the Reading Committee developed a Reading Assessment Diagnostic Resource to support teachers in the effective assessment of reading. This document was trialled by members of the committee and refined based on feedback. This will be available to all staff in 2024. With K-2 implementing the DoE English Units of Work, and Years 3-6 intending to implement in 2024, all texts for these were purchased and made available for use in the classrooms. Additional decodable books and other classroom resources were purchased for classroom use to support teachers in their explicit instruction of reading.

Enhancing Numeracy Instruction

In numeracy, the key area of measurement and more specifically, length featured significantly in our work in Strategic Direction 1 this year. Collaborating with the DEL as part of the Guided Support Package for schools, we undertook a Spiral of Inquiry with 3-6 staff, focused on building teacher knowledge and capacity in teaching maths. Executive staff analysed student achievement data (NAPLAN, Check in assessments and a length diagnostic assessment) and a numeracy team was established to design and deliver professional learning. This included quality teaching practices in numeracy and the importance of using data to design class, group and individual learning. All staff K-6 engaged in the Curriculum Reform training in mathematics. With a focus on length, Stage 2 and Stage 3 teachers shared resources on what quality teaching in numeracy and length looks like, collaboratively designed, programmed and delivered lessons, observed each other's practice, worked shoulder to shoulder with the APC&I and stage APs and provided professional feedback to improve teaching practice. Identified HPGE students across K-6 were targeted for individual, small group and large group STEM challenge experiences. Utilising resources from the Universal Resource Hub ensured best practice and quality lessons and resources were implemented. Teachers found this approach to be extremely valuable with every teacher reporting an increase in knowledge and expertise. As a result, a Professional Learning Pathway structure has been prepared, as a possible way forward next year. This may relate directly to whole number or place

value. Additionally, a number of key documents created by the leaders of the numeracy committee, will be made available to all teachers across the school for new staff so they can familiarise themselves with the way we best support students in length.

Data analysis was incorporated into stage Growth Through Learning sessions and whole staff meetings and staff from Stage 2 and 3, have acknowledged the value of participating in extensive professional learning on collecting, tracking and monitoring student progress data, particularly in relation to PLAN2 and the learning progressions. Assessment tasks, including formative assessment processes have been refined to better match syllabus outcomes and comparative results from the start of Term 2 to mid-Term 4 indicate considerable improvement in student achievement in the areas of length, as a result of our work in this area. This has put us on track to achieve our annual progress measures.

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
An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022 .	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in reading has increased by 7.4 %.
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in numeracy has increased by 8.5 %.



Strategic Direction 2: Wellbeing and attendance

Purpose

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

Initiatives

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

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

Resources allocated to this strategic direction

Socio-economic background

Summary of progress

Embedding Positive Behaviour for Learning

Throughout 2023, we have trained staff and PAX is implemented across the school environment. We now have a total of 5 staff now trained to PAX Partner level and one of these further trained in PAX tools. The language of PAX has been included in staff lanyards and Matrix. A workshop was delivered to parents with the Wellbeing Team from State Office in attendance observing the presentation. Professional Learning has been undertaken by all staff to refresh on consistent PBL/PAX language approach and the tools utilised to track and monitor behaviour across the school. PBL/PAX assemblies are happening via zoom in every classroom fortnightly, with the focus coming from this data to target areas of concern across the whole school. At the Kindy Expo, we shared information with parents and carers from the community about our PBL system, the use of the harmonica to gain attention, how awards are earned and signage around the school that assists Kindergarten students understanding of rules and expectations.

Wellbeing and Connectedness

Throughout 2023, our purpose has been for students to experience success when they are known, valued, cared for and are connected to our school. The Wellbeing Committee has used evidence based approaches to wellbeing with a collective responsibility for student success. This year, we have facilitated many initiatives to support the wellbeing of all students across K-6. We have successfully implemented the following activities; Student Representative Council initiatives, Recycling Monitor initiatives, Harmony Day celebrations, K-6 Peer Support program, R U OK? awareness day and the K-6 Talent Quest and final showcase. Many of these initiatives were conducted multiple times throughout the school year. As a result of these initiatives, we have provided the opportunity for all students to make decisions in the school environment and improve their sense of wellbeing and belonging. Throughout the year, we have continuously reflected on our progress through student surveys, staff surveys, SRC student voice feedback and the Tell Them From Me surveys. Next year, as a school community, we will continue to support the cognitive, emotional, social and physical wellbeing of students to increase the engagement of the whole school community in wellbeing.

Attendance

A collective approach to encouraging school attendance was taken with all staff having a role in encouraging strong attendance, including following new monitoring procedures and the whole school attendance flowchart. Information to parents about the importance of consistent school attendance was sent home regularly. Targeted interventions for students were developed and implemented in all classrooms. To support targeted approaches we purchased incentives for students to work towards as they returned to school regularly and reached their attendance targets. 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

<p>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.</p>	<p>For 2023, only Semester 2 data is available, due to the school moving from ebs to another platform to record attendance data. In Semester 2, 2023 48.8% of students attended 90% or more of the time. This was an improvement of 12.52% on the 2022 rate.</p>
<p>Whole school attendance data reflects a continued improvement measured by a decreased proportion of students attending less than 85% of the time from 2022 baseline data.</p>	<p>We did not see progress towards this goal in 2023 due to a number of contributing factors, including parents following the COVID setting guidelines when children are unwell.</p>
<p>100% of students and staff can articulate the school's values and expectations for positive behaviour.</p> <p>100% of teachers use the PBL model to manage behaviours, maintain ratio of positive/negative interactions and record data consistently across the school.</p>	<p>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.</p>
<p>Our school meets or exceeds the DoE average of students reporting overall positive wellbeing.</p>	<p>87.76% of students reported positive wellbeing, not yet meeting our target of 92.5%.</p>



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.

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

Resources allocated to this strategic direction

Integration funding support

Low level adjustment for disability

Summary of progress

In 2023, Ropes Crossing Public School's Parents in Partnership Committee worked collaboratively to build connections with both parents and the community. This involved reaching out to parents for workshops, donations and volunteer assistance. It also involved increasing the links the school has with the neighbouring Rochford Place Retirement Village and extending the offer of wanting more volunteers at the school. The partnership with the retirement village has shown growth with 5 more volunteers attending to assist with uniforms, reading and Breakfast Club. Parents attending workshops was impacted by weather events and scheduled times of the year; however plans for 2024 include more PAX workshops and meetings about reading.

The Parents in Partnership Committee held numerous meetings to ensure parents were invited to and informed about the new curriculum reform and this meeting was held early in Term 2. It was very well attended by parents and surveys indicated that most parents had children in K-2, in particular Year 2. This presentation was delivered in collaboration with the Assistant Principal Curriculum and Instruction and the Literacy Committee.

The Parents in Partnership Committee organised a Parent Workshop to assist in implementing the PAX Tools part of the PAX GBG framework already existing at Ropes Crossing PS. At least 12 parents indicated that they would like to attend, however there was a storm that afternoon and we only had 2 parents attending.

In November of 2023, an afternoon tea to celebrate the help and assistance of all community members including the Special Religious Education teachers. It was well attended and the community look forward to this event each year. Further to this, parents supported a small cohort of our students to sing at the nearby Rochford Retirement Village at Christmas time, building partnerships with the local community.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
100% of students involved in the COVID ISLP maintain reading levels in line with grade expectations.	In 2023, 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).



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$354,474.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ropes Crossing Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning and Support and Partners in Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs. • implementation of targeted programs to differentiate teaching and learning programs. • intensive learning and behaviour support for funded students. <p>The allocation of this funding has resulted in the following impact: Students with additional needs have their individual learning needs supported. PLaSPs have been developed for students with additional learning needs and implemented by either the class teacher, and School learning and Support Officer or a Learning and Support Teacher.</p> <p>After evaluation, the next steps to support our students will be: 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>\$110,351.07</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ropes Crossing Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Embedding Positive Behaviour for Learning • Wellbeing and Connectedness <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through PBL, PAX and Trauma Informed Practice to support student learning • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Students feel supported and connected at school. Behaviour expectations are consistently applied throughout the school to ensure the engagement and participation of students. Individual learning needs are identified and supported.</p> <p>After evaluation, the next steps to support our students will be: Continue to have a strategic and planned approach to wellbeing school wide.</p>
<p>Aboriginal background</p> <p>\$41,172.70</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ropes Crossing Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhancing Reading Instruction

<p>Aboriginal background</p> <p>\$41,172.70</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Dharug language pilot completed with all classes K-6 receiving 10 weeks of explicit language lessons taught by Aboriginal SLSO. Dharug language posters were created to establish a word language wall in each learning space, along with purchasing picture books in Dharug Language for all K-2 classrooms. Further to teaching Language lesson, the Aboriginal SLSO supported Aboriginal students with Reading instruction with individual students and small groups. A Reconciliation BBQ with the community was held as well as two day NAIDOC celebration days. All stage 3 Aboriginal students from Ropes Crossing and the Colyton Learning Community (CLC) schools participated in a Cultural Immersion day at Kimberwalli. This saw students participate in language, bush tucker and art lessons, along with working in groups on Women and Men business with Elders.</p> <p>After evaluation, the next steps to support our students will be: Continue to ensure that Aboriginal and Torres Strait Islander learning experiences are embedded within the timetable to provide rich learning experiences and connection to for Aboriginal students at Ropes Crossing Public School. With a continuation of Dharug Language lessons for all grades throughout the year. Employment of an Aboriginal SLSO will continue in order to teach language and support Aboriginal students with reading intervention. Continuation of our Aboriginal student Junior AECG leaders of the AECG working with schools within our Colyton Learning Community (CLC) and building further the partnership with Kimberwalli to enhance and support further opportunities for all Aboriginal students to build cultural knowledge.</p>
<p>English language proficiency</p> <p>\$322,713.67</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ropes Crossing Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhancing Reading Instruction • Enhancing Numeracy Instruction <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phases • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: Differentiated programs have been planned and delivered to support the learning need of EAL/D learners.</p> <p>After evaluation, the next steps to support our students will be: Ensure that EAL/D staffing allocation is used to employ qualified staff to support the learning needs of EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$265,695.07</p>	<p>Low level adjustment for disability equity loading provides support for students at Ropes Crossing Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Low level adjustment for disability</p> <p>\$265,695.07</p>	<p>including:</p> <ul style="list-style-type: none"> • Learning and Support and Partners in Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: 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>\$55,029.11</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhancing Reading Instruction • Enhancing Numeracy Instruction <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact: All staff have developed a PDP and had opportunities to meet their professional 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>After evaluation, the next steps to support our students will be: 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 targets and goals.</p>
<p>QTSS release</p> <p>\$172,462.18</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ropes Crossing Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Enhancing Reading Instruction • Enhancing Numeracy Instruction <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>QTSS release</p> <p>\$172,462.18</p>	<ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: 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>After evaluation, the next steps to support our students will be: 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>\$135,279.72</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"> • employment of teachers to deliver small group tuition. <p>The allocation of this funding has resulted in the following impact: in 2023, all students on the COVID ILSP caseload attended intensive small group guided reading sessions.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ teachers as tutors based on the allocation provided to engage students in intensive small group reading and numeracy support group program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	435	455	443	425
Girls	412	427	427	401

Student attendance profile

School				
Year	2020	2021	2022	2023
K	85.4	92.2	81.8	87.0
1	85.2	91.4	83.8	88.0
2	86.5	91.6	83.7	90.0
3	85.1	92.7	83.4	90.5
4	88.4	91.9	85.0	89.2
5	87.5	93.5	84.6	91.3
6	84.9	93.1	85.6	89.0
All Years	86.2	92.3	83.9	89.3
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

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
Deputy Principal(s)	2
Assistant Principal(s)	5.6
Classroom Teacher(s)	32.33
Learning and Support Teacher(s)	1.4
Teacher Librarian	1.4
Teacher EAL/D	2.2
School Administration and Support Staff	4.87

*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	471,282.76
Revenue	8,722,670.19
Appropriation	8,464,414.43
Sale of Goods and Services	7,103.17
Grants and contributions	240,322.34
Investment income	10,479.00
Other revenue	351.25
Expenses	-8,058,956.10
Employee related	-7,274,923.25
Operating expenses	-784,032.85
Surplus / deficit for the year	663,714.09
Closing Balance	1,134,996.85

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	310,309
Equity Total	739,933
Equity - Aboriginal	41,173
Equity - Socio-economic	110,351
Equity - Language	322,714
Equity - Disability	265,695
Base Total	5,925,466
Base - Per Capita	226,426
Base - Location	0
Base - Other	5,699,039
Other Total	629,781
Grand Total	7,605,489

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

Through the 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 were all above the NSW Government Norm. Students reported positive advocacy at school with 90% (school) reporting positive results compared to 67% (state). Expectations for success were also rated above the state norm with 97% (school) indicating a positive result compared to 81% (state). While a sense of belonging was the lowest ranked area in the school results, it was still higher than the state average results with 77% (school) reporting a positive result compared to 62% (state).

The Tell Them From Me survey was also issued to staff, but unfortunately only a very low number completed the survey, so results are invalid. We did however run a process at the end of the year where the staff ranked the school achievements against the Self Evaluation Survey (SEF). Staff indicated that in most areas the school was Sustaining and Growing. This included the areas of Learning Culture where it was indicated that the school has a culture focused on learning and improvement. In the area of Professional Standards, it was reported that teachers engage in professional discussions and collaborate to improve teaching and learning. They also acknowledged that formal mentoring was in place for beginning teachers and embedded in school-wide systems. Teachers also reported that systems are in place to support collaborative performance and development for both teaching and non-teaching staff.

Parents were also invited to complete the Tell Them From Me survey, but unfortunately no one completed the survey. We do however have an active P&C. The school and the P&C have a good relationship and meeting are conducted in a respectful manner. Any issues raised at the meetings are generally resolved quickly and respectfully with mutually agreeable outcomes. The P&C work in partnership with the school in many areas including fundraising and running events.



Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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