Our school at a glance

Students
In 2011, Rappville Public School enrolment was 20, with 11 students in the K-2 classroom and 9 students in the 3-6 classroom. The school had 9 boys and 11 girls enrolled. During the year numbers increased with the school finishing the year with 24 students.

Staff
During 2011, the teaching staff consisted of a teaching principal and a classroom teacher. The School has one permanent part-time General Assistant who works 4 hours per week. Our School Administrative Manager (SAM) was employed for 9 days per fortnight. There was also a release teacher (1 day per week), STLA employed for a 6 week period and a School Learning Support Officer employed.

All teaching staff meet the professional requirements for teaching in NSW Public Schools.

Significant programs and initiatives
In 2011, Rappville Public School gained funding from Priority Schools funding and National Partnerships Low SES funding.

Student achievement in 2011
In 2011, Years 3 & 5 completed their NAPLAN assessments and Kindergarten completed Best Start. As there were small cohorts in NAPLAN assessment data cannot be published as it will identify individual students. Trends will be looked at.

Messages

Principal’s message
In 2011, the school received its first National Partnerships funding. This gave the school the means to set up a morning for parents and children to come to school, a year long Kindergarten Orientation Program and a Community Newsletter. These were all new activities and were successful.

Some of the activities Rappville Public School participated in were two school camps, Woody Head and Canberra, a small school creative arts day, Quest-a-con, AFL, Disco’s, Performing Arts Festival, Tennis, Premiers Reading Challenge and a Bike-a-thon. Students found these activities both educational and enjoyable.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Kerry Harper

P & C and/or School Council message
The P&C continued to meet regularly and held a number of fundraising events to allow the Year 5 and Year 6 students to attend an excursion to Canberra with the other small schools in our local area.

P&C secured a Volunteers Grant of $4,700 to purchase a BBQ trailer and catering equipment to allow fully self-contained fundraising off site.

P&C parents continued to assist with volunteer reading and support in the school.

Some funds raised by the P&C assisted in the purchase of library books, swimming lessons, book prizes and contributions towards other school outings and excursions.

The P&C were happy to see some of the new initiatives and strategies implemented which included preschool activities, playgroup sessions, community newsletter and literacy programs, as a result of the National Partnership Funding received.

Erin Stevenson, P&C President.

School context

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile
In 2011, Rappville Public School enrolment was 20, with 11 students in the K-2 classroom and 9...
students in the 3-6 classroom. The school had 9 boys and 11 girls enrolled.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>11</td>
<td>11</td>
</tr>
</tbody>
</table>

**Student attendance profile**

Students at Rappville Public School have above North Coast Region attendance rates, however are slightly behind state average attendance.

As our student enrolment for the year was 20, under the required number for a second full time teacher. The school combined a number of resources including PSP to provide a second teacher 5 days a week.

All full time staff at Rappville Public School have participated in Training and Development activities including the Quality Teaching Conference, Phonics’ Programs, the 7 Habits of Highly Effective People and Team Leadership for School Improvement.

**Staff establishment**

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Head Teachers</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.31</td>
</tr>
<tr>
<td>Teacher of Emotional Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.096</td>
</tr>
<tr>
<td>Total</td>
<td>2.396</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

**Staff retention**

There has been no change to staff at Rappville Public School in 2011.

**Teacher qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td></td>
</tr>
</tbody>
</table>

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.
Date of financial summary: 30/11/2011

**Income**

Balance brought forward 158722.77
Global funds 47153.59
Tied funds 29096.30
School & community sources 12292.90
Interest 5909.09
Trust receipts 1704.90
Canteen 0.00
Total income 254879.55

**Expenditure**

Teaching & learning
- Key learning areas 26821.01
- Excursions 4771.76
- Extracurricular dissections 9628.91
Library 1464.55
Training & development 5126.00
Tied funds 31636.83
Casual relief teachers 2388.34
Administration & office 31199.47
School-operated canteen 0.00
Utilities 8310.44
Maintenance 17821.84
Trust accounts 1762.40
Capital programs 18931.09
Total expenditure 159862.64
Balance carried forward 95016.91

A full copy of the school’s 2011 Financial Statement is tabled at the Annual General Meeting of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2011**

Rappville Public School is a small school which has always ensured students do not miss out educational activities due to its size. In 2011 we participated in many school and community of school activities.

**Achievements**

**Arts**

Visual Arts lessons were conducted on a weekly basis. A range of media and skills were explored from sewing and weaving skills, clay sculpture, paper crafts and painting/drawing.

A Creative Arts Day was held in Term 2 being attended by students from our local small schools. This was a wonderful day allowing students to attend a wide range of creative workshops from the playing of unusual instruments with the talented Marimba Man, to modern and disco dance with Mrs Petty and Mrs Harper, singing with Mrs Compton and Aboriginal Art techniques and design with Ms Gibbins.

The students enjoyed the annual visiting performance at Leeville Public School this Year in Term 1. The Breman Town Musicians was a humorous portrayal of a traditional tale.

Mrs Compton visited our school each week to conduct music classes for all our students, K-6. She ran small group music lessons and also taught instruments to interested students during lunch break.

Mrs Compton taught our older students instrumental pieces to accompany our CAPA Performance at the Civic Hall and our Christmas Concert.

Dance lessons held a regular spot in the form of Health Hussles in our daily fitness activities and drama lessons were integrated in other subject areas throughout the year.

Our students attended the Small Schools CAPA Performance in Term 3 in Casino. They performed a dance with accompanying marimba called Sing Lo-Lo. They repeated this performance for the senior citizens in Term 4 just before the Small Schools Disco at the RSM Club in Casino.

Grandparents Day in Term 3 allowed students to show off their traditional dance skills for their family and friends and an opportunity for them to become the dance teachers.

The Christmas Concert at the end of the year saw the students sing, perform in a dramatic play called ‘The Empires New Clothes’, they also danced, performed with instruments and; for our older students, they hosted the evening.

**Sport**

Sporting activities for the year involved weekly lessons as well as daily physical fitness lessons four mornings a week.

In the later half of Term 1, students trained hard each day to build their aerobic fitness and stamina with the aid of the ‘Beep Test’. This was in preparation for the Cross Country held at Stratheden Public School early in Term 2.

Term 2 was a busy term for sporting events. An expert in cycling, Rachel Sipple ran a bike education day prior to the annual Bike-a-thon along Carwong Road to the Stevenson’s property.
Jump Rope for Heart was also conducted in Term 2. Lots of skipping practice throughout the term culminated in an activities afternoon in which students showed off many of the skills they had mastered.

The Small Schools Athletics Carnival at Casino was held in Term 3. Tommy Whitehouse became 11 year old champion and Piper Stevenson Juvenile Champion.

During Term 2 and 3 students developed their tennis skills in weekly lessons conducted by Mahalia Day, our tennis coach. These lessons involved lots of lively games which the students enjoyed. This program was sponsored by the NSW Tennis Foundation.

In Term 3 coaches from the Gold Coast AFL team came to our school to run an eight week skills program. These weekly lessons gave the students an opportunity to learn the rules, field setup and skills involved in AFL.

The annual Intensive Swimming School was held over a two week period in Term 4. All participating students gained valuable swimming skills.

Other

During the year we also completed a number of other school activities, these included the Term 1 combined schools camp to Woody Head. Students participated in environmental and coastal activities. Chyann had the pleasure of being accepted to attend Stewart House and made us proud of her excellent work. In Term 1 the school also participated in Questacon at Manifold Public School where students participated in science activities. Term 1 also saw the Clean Up Australia Day and the Easter Hat Parade activities. Our new football goal posts were also installed.

In Term 2 we had the official opening of the new BER building. Thankyou to Ms Janelle Saffin for attending the official unveiling. Parents and community members were present and students performed as part of the ceremony.

Throughout the year students worked towards the Premiers Reading Challenge and the Premiers Sporting Challenge. Students received awards for both these programs.

Our Infants joined with the other small schools with a Teddy Bears Picnic, they had lots of fun at the Windara Tea Gardens and Maze.

In Term 3 we hosted a Biggest Morning Tea and Grandparents Day. It was great fun to watch our Grandparents give news and show us interesting older news items. Thanks to all those who took part.

Term 3 saw our 4/5/6 students head off to Canberra and experienced Parliament House, The Dinosaur Museum, Cockington Green and many other activities.

Katelyn Stevenson and Sophia Pittman attended the Spelling Bee as our school representatives. They did not manage to get through to the next round however they did an excellent job of representing us locally. Well done!

In Term 4 we hosted our first evening movie on the big screen. Most of the families and many community members attended and a great night was had by all.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 Literacy and Numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)
Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Literacy/ Numeracy – NAPLAN Year 3

Due to the low number of students who sat for the test, we are unable to report as doing so may identify individual students.

Literacy/ Numeracy – NAPLAN Year 5

Due to the low numbers of students who sat for the test, we are unable to report as doing so may identify individual students.

Progress in literacy

Rappville Public School students have made significant progress between Year 3 and Year 5 over the last two year. In 2008- 2012 students made progress of 50 growth points between Year 3 and Year 5. In 2009-2011 students growth was of 109 growth points between Year 3 and Year 5.

Progress in numeracy
Students have also made excellent progress between Year 3 and Year 5 in Numeracy. In 2009-2011 the average growth points were 5. In 2009-2011 the average growth points were 109.

Minimum standards
The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Due to the low number of students who sat for the test, we are unable to report, as doing so may identify individual students.

Significant programs and initiatives

Aboriginal education
Our school continues to provide units of work that incorporate aspects of Aboriginal history and culture into the learning outcomes and its relevance to a deeper understanding of present day Australia. In 2011 students completed a piece of Art work on the CAPA day that represented Aboriginal culture to them and displayed it at the Casino Council Chambers during NAIDOC week.

Multicultural education
The school recognises the need to focus on multicultural education as part of all curriculum areas. This will ensure that our students develop the skill, knowledge and attitudes required to be part of a culturally diverse society. Our students have continued to study other cultures as part of our HSIE units of work.

National Partnership programs
Rappville Public School participated in the National Partnerships Low SES funding program.

The findings can be found below.

Progress on 2011 targets

Target 1
In 2011 we will increase students (K-6) performance in achieving appropriate stage based outcomes in reading from 70% to 85% by November 2011.

Our achievements include:

- NAPLAN growth data Year 3 to Year 5 shows that students have improved by 109 growth points compared to the state average of 74 growth points.
- Infants reading results show an increased percentage of students have progressed to expected Reading Recovery levels by the end of 2011.
- Percentage of school working towards stage based outcomes in Literacy has increased dramatically.

Target 2
In 2011 we will increase students (K-6) performance in achieving appropriate staged based outcomes in Numeracy from 68% to 82% by November 2011.

Strategies to achieve this target include:

- All teachers are following the North Coast Scope and Sequence in Mathematics. This gives a clear and consecutive progress through Mathematics K-6.
- NAPLAN growth data between Year 3 and Year 5 in years 2009-2011 show that students have improved 89.5 growth points compared to previous growth 2008-2010 of 5 growth points.
- By the end of 2011, 90% of students were working towards appropriate stage outcomes for their stage and age.

Target 3
Increased number of students on Personalised Learning Plans (PLP’s).

Our achievements include:

- All parents met with teachers in 2011 to discuss the progress of their children.

Key evaluations
It is a requirement for all NSW public schools to conduct at least two annual evaluations. Rappville Public School Evaluations were carried out as part of the National Partnership evaluation process for 2011. Two areas were surveyed.

Educational and management practice
Background
As part of the National Partnerships Program the school made changes to its practices. These included a Community Newsletter, parent IEP (Individual Education Plan) meetings and combined small school activities. Parents were surveyed and 12 surveys were returned.

Findings and conclusions
Parents and community members were very satisfied with the Community Newsletter.

The Kindergarten Orientation Program was found to be a success with students keen to go to school and more prepared for school at the conclusion of the program.

All parents found that the combined schools activities has assisted their child in making more friends of their own age bracket and gave them experiences in a large group of similar age.

Future directions
The school will be continuing with its community newsletter, Preschool Orientation Program and combined school activities.

Curriculum
Background
Parents were asked about the effectiveness of the schools Literacy and Numeracy programs, it’s welfare programs, and the standard of the teaching staff.

Findings and conclusions
All parents found that staff were mainly concerned with the students and their improvement, in any areas of the curriculum. Parents were very happy with the extra curricular opportunities presented to children and the strong technology focus that the school continues to build on.

Future directions
The school will continue to focus on improving students’ Literacy and Numeracy marks even further. Teachers will continue to stay up to date with current teaching through the training in the Read like a Writer, Write like a Reader and Synthetic Phonics programs. Students individual needs will be catered too through the employment of a part time STLA, who will work 4 mornings a week for blocks of 8 weeks.

Parent, student, and teacher satisfaction
In 2011, the school sought the opinions of parents, students and teachers about the school.

Over 90% of families responded to the survey. All survey’s showed that parents were attracted to the school grounds, connect to the teachers, felt encouraged to discuss their children progress and were satisfied that the school supported a healthy life style.

Some parents felt that the school uniform need to be further promoted.

Professional learning
This year all staff were trained in the 7 Habits of Highly Effective People. This then gave everyone a basis of understanding.

Teaching staff participated in the Quality Teaching Conference and reflected on their practice.

Staff participated in the Team Lleadership for School Improvement Program working through the programs activities.

All staff participated in conferences appropriate to their position to gain up to date knowledge and view current practices.

School planning 2012—2014
The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1
Outcome for 2012–2014
Literacy and Numeracy

2012 Targets to achieve this outcome include:

- In 2012, 50% of Year 3 students will achieve proficient results in NAPLAN reading.
- Increase student (K-6) performance from 68% (October 2011) to 75% of students achieving appropriate clusters for their stage in aspects of writing by October 2012.
• Increase student (K-6) performance from 73% (October 2011) to 80% of students achieving appropriate clusters for their stage in reading text and comprehension.

• In 2012, 50% of Year 3 students will achieve proficient results in NAPLAN numeracy.

Strategies to achieve these targets include:

• Continued professional development for all teachers in data analysis including NAPLAN and Best Start data.

• All teaching staff to participate in a writing program to improve the structure, spelling and grammatical features of writing. The program is called ‘Read like a Writer, Write like a Reader’.

• Provide up to 16 weeks STLA assistance to children in Years 1-3 to improve the results of students not gaining set benchmarks in the literacy continuum.

• Continued implementation of the North Coast Regional Mathematics Scope and Sequences.

School priority 2
Outcome for 2012–2014

Assessment

2012 Targets to achieve this outcome include:

• 95% of students (K-6) working towards stage based outcomes according to the numeracy continuum by October 2012.

Strategies to achieve these targets include:

• Plot all students K-6 on the Literacy and Numeracy continuum every 5 weeks.

• Create a K-6 Numeracy Continuum Excel spread sheet for the monitoring of all students numeracy progress.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Kerry Harper, Principal
Sharon Gibbins, Teacher
Lisa Estreich, SAM
Erin Stevenson, P&C President

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School Code: 2937

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: