Rappville Public School
Annual School Report
Our school at a glance

Students
In 2012, Rappville Public School enrolment was 16 and due to small numbers ran as a K-6 class. Each day students were divided into K-1 and 2-6 groups till 12 noon. The school had 6 boys and 10 girls enrolled. At the conclusion of 2012 the school had 20 enrolments.

Staff
During 2012, the teaching staff consisted of a teaching principal and a classroom teacher (half day each day). The School had one permanent part-time General Assistant who works 4 hours per week. Our School Administrative Manager (SAM) was employed for 9 days per fortnight. An STLA employed for two, 8 week periods and a School Learning Support Officer was employed. All teaching staff meet the professional requirements for teaching in NSW Public Schools.

Significant programs and initiatives
In 2012, Rappville Public School gained funding from Priority Schools funding, Early Action for Success and National Partnerships Low SES funding.

Student achievement in 2012
In 2012, Years 3 & 5 completed their NAPLAN assessments and Kindergarten completed Best Start. As there were small cohorts in NAPLAN assessment, data would not be published as it will identify individual students. Trends will be looked at.

Messages
Principal’s message
In 2012, the school received National Partnerships funding. This funding allowed the school to run a year-long kinder orientation program, an intensive reading support program and community newsletter.

Some of the activities Rappville Public School participated in were two school camps; Shelly Beach and Dorroughby Environmental Educational Centre. Other school activities were; Byron Bay excursion, Disco’s, Performing Arts Festival, Tennis, Premier’s Reading Challenge, Premier’s Sporting 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 message
The P&C continued to meet on a regular basis holding a number of fundraising events to support the school.

The following events were financially supported by the P&C; The Biggest Morning Tea, Easter egg hunt, intensive swimming, student winter uniforms and the excursion; Dunes on Shelly Beach.

Funds were raised through the following events; weekly canteen, Easter Raffle, Christmas Raffle, lucky number, end of term’s BBQ, pie drive, movie night and the Christmas concert BBQ.

The P&C would like to thank everyone for their time and contributions during the year.

Robyn Pittman

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 2012, Rappville Public School enrolment was 16, with 7 students in the K-2 and 9 students in the 3-6. The school had 6 boys and 10 girls.

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>8</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>11</td>
<td>12</td>
<td>11</td>
<td>11</td>
<td>10</td>
</tr>
</tbody>
</table>
Student attendance profile
In 2012 attendance rates were behind previous years, due to attendance issues of a few students. As we are a small cohort our figures change dramatically from one or two student’s attendance.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>92.5</td>
<td>94.1</td>
<td>91.7</td>
<td>93.5</td>
<td>90.9</td>
</tr>
</tbody>
</table>

Management of non-attendance
When a child has unacceptable attendance parents are contacted and a plan is put into place. Continued non-attendance has led to Home School Liaison support.

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>0.31</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>

Staff retention
There has been no change to staff at Rappville Public School in 2012. Staff consists of a Principal, Infants Teacher, School Administration Manager, two General Assistants and School Learning Support Officer.

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.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>95,016.91</td>
</tr>
<tr>
<td>Global funds</td>
<td>48,738.62</td>
</tr>
<tr>
<td>Tied funds</td>
<td>49,495.46</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>5,556.61</td>
</tr>
<tr>
<td>Interest</td>
<td>3,956.27</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>1,247.25</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>204011.12</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning       | 9,622.08 |
| Key learning areas        |          |
| Excursions                | 3,086.32 |
| Extracurricular dissections| 10,606.21|
| Library                   | 897.89   |
| Training & development    | 7,299.19 |
| Tied funds                | 42,567.14|
| Casual relief teachers    | 3,529.93 |
| Administration & office   | 13,671.37|
| School-operated canteen   | 0.00     |
| Utilities                 | 8,549.33 |
| Maintenance               | 4,010.77 |
| Trust accounts            | 6,111.75 |
| Capital programs          | 0.00     |
| Total expenditure         | 109951.98|
| Balance carried forward   | 94059.14 |

Rappville Public School is currently saving for vegetable garden beds, removal of large trees and a shade cover for the playground equipment.

A full copy of the school’s 2012 Annual 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 2012
Rappville Public School is a small school which has always ensured students do not miss out on educational activities. In 2012 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. Students
entered a number of visual arts competitions during the year.
During term 3 the school purchased 6 i-Pads. These are been used during visual arts times especially two of the apps, Pre-school Student Art maker and the primary student used i-motion. Students used these programs to design and display videos and photographs. I-pads have added a computer animation aspect to our visual arts program.
In 2012 the school participated in the inaugural CLASS public speaking competition. Katelyn Stevenson, our year 6 student competed against the other small schools. Her speech was about Rhee Tae Kwon Do. She was an excellent representative.
Mrs Compton, our music teacher gave lessons to all students every week. Our K-2 students learnt general music skills including instruments, performing and action work. Our 3-6 students had the choice of learning the keyboard or guitar. These students performed at a number of our functions throughout the year.
During term 3 our students performed at the Small Schools CAPA concert. All students K-6 performed a dance to the piece ‘Under the sea.’ This was well presented.
In semester one Rappville Public School joined with Ellangowan for a day excursion to Grafton. Students all enjoyed the day out with a Byron Bay whale viewing and light house excursion. Students all enjoyed the day out learning from Aboriginal Elders about the Byron Bay area.

During term 2 Katelyn Stevenson and Faith Pittman represented Rappville Public School at the Regional Cross Country Carnival at Maclean. Both made an excellent effort in their age group with Faith coming in 13th; however neither of them were selected to go onto the next round.
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. Ellangowan Public School joined us on our Bike-a-thon in 2012.
The Small Schools Athletics Carnival at Casino was held in term 3 at Casino Queen Elizabeth Park. All students K-6 attend on the day. Faith Pittman and Piper Stevenson were selected to represent Rappville School at the Northern Rivers Zone Athletics Carnival with Faith Pittman advancing to the Regional Championships for the 100 metres age race. Well done to all participants.
During term 4 primary students developed their tennis skills in weekly lessons conducted by Neil Burnett and Keith Cole. These lessons focused on building skills.
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 at Shelly Beach with Dorroughby Environmental Educational Centre staff attending. Students participated in environmental, renewable energy and coastal activities.
Term 1 also saw the Clean Up Australia Day and the Easter Hat Parade activities.
Throughout the year students worked towards the Premier’s Reading Challenge and the Premier’s Sporting Challenge. Students received awards for both these programs.

Our Infants joined with the other small schools with a Byron Bay whale viewing and light house excursion. Students all enjoyed the day out learning from Aboriginal Elders about the Byron Bay area.
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. Primary students all gave a speech on topics that they knew were of interest to their grandparents. All primary students presented the material in a professional manner. Also in term 3 was the Life Education Van visit with our school travelling to Ellangowan School to attend.

In Term 4 we hosted an 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)

**Reading/ 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.

**Reading/ Numeracy – NAPLAN Year 5**

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

**Progress in reading**

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

**Progress in numeracy**

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 2012 the students completed dot paintings which were displayed at the local National Australian Bank branch 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 funds from these program assisted the school in running a year-long Kinder orientation program one day a week, training and development for staff to improve classroom practices, a teacher was employed for 16 weeks for one on one support for students who were not making expected reading progress for their grade and full implementation of the Literacy and Numeracy continuum’s to all students K-6.

**Other programs**

In 2012, Rappville Public School started the discussion around the implementation of the Early Actions for Success program which will start in 2013.

**Progress on 2012 targets**

**Target 1**

**Literacy and Numeracy**

- In 2012, 50% of year 3 students will achieve proficient results in NAPLAN reading and numeracy.
- 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.

Our achievements include:

- In 2012, NAPLAN results more than 50% of student achieved proficient in reading.
- In 2012, 81% of students achieved appropriate clusters in writing by the end of term 4.
- In 2012, 81% of students were at or above clusters in reading and 50% of students were at or above clusters in comprehension.

Target 2

Assessment

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

Our achievements include:

- In term 4 of 2012, 95% of students who had been enrolled for the whole year were achieving at or above in the Numeracy Continuum.
- All students K-6 were plotted on the continuum every 5 weeks in 2012.
- All students results were recorded on the Numeracy Continuum excel sheet.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out evaluation of Mathematics and Writing.

Mathematics

Background

Parents were asked to complete surveys on the area of numeracy. These results show that parents desired to have an afternoon of learning about mathematics, especially hands on activities.

Findings and conclusions

The school received surveys back from 70% of the families. Surveys show that parents had a good understanding of maths and supported their children with maths activities at home. Parents are prepared to attend workshops at the school get a better understanding of how maths programs work.

Future directions

Rappville Public school will hold several afternoons for parents to attend and make maths games for home as well as learn about how maths is taught through TENS and other maths programs.

Parent, student and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

A survey was sent to parents about the National Partnership programs that have been implemented to create partnerships with parents, these included, community newsletter, Kinder orientation, combined small school activities and support teacher.

All parents felt that their children had benefited from these programs and they emphasized that these programs had made a difference for their child.

Professional learning

In 2012 the school participated in a number of training and development activities. These included the TENS program (teaching early numeracy skills), writing workshops, SED days, Brian Annan workshop and State PPA conference.

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

- Improve literacy skills of all students (K-6) with a focus on writing.
- Improve literacy skills of all students (K-6) with a focus on vocabulary and comprehension.

2013 Targets to achieve this outcome include:

- In 2013, student (K-4) performance will increase from 65% of students achieving appropriate clusters to 85% achieving appropriate clusters in writing.
- In 2013, student (5-6) performance will increase from 50% of students achieving appropriate clusters to 70% achieving appropriate clusters in writing.
- Increase student (K-6) performance from 60% (October 2012) to 80% of students achieving appropriate clusters for their stage in vocabulary.

Strategies to achieve these targets include:

- 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 professional development for all teachers in data analysis including NAPLAN, Continuum, Best Start and TENS data.
- All teaching staff to participate in a comprehension/ vocabulary training and development program to improve these areas in class.

School priority 2

Outcome for 2012–2014

Maintain levels of overall numeracy achievements for all students.

2013 Targets to achieve this outcome include:

- In 2013, 90% of students will be achieving at or beyond appropriate clusters in Numeracy.

Strategies to achieve these targets include:

- Implementation of the Fast Maths Program to improve students number recall.

- Further development of the ‘TENS’ maths program.
- Use of Mathletics (online maths web site) to increase student’s performance in mathematics.

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
Robyn Pittman, P&C President

School contact information

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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: