2010 Annual School Report
Rosemeadow Public School

NSW Public Schools – Leading the way
Our school at a glance

Students
The school numbers are currently at 531. This is an increase of 4 students from this time last year.
• Kindergarten - 80, Year 1 - 66, Year 2 - 77.
• Year 3 - 76, Year 4 - 76, Year 5 - 85, Year 6 - 71.

Staff
Rosemeadow PS has 43 teaching staff and all meet the professional requirements for teaching in NSW Public Schools.

Messages

Principal’s message
Rosemeadow Public School is a vibrant place which promotes a culture committed to excellence. The implementation of core programs in the areas of Literacy, Numeracy and Student Engagement ensure a consistent and systematic approach to achieve excellent outcomes.
There was an excellent response from the parent surveys with an indication that there was a need for us to improve communication. This will be a focus for the school to explore ways of improving this process.
Students, staff and the community will benefit from the improved facilities resulting from capital works undertaken by the Building Education Revolution Scheme. Three million dollars have been spent constructing six new classrooms, one special purpose room and three outdoor shelters. In addition, seven existing classrooms have been recarpeted, along with upgrades to the perimeter fencing.
All of the above capital works will provide a quality teaching and learning environment for students at Rosemeadow Public School.
The school is most grateful for the hard work and dedication of the P&C. Their fundraising activities will allow for the purchase of much needed educational resources. Parent helpers in the classroom have assisted greatly with the delivery of quality educational programs. Support from the community is always highly valued and much appreciated.
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.

Paul Hughes - Principal

P&C message
The Parents and Citizens Association is a dedicated group of volunteers who play a vitally important role in our school, working towards providing better opportunities for our students.
2010 has been another successful year with the committee raising money towards the purchase of a variety of worthwhile resources. The P&C held Mother’s and Father’s Day stalls, canteens at sporting events, Chocolate Drives and the Annual Spring Fair.
P&C members make an immense contribution to the school by giving up their valuable time to help our school and community. Thank you to everyone who has helped and supported our initiatives this year. New members are always welcome and we look forward again to an active involvement with the school in 2011.
Ms Pauline MacDougal
P & C President

Student Representative Council’s message
The Student Representative Council (SRC) has been involved in many leadership initiatives and decision-making roles within the school this year. Two students in each primary class were elected to represent their peers and carry out council duties. This year we decided to elect students on a term by term basis to involve as many students as possible. The SRC elected to focus on promoting a friendlier school environment, keeping in mind the school rules of Be Safe, Be Respectful and Be a Learner.
This year the SRC raised money for Juvenile Diabetes Foundation, teen cancer, and the Pakistan Flood relief.

'Rosemeadow's Got Talent' and Friendship Friday were another 2 initiatives that the SRC successfully implemented.

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

<table>
<thead>
<tr>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>800</td>
</tr>
</tbody>
</table>

Student Attendance Profile and Management of Non Attendance.

This year we have been working hard to improve student attendance and unjustified leave where an unsatisfactory explanation or no reasons are given for absences.

In 2010, a number of strategies have been used to monitor student attendance. These include:

- Regularly liaising with the Home School Liaison Officer (HSLO);
- Class attendance contact logs
- Lateness Attendance Monitoring Program (LAMP) monitoring sheets.
- Letters sent and phone calls made to parents if a student's attendance is less than 85% and then close monitoring of these students with a referral to the HSLO if there is no improvement in their attendance.

- K-2 visual spot charts where students earn prizes and rewards for coming to school and being on time.
- Weekly stage attendance awards with class rewards at the end of the term.
- Fun day or disco to encourage students to come to school on the last day of each term.

Our goal is to take a proactive approach towards student attendance rather than a reactive one.

Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in Annual School Reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2010 class size audit conducted on 25/10/2010.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KA</td>
<td>K</td>
<td>20</td>
</tr>
<tr>
<td>KF</td>
<td>K</td>
<td>22</td>
</tr>
<tr>
<td>KG</td>
<td>K</td>
<td>17</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>21</td>
</tr>
<tr>
<td>1H</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>1J</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>1K</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>2H</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td>3F</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>3G</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>3/4S</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>4D</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>4N</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>5B</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>5L</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td>5/6T</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>6L</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>6W</td>
<td>6</td>
<td>33</td>
</tr>
</tbody>
</table>
Structure of classes
In 2010 the school maintained a majority of straight grade classes. Students experiencing difficulty have been provided with comprehensive support from a large Learning Support Team. Extension activities have also been provided on a withdrawal model for students achieving at or above grade average.

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>SASS Staff: Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Administration Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administration Officer</td>
<td>2.062</td>
</tr>
</tbody>
</table>

<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>4</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>17</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESSP</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.92</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.4</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>Total</td>
<td>30.02</td>
</tr>
</tbody>
</table>

There are four Aboriginal staff members working at Rosemeadow Public School.

Staff retention
Since 2009, the school has retained 83% of its teaching staff.

Staff attendance
Staff has access to leave entitlements, such as sick leave etc. In 2010 the average daily attendance rate for staff was 96.45%.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW Public Schools. 22% of staff have completed postgraduate studies.

<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>22</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
School performance 2010

Achievements

CREATIVE ARTS

Initiatives and achievements in Visual Arts in 2010 include:

- Creation of a Visual Arts Scope and Sequence based on units related to COGs.
- Drawing books issued to every student.
- Demonstration lessons given to teachers for professional development.
- Students from year 5 and 6 participated in the Picasso Cow Project. This involved making a design around the theme 'Three serves a Day'. The completion of painting the Cow was celebrated at a whole school 'Rosie Cow Day'. Activities included art and craft activities, dance and sports games.
- Artworks and projects selected for an Education Week display
- Artworks entered by classes into the Koori Art Competition.
- Art & Craft clubs run on Friday afternoons for stage 2.
- Two Year 6 students attended the 4-day Hot House workshop run by local artists at Campbelltown Arts Centre. Their art works were then chosen for the Directors Choice display.

Sport

2010 has been another eventful sporting year at Rosemeadow Public School.
- All students participated in the Premier’s Sporting Challenge, which encourages students to engage in physical activity both at and outside of school.
- Over 60 students enrolled in the Active After School Activities program which ran on two afternoons each week throughout 2010.
- 14 school teams entered in nine out of the ten PSSA Gala Day sports.
- 8 students represented Rosemeadow Public School at the Campbelltown Zone Swimming Carnival, with 2 students progressing to the SSW Regional Carnival and 1 student attending the State Carnival.
- 64 students represented Rosemeadow Public School at the Campbelltown Zone

A full copy of the school’s 2010 financial statement is tabled at the Annual General Meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

Professional Development

Expenditure

All staff participated in Professional Learning opportunities in 2010. Professional Learning funds were expended on Information Communication Technology (ICT), Quality Teaching, Literacy, Numeracy, Career Development, Autism and CAPA.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>338446.14</td>
</tr>
<tr>
<td>Global funds</td>
<td>255512.72</td>
</tr>
<tr>
<td>Tied funds</td>
<td>499523.73</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>140930.12</td>
</tr>
<tr>
<td>Interest</td>
<td>21524.82</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>25500.46</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>1281437.99</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>58584.35</td>
</tr>
<tr>
<td>Excursions</td>
<td>38371.20</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>77633.92</td>
</tr>
<tr>
<td>Library</td>
<td>13658.20</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>1297.30</td>
</tr>
<tr>
<td>Tied funds</td>
<td>412231.97</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>15334.73</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>82511.37</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>40333.73</td>
</tr>
<tr>
<td>Maintenance</td>
<td>28665.40</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>26073.08</td>
</tr>
<tr>
<td>Capital programs</td>
<td>52546.45</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>847241.70</td>
</tr>
<tr>
<td>Balance carried forward</td>
<td>434196.29</td>
</tr>
</tbody>
</table>

| Literacy & Numeracy       | $5381.77 |
| Quality Teaching          | $651     |
| Syllabus Implementation   | $1869.40 |
| Career Development        | $980     |
| Other                     | $784.17  |
| Total                     | $12666.34|


Cross Country Carnival which was organised by Rosemeadow P.S. staff. 5 students progressed to the SSW Regional Carnival.

- 70 students represented Rosemeadow Public School at the Campbelltown Zone Athletics Carnival with 5 students progressing to the SSW Regional Carnival and 1 student progressing to the NSW PSSA State Carnival.
- 15 students represented Rosemeadow Public School in additional Campbelltown PSSA sporting teams in Hockey, Rugby League, Touch Football, Soccer and Rugby Union.

Community

During 2010 a number of successful Community Programs and events were introduced to encourage more community and parental involvement within the school.

- Community Barbeques – celebrating school achievements attended by over 400 people.
- An Information Evening was held to inform the community of successful programs operating implemented in the school.
- Cultural Diversity Day – celebrated the diverse cultures within our community.
- Grandparents Day – our community celebrated International Grandparents Day with shared classroom activities and a picnic lunch.
- Book Week Parade – During Term 3 our K-2 classes held a Book Week Parade.
- Education Week – Our Open Day was attended by more than 200 community members.
- As part of the Schools as Community Centres Program, Lilypads and Leapfrogs playtime groups were held for children aged 0-5.
- Breakfast Club was held on Monday, Wednesday and Friday mornings in the Community Room with the assistance of Red Cross and Volunteers. Over 2,500 breakfasts per term were provided to students and their families.
- Morning Tea welcomed parents enrolling their Kindergarten students.
- The Community Links program provided a playgroup and transition to school program for 0-5 year olds in the community. This was run one day per week at Thomas Acres Public School and Ambarvale Public School with 35 children and their families attending the program.
- ‘Books for Rosemeadow‘, an early literacy program for children aged 3-5, was run in conjunction with Burnside.
- The EAST tutoring and homework assistance program was provided in partnership with the Housing NSW regeneration project and Tallowood Community Centre.

National and Area Based Competitions

University Competitions

- In the Australian Schools Computer Skills competition 10 students participated. Credits were awarded to three students.
- In the Australian Schools Science competition 6 students participated. A credit was awarded to one student.
- In the Australian Schools Writing competition 5 students participated. A high distinction was awarded to one student.
- In the Australian Schools Spelling competition 13 students participated. Credits were awarded to three students.
- In the Australian Schools English competition 10 students participated. Credits were awarded to three students.
- In the Australian Schools Mathematics competition 18 students participated. Credits were awarded to four students.

Community of Schools Public Speaking

Four students represented the school in the Community of Schools K-2 Public Speaking Competition 2010, held at Ambarvale Public School.
Four Primary students represented the school in the Multicultural Public Speaking Competition 2010, held at Rosemeadow Public School.
Four Primary students represented the school in the Campbelltown Macarthur Area Oracy.
Competition 2010, held at Thomas Acres Public School. Two students received Highly Commended awards.

Spelling
Four Primary students represented the school in the Premier's Spelling Bee Regional Final held at Ruse Public School. One Year 6 student came in the Top 10 for our region and one Year 3 student came in the Top 12 for our region.

Academic
Student Achievement in 2010
This year 67 students in Year 3 and 80 students in Year 5 participated in the 2010 National Assessment Program in Literacy and Numeracy (NAPLAN). The results are represented in skill bands which indicate levels of achievement. These skill bands form a continuous marking scale that tracks each student’s progress from Year 3 to Year 9. The performance of the students in our school is compared to benchmarks set by the government which are referred to as National Benchmarks.

NAPLAN - Student Growth
Below is a graph that represents student growth in Literacy in 2010. Student growth is measured by comparing the NAPLAN results of Year 3 students to their results achieved in the Year 5 NAPLAN. The graph indicates that student growth at Rosemeadow Public School has consistently exceeded state and Like School Groups (LSG) averages in Reading and Numeracy.

Student Growth in NAPLAN 2010

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>91.0</td>
<td>131.9</td>
<td>95.3</td>
</tr>
<tr>
<td>LSG</td>
<td>86.9</td>
<td>89.1</td>
<td>84.7</td>
</tr>
<tr>
<td>State</td>
<td>79.7</td>
<td>95.3</td>
<td>89.1</td>
</tr>
</tbody>
</table>

Average progress in Reading for matched students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>91.4</td>
<td>94.1</td>
<td>100.5</td>
</tr>
<tr>
<td>LSG</td>
<td>98.0</td>
<td>90.4</td>
<td>87.8</td>
</tr>
<tr>
<td>State</td>
<td>85.6</td>
<td>87.7</td>
<td>84.9</td>
</tr>
</tbody>
</table>

Average progress in Writing for matched students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>78.9</td>
<td>83.6</td>
<td>65.8</td>
</tr>
<tr>
<td>LSG</td>
<td>73.7</td>
<td>64.2</td>
<td>67.8</td>
</tr>
<tr>
<td>State</td>
<td>69.3</td>
<td>57.7</td>
<td>66.46</td>
</tr>
</tbody>
</table>

Average progress in Numeracy for matched students

NAPLAN- Literacy Year 3

Reading-
In Year 3 we found:
- 3% decrease of students achieving below the national minimum standard.
- 7% increase of students achieving at the national minimum standard.
- 4% decrease of students achieving above the national minimum standard.
- 10% increase of students achieving at proficiency standard.

Writing
- 3% decrease of students achieving below the national minimum standard.
- 4% decrease of students achieving at the national minimum standard.
- 3% increase of students achieving above the national minimum standard.
- 10% decrease of students achieving at proficiency standard.

NAPLAN Literacy-Year 5
Reading

In Year 5 we found:
- 1% increase of students achieving below the national minimum standard.
- 2% decrease of students achieving at the national minimum standard.
- 2% increase of students achieving above the national minimum standard.
- 10% decrease in students achieving at proficiency standard.

Writing
- 12% increase of students achieving below the national minimum standard.
- 6% increase of students achieving at the national minimum standard.
- 12% decrease in students achieving above the national minimum standard.
- 5% decrease in students achieving at proficiency standard.

NAPLAN Numeracy - Year 3

In Year 3 we found:
- 8% decrease of students achieving below the national minimum standard.
- 2% increase of students achieving at the national minimum standard.
- 6% increase of students achieving above the national minimum standard.
- 9% decrease of students achieving at proficiency standard.

NAPLAN Numeracy - Year 5

In Year 5 we found:
- 13% increase of students achieving below the national minimum standard.
- 3% increase of students achieving at the national minimum standard.
- 14% decrease of students achieving at above the national minimum standard.
- 1% increase of students achieving at proficiency standard.

Aboriginal Education – Student Performance NAPLAN 2010

2 ATSI students in Year 3 participated in the NAPLAN testing in 2010.
7 ATSI students in Year 5 also participated in the testing.

Reading

In Year 3 we found:
- 0% of students achieving at or below the national minimum standard.
- 50% increase of students achieving at the minimum national standard.
- 50% decrease of students achieving at or above the national minimum standard.
- No change in the percentage of students achieving at proficiency standard.

In Year 5 we found:
- 18% increase of students achieving below the national minimum standard.
- 14% increase of students achieving at the national minimum standard.
- 32% decrease of students achieving above the national minimum standard.
- 50% decrease of students achieving at proficiency standard.

Writing
- 29% increase of students achieving below the national minimum standard.
- 11% decrease in students achieving at the national minimum standard.
- 17% decrease in students achieving above the national minimum standard.
- 50% decrease in students achieving at proficiency standard.

Numeracy - NAPLAN ATSI Students

In Year 3 we found:
- 0% of ATSI students achieving at or below the national minimum standard.
- 100% of ATSI students above the national minimum standard.
• 50% decrease in ATSI students achieving at proficiency standard.

**In Year 5 we found:**

• 29% increase of ATSI students achieving below the national minimum standard.
• 14% increase of ATSI students achieving at the national minimum standard.
• 25% decrease of ATSI students achieving above the national minimum standard.
• 4% increase of ATSI students achieving at proficiency standard.

**Aboriginal Education Progress**

At the end of Term 3, 2010

• 56% of ATSI students achieved end of year Reading Targets compared to 55% of all students in the school.
• 55% of ATSI students achieved end of year Writing Targets compared to 69% of all students in the school.

**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.

**Percentage of Year 3 students in our school achieving at or above the minimum standard in 2010**

<table>
<thead>
<tr>
<th>Area Assessed</th>
<th>Percentage of Year 3 students at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98%</td>
</tr>
<tr>
<td>Writing</td>
<td>96%</td>
</tr>
<tr>
<td>Spelling</td>
<td>97%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>94%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
</tr>
</tbody>
</table>

---

**Percentage of Students Achieving Literacy Targets ATSI/Whole school Comparison**

![Graph showing percentage of students achieving literacy targets](image)
Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

<table>
<thead>
<tr>
<th>Area Assessed</th>
<th>Percentage of Year 3 students at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>98%</td>
</tr>
<tr>
<td>Writing</td>
<td>96%</td>
</tr>
<tr>
<td>Spelling</td>
<td>97%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>94%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100%</td>
</tr>
</tbody>
</table>

(Year 5 Reading- 11%, Writing-9%)

Findings- Year 3

- Year 3 and Year 5 ATSI students are achieving below regional targets for Literacy proficient standard as measured in the NAPLAN.

To decrease the proportion of students at or below the national minimum standard (skill bands 1-2 for Year 3, skill bands 3-4 for Year 5) in Reading by 2.5% (Year 3-16%, Year 5-35%, 2009)

Findings

- 4% increase in the proportion of Year 3 students achieving at or below the national minimum standard in Reading.
- 1% decrease in the proportion of students in Year 5 achieving at or below the national minimum standard in Reading.

To increase the proportion of students at proficiency standard (top two skill bands) in Reading by 1.5% (Year 3-23%, Year 5-27%, 2009)

Findings

- 10% increase in the proportion of Year 3 students at proficiency standard in Reading. (33% at proficiency standard)
- 10% decrease in the proportion of Year 5 students at proficiency standard in Reading. (17% at proficiency standard.)

Progress On 2010 Targets

Target 1-Literacy Targets:

To increase the proportion of students at proficiency standard (top two skill bands) in Writing by 3% (Year 3- 44%, Year 5-16%, 2009)

Findings

- 9% decrease in the proportion of Year 3 students at proficiency standard in Writing.
- 5% decrease in the proportion of Year 5 students at proficiency standard in Writing.

To match or better the proportion of ATSI students at regional proficiency standard (top two skill bands) in Reading. (Year 3-16%, Year 5- 11%, 2010)

Findings

- Year 3 and Year 5 ATSI students are achieving below regional targets for Reading proficient standard as measured in NAPLAN
Target 2- Numeracy Targets:

To increase the proportion of students at proficiency standard (top two skill bands) in Numeracy by 1.5% (Year 3-41%, Year 5-19%, 2009)

Findings

- 9% decrease in the proportion of Year 3 students at proficiency standard in Numeracy.
- 1% increase in the proportion of Year 5 students at proficiency standard in Numeracy.

Year 3 and Year 5 ATSI students will achieve regional targets for Numeracy proficient standard as measured in the NAPLAN. (Year 3-11%, Year 5 -8% 2010)

Findings

- Year 3 ATSI students are achieving above regional targets for Numeracy proficient standard as measured in the NAPLAN. (50% at proficiency standard)
- Year 5 ATSI students are achieving above regional targets for Numeracy proficient standard as measured in the NAPLAN. (29% at proficiency standard)

Target 3- Student Engagement and Retention

40% Increase in staff utilising technology in the delivery of Literacy and Numeracy lessons. (Current percentage is 3%)

- Students commented that they like the Interactive Whiteboards and computers used at school.

- 58% of students indicated that they always or usually use technology in Numeracy and 44% for Literacy lessons.
- Both teachers and parents believe that Technology is a strength at Rosemeadow.
- 72% of teachers indicated that they always or usually use technology in Numeracy and 60% for Literacy lessons.
- 76% of students indicated that they always or usually enjoy learning with Technology.

Significant programs and initiatives

Aboriginal Education

Aboriginal Education has been a major focus for our school again in 2010. 100% of Aboriginal students and their families participated in developing Personalised Learning Plans (PLP’s) with their teachers that focused on Literacy and Numeracy. The process created and strengthened home/school partnerships and provided students with individualised learning programs. Cultural awareness for all students within the school was increased through days such as NAIDOC, Reconciliation Week and Sorry Day.

Students, family and community were supported by the employment of a committed Aboriginal community worker. As a result many younger members of our school families are attending transition programs such as Leap Frogs and Lily Pads and preparing successfully for starting Kindergarten at Rosemeadow PS. Aboriginal and non-Aboriginal staff members made a dedicated commitment to attend and actively contribute to the Campbelltown Local AECG each term.

- 72% of Aboriginal students have achieved their 2010 Reading benchmark.
- 59% of Aboriginal students have achieved their 2010 Writing benchmark.
Schools in Partnership Initiative

In 2010 Rosemeadow PS implemented the Schools in Partnership initiative. The initiative was strongly supported by the SiP Advisory Committee which comprised of parents, community members, Campbelltown AECG and Aboriginal and non-Aboriginal school staff. The partnership was formalised through the signing of a Partnership Agreement between the school and community. Many members of the SiP Advisory group took part in merit selection panels and actively supported strategies which promoted cultural education throughout the year. The Advisory Group planned and implemented an innovative Cultural Awareness visit to Gilgandra in Western NSW. Staff and community, from both Rosemeadow and surrounding schools, attended and gained valuable knowledge about culture, educational initiatives and strategies for working successfully with Aboriginal communities.

Multicultural Education.

- Rosemeadow P.S. caters for students from a diverse range of backgrounds and cultures. Students with a Language Background Other Than English (LBOTE) encompass 43.3%, the largest language backgrounds being Samoan, Laotian and Indonesian, followed by Arabic and Hindi.
- Students who are learning English as a second language receive support from the Learning Support Team to develop their language and literacy skills in English. Parents and students are encouraged to maintain their first language.
- A Harmony Day ceremony celebrating the diversity and harmony of cultures was held in March.
- During T3 each class studied a country and its culture in preparation for a Commonwealth Games Day. Parents of Hindi background took part in the opening ceremony and provided taste tests of Indian food for the students.
- A support group for multicultural parents continued. The group, (The Rosebuds), met every third Wednesday.
- In September, four parents and the ESL teacher attended the Parent Leadership Conference “Awakening the Leader in You” held for Campbelltown and Macarthur Schools.

Other programs
PSFP

The PSFP focus for 2010 was to build on past programs/initiatives to ensure that teaching and learning strategies were supported and sustained across the school. PSFP funding assisted in providing additional staff to support the newly created Support Teacher Learning Assistance (STLA) Numeracy program. An experienced teacher was released from class under the PSFP Staffing Supplement. The role was to implement an intensive program as a STLA - Numeracy with a focus on teachers and students in Years 3-5 (Semester 1) and Years 2, 4 and 6 (Semester 2). In addition to Human Resources, PSFP funding provided the library with quality resources in all Key Learning Areas including ICT resources. Parent workshops focused on increasing parent attendance and participation and delivering workshops that aligned with current school directions. Parents Plus Workshops focused on providing information and knowledge to parents about all strands of Mathematics. The workshops were delivered by teachers and executive staff.

National Partnership Program

Background

In 2009, the school was identified as a National Partnership school. This initiative has supported the teachers at Rosemeadow Public School to further develop their teaching in Literacy with a Focus on Reading and Comprehension. Reading comprehension has been supported by the implementation of
Accelerated Literacy K-6 and the training of 5 staff members in the MULTILIT program.

As part of the National Partnership agreement Rosemeadow Public School has three areas of focus for improvement. The three areas are: high quality teaching, strong leadership and effective use of student performance information. The staff has had the opportunity to undertake professional learning to further develop their skills in teaching Reading comprehension and to effectively use student performance data to inform their teaching and learning programs. The school's involvement in the partnership has significantly improved students' performance in Reading Comprehension and has provided support for teachers to deliver quality Literacy lessons for all students.

Academic Progress in Reading

The following findings are based on National Partnership Literacy and Numeracy assessments that were administered over a period of 18 months. The results show a comparison of students' performance in Reading between initial testing and the most recent testing in Term 3, 2010. Students in Years 3, 4 and 5 participated in the testing.

In Year 3

- 33% of students achieved in the bottom two skill bands in Reading compared to 85%
- 32% of students achieved in the top two skill bands in reading compared to 7%

In Year 4

- 48% of students achieved in the bottom two skill bands in Reading compared to 11%
- 24% of students achieved in the top two skill bands in Reading compared to 66%

In Year 5

- 36% of students achieved in the bottom two skill bands in Reading compared to 14%
- 50% of students achieved in the top two skill bands in Reading compared to 40%

Reading Recovery

Reading Recovery is an Early Intervention Program for Year 1 students who have experienced difficulties with learning in Literacy. The aim of the program is to accelerate their Literacy learning through specially designed and individually tailored daily lessons taught by trained teachers. Acceleration of the rate of learning allows the student to catch up with their peers. At Rosemeadow P.S. there are three trained Reading Recovery teachers. In 2010 16 successfully completed the program.

Best Start

In 2010 Rosemeadow Public School has continued to implement the Best Start initiative to increase the learning outcomes in Literacy and Numeracy for students in Kindergarten. It has also been implemented in Stage 1 classes. There were two components to the Best Start initiative:

- A statewide Kindergarten entry assessment for students in their first weeks of school.
- The provision of expert Literacy and Numeracy leaders. These leaders worked with the class teachers to build teacher capacity to diagnose students' Literacy and Numeracy needs and to support the teachers in the explicit teaching of strategies in Literacy and Numeracy.

Kindergarten teachers found that the Best Start initiative has resulted in stronger parent/school partnerships, more personalised learning for students and provided a common framework for professional dialogue between teachers in Early Stage One.

Stage 1 teachers have seen improvements in student engagement in both Literacy and Numeracy activities. They have also found the specific markers useful in helping to plan
explicit activities to help students progress along the learning continuum.

**Positive Behaviour for Learning (PBL)**

Rosemeadow Public School has continued with the Positive Behaviour for Learning Program (PBL) as a positive and consistent approach to student welfare in all settings within the school.

Our school rules are:
- Be Safe
- Be Respectful
- Be a Learner

The key features of the approach are:
- a common purpose and approach to discipline
- a clear set of positive expectations and behaviours
- procedures for teaching expected behaviour
- a continuum of procedures for encouraging expected behaviour
- a continuum of procedures for discouraging inappropriate behaviour
- procedures for on-going monitoring and evaluation

In 2010 we have implemented:
- A continuation of weekly social skills lessons.
- Maintenance of merit awards and playground raffle systems.
- Provision of activities for students in the Quiet Area at lunch and recess.
- Staff training in Module 2 of the PBL program.
- A visit from the NED show, an anti bullying and self esteem program.
- A Principal's lunch for PBL medal winners, their parents and teachers.
- Improved signage to remind students of the specific rules for different areas of the school.
- A mentoring program for students at risk.

**Suspension 2010**

When students do not respond to Positive Behaviour Strategies and their behaviour interferes with the safety and well-being of others, they are suspended in accordance with the DET Suspension Policy.

In 2010 we saw
- A 54% decrease in the number of suspensions since 2009.
- 50% of students who were suspended were suspended more than once.

In 2008 we had

<table>
<thead>
<tr>
<th>Short</th>
<th>Long</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total: 71</td>
<td>Total: 6</td>
</tr>
<tr>
<td>Days: 221</td>
<td>Days: 96</td>
</tr>
<tr>
<td>First: 15</td>
<td>First: 0</td>
</tr>
</tbody>
</table>

In 2009 we had

<table>
<thead>
<tr>
<th>Short</th>
<th>Long</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total: 50</td>
<td>Total: 2</td>
</tr>
<tr>
<td>Days: 134</td>
<td>Days: 24</td>
</tr>
<tr>
<td>First: 9</td>
<td>First: 0</td>
</tr>
</tbody>
</table>

In 2010 we had

<table>
<thead>
<tr>
<th>Short</th>
<th>Long</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total: 23</td>
<td>Total: 1</td>
</tr>
<tr>
<td>Days: 61</td>
<td>Days: 10</td>
</tr>
<tr>
<td>First: 8</td>
<td>First: 0</td>
</tr>
</tbody>
</table>
Key evaluations

It is a requirement for all NSW Public Schools to conduct at least two annual evaluations, one related to educational and management practice and the other related to curriculum.

In 2010 our school carried out evaluations of School Culture and the curriculum area of Literacy with a focus on reading.

Educational and management practice

Each year we evaluate an aspect of our educational practice. This year we analysed staff, student and parent perceptions and attitudes of school culture. Surveys were used to evaluate strengths and weaknesses in School Culture and Literacy with a focus on reading to determine future directions to support continual school improvement:

- 122 parents
- 50 students and
- 26 staff

returned the survey.

As a result of this support, the school has gained a deep understanding of:
- the cultural context;
- developing ownership
- culture of learning
- culture of improvement.

The following findings summarise the support within our school community for the best practice statements.

Findings and conclusions

Parent, student, and teacher satisfaction

Parent Responses

From the parent survey, an overwhelming majority (99%) are satisfied with the teaching and learning that is occurring at Rosemeadow Public School:
- Identified strengths of the school include technology and a wide variety of extracurricular activities
- Other strengths include positive parent and teacher relationships, incorporation of the diverse cultural backgrounds, anti-bullying programs and PBL.
- In general, parents are happy with the school's educational programs, however some areas for improvement were identified such as communication and educational information for parents around curriculum issues.
- In relation to Literacy and Numeracy, parents feel that the school has strengths in teaching Reading and Grammar, incorporating technology into Literacy and Numeracy, offering opportunities for students enrichment.
- 85% of the parents surveyed feel comfortable discussing their child's Literacy and Numeracy progress with staff.
- Parents believe that there is a caring attitude towards students within the school and a sense of belonging.

Student Responses 2010

From the survey conducted students responses showed that
- 100% of students are happy at Rosemeadow P.S.
- Students enjoy whole school activities, sporting events, IWB's and teacher support.
- 98% believe they are treated fairly and equitably
- 86% believe that their parents and teachers have high expectations for them.
- 98% believe teachers continue to improve the way they teach.

Teacher Responses 2010

- Teachers identified staff morale, enthusiasm and commitment, as well as support from our leadership team, as the strengths of Rosemeadow Public School.
- The majority of teachers identified that our school is making improvements in the areas of team teaching, timetabling and purchasing literacy resources.
In Numeracy most teachers believe that concrete materials, textbooks, Brainiac questions, group work and the use of the Interactive Whiteboards are effective strategies for reaching academic benchmarks.

Teachers regularly communicate with parents through interviews, phone calls, reports and informal conversations.

100% of teachers model and promote tolerance, sensitivity and appreciation for different cultures.

Future directions
- Teachers and parents believe that the school needs to investigate additional methods of communication to provide information on the curriculum, students' progress/results and how they can best help students achieve their full potential.
- Lessons need to be taught with minimal interruptions and teacher changes.
- Teachers need to continue to use Interactive White Boards and technology within all KLA's on a regular basis to promote, student engagement, learning and improved attendance.

Curriculum

Literacy

Background
In 2009, the school was identified as a National Partnership school. A particular focus on Reading was identified as an area of need. This year we have supported this through the implementation of Accelerated Literacy in all classes.

Findings and Conclusions
- Parent feedback indicated a need for reading and comprehension strategies to be reviewed.
- Staff identified that they required support with embedding comprehension into Literacy lessons.
- Teachers identified Accelerated Literacy, Guided Reading and Best Start groups as effective tools in teaching Literacy.
- Teachers indicated that the Learning Support Team's assistance was invaluable and strategically delivered to support these programs.

Future Directions
As a result of our survey results, as well as internal and external data, Comprehension has been identified as a focus area. In 2011 the school intends to:
- Continue to support staff in their training and development in Accelerated Literacy with a focus on Connecting Ideas.
- Train staff in comprehension strategies with a focus on Connecting Ideas, Inferring Meaning and Locating Information.
- Implement a 3-week teaching, learning and assessment cycle in relation to students' skills in Reading with a Comprehension focus.

Professional learning

There were 43 teachers at Rosemeadow Public School in 2010. All staff participated in training and development throughout the year in staff and stage meetings.

- Two staff members attended training and development in dancing presented by the Australian Ballet Company.
- Two staff members participated in a workshop on How to Support Students with Autism in the School Setting.
- All staff attended a workshop on Asthma Friendly Schools.
- 14 New Scheme Teachers were supported through weekly lesson observations and ongoing consultation with a New Scheme Mentor. More experienced teachers had lesson observations twice a term.
- Two teachers trained as Accelerated Literacy Tutors for the Sydney West Region. Support in implementing
Accelerated Literacy was provided for all staff during the year.

- In 2010 100% of staff at Rosemeadow were involved in professional development opportunities as part of our involvement in the National Partnership on Literacy and Numeracy agreement. The professional learning was delivered in modules during the year and focused on improving student performance, reflecting on teaching practice and building effective teams.
- At the Annual Staff Conference 39 teaching staff attended. The conference aim was to discuss and plan strategies and targets for 2011.

School development 2009 – 2011

Priority Areas for 2010
- Numeracy
- Literacy
- Student Engagement & Retention

Target 1- Numeracy
- To increase the proportion of students at proficiency standard (top two skill bands) in Numeracy by 1.5% (Year 3 – 17%, Year 5-13%, 2008)
  - Targets for 2011 Year 3 – 21.5%, Year 5-17.5%
- Year 3 and Year 5 ATSI students will achieve Regional targets for Numeracy proficient standard as measured in the NAPLAN.
- School based target - 70% of students achieving age appropriate benchmarks in Problem Solving assessments

Strategies to achieve this target include:
- Analysis of NAPLAN, National Partnership Numeracy Assessments and Internal Numeracy assessments.
- Creation and implementation of ILP's.
- STLA Numeracy to continue supporting Whole School Numeracy program.
- Purchase of new resources to support the teaching of Numeracy.
- Implement and apply the Count Me In Too Indigenous initiative within K-12 policies for Numeracy including opportunities for staff professional development.
- Implement the Best Start Kindergarten Assessment program to identify the Numeracy knowledge that students bring to school and use this information to plan and deliver quality Literacy teaching in the early years.
- Continue Digging Deeper Investigations at school level.
- Use whole school planning processes to expand the use of information communication technologies to engage all students and teachers in quality teaching and learning.
- Develop effective partnerships with parents and carers to promote Numeracy

Our success will be measured by:
- Increase teacher capabilities to effectively analyse data to inform future teaching practices.
- Conduct ongoing data analysis for improvement in student learning.
- Access for all staff and students to support materials/resources for the teaching and learning of Numeracy
- Support students referred to the Learning Support Team.
- Reduce numeracy achievement gap between Aboriginal students and all students.
- Implement Personalised Learning Plans for all Aboriginal students.
- Classroom programs reflect the Best Start Program.
- Improve Numeracy outcomes for all students K-6
• Use Interactive Whiteboards regularly to enhance quality teaching and learning in Numeracy.
• Conduct Maths Plus Parent workshops to support the understanding of Numeracy strategies.

Target 2- Literacy

• To increase the proportion of students at proficiency standard (top two skill bands) in Writing by 3% (Year 3 - 23%, Year 5- 16%, 2008) 2011 targets - Year 3 -32%, Year 5 -25%
• Year 3 and Year 5 ATSI students will achieve regional targets for Literacy proficient standard as measured in the NAPLAN.
• To decrease the proportion of students at or below national minimum standard (skill bands 1-2 for Year 3, skill bands 3-4 for Year 5) in Reading by 2.5% (Year 3 -38%, Year 5-40%, 2008) 2011 Targets, Year 3-30.5%, Year 5-32.5%.
• To increase the proportion of students at proficiency standard (top two skill bands) in Reading by 1.5% (Year 3-20%, Year 5-16%, 2008) 2011 targets Year 3-24.5%, Year 5 -20.5%
• To match or better the proportion of ATSI students at regional proficiency standard (top two skill bands) in Reading.

Strategies to achieve this target include:
• Staff and Committee analysis of 2010 NAPLAN, National Partnership Numeracy Assessment (NPNA).
• Comprehension skills- Connecting Ideas, Inferring Meaning, Locating Information, identified as whole school focus, skills based on 2010 NAPLAN analysis of Reading.
• Review IEP’s to ensure that each learning plan is School Measured Assessment and Reporting Tool. (SMART).
• Additional reading resources and classroom support for teachers and students to focus on Reading skills.
• Implement and apply the Accelerated Literacy pedagogy within K-12 policies for literacy with a focus on Reading.
• Implement Multilit as an intervention program for students with reading difficulties.
• Implementation of Best Start Assessment in ES1 and S1.
• Develop effective partnership with parents and carers to promote Literacy.
• Share school resources within a School Network group to improve implementation of reading comprehension in Accelerated Literacy.

Our success will be measured by:
• School Measured Assessment and Reporting Tool. (SMART) data analysis and sharing of effective teaching strategies to improve student reading outcomes.
  • All staff and students working towards common goals and expectations in Literacy.
  • Improved Reading outcomes through the continual and strategic support of the LST.
  • Ongoing support for staff on the implementation of Accelerated Literacy through a mentoring program.
  • 100% of students on the Multilit program showing improvement in reading.
  • Teaching programs which reflect Best Start Strategies and effective groupings within Literacy.
  • Parents and community kept informed about the teaching of Literacy and how to support their children.
  • Consistent goals and expectations across the Community of Schools Group.
Target 3 - Student Engagement

- 22% increase in staff utilising technology in the delivery of Literacy and Numeracy lessons. (Current 66% -2010)
- School attendance figures in line with or exceed Regional attendance figures.

Strategies to achieve this target include:
- Increase recognition of student achievements in classroom and playground
- Implement strategies to improve student attendance rates and punctuality.
- Improve student access and capacity to use information and communication technologies to enhance their learning.

Our success will be measured by:
- Consultation with all stakeholders in the development of a Personalised Learning Plan for all Aboriginal students.
- 100% of teachers giving out merit awards and playground raffle tickets.
- Students recognised for their achievements.
- PBIS strategies implemented
- All teachers productively engaged in collegial networks and dialogue which support Interactive Whiteboard skills and pedagogy.
- Interactive Whiteboards installed in all classrooms over a 3 year period.
- Professional development for all teachers on Quality Teaching with Interactive Whiteboards

About this report

In preparing this report, the Annual School Report committee has gathered information from evaluations conducted during the year and analysed other data, practices and student learning outcomes. The Annual School Report Committee and School Planning Committee have determined targets for the school’s future development.