Our school at a glance

Students
The school numbers are currently at 527. This is a decrease of 19 students from this time last year.
- Kindergarten – 69, Year 1 – 75, Year 2 – 77.
- Year 3 – 71, Year 4 – 88, Year 5 – 72, Year 6 – 75.

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

Messages

Principal’s message
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.

2009 has again been a very busy and rewarding year at Rosemeadow Public School. A number of core programs have been implemented to ensure we have a consistent and systematic approach to achieving excellent outcomes for all students. These programs include Accelerated Literacy, Best Start and Count Me in Too. Interactive Whiteboards have been installed in classrooms to support students with their learning.

An evaluation conducted mid year, which included input from parents, students and staff, highlighted a need for improvement in a number of areas. Key areas included Student Welfare, Quality Teaching and Literacy and Numeracy. Strategies are now being implemented to improve outcomes in these areas.

Students, staff and community will benefit from improved facilities resulting from the capital works which will be undertaken over the coming months, with the construction of six new classrooms, the installation of two pergolas and the recarpeting of seven classrooms.

Fundraising activities have been well-supported resulting in the purchase of fourteen Interactive Whiteboards. This has mainly happened with the tremendous commitment of the P & C and their fundraising efforts. The school is most grateful for their hard work and dedication. Parent helpers in the classroom have assisted with the delivery of quality educational programs. This support from the community is always highly valued and fully appreciated.

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.

2009 has been another successful year for our P&C, with a new enthusiastic committee, giving up their time to raise and donate money towards purchasing worthwhile resources.

The P&C held Mother’s and Father’s Day stalls, canteens at sporting events, Chocolate Drives and our Annual Spring Fair.

The P&C is using the monies raised this year to purchase Interactive Whiteboards for all the classrooms.

This year the P&C also donated funds to Mary Brooksbank School towards the purchase of Interactive Whiteboards.

P&C members make an immense contribution to our school by giving up their valuable time to help our school and the community. Thank you to everyone who has supported our initiatives this year. New members are always welcome and we look forward again to active involvement with the school in 2010.

Ms Pauline MacDougal
P & C President

Student Representative’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. The SRC elected to focus on promoting a cleaner school environment and raising money for the school and charities.

One initiative was the fortnightly ‘Rosemeadow’s Got Talent’. Every second Wednesday in Term 3, students were invited to exhibit their talent. Money received from the performances went towards the purchase of educational resources for the school.

The SRC introduced the fundraiser named “Five cent Friday”, where students and teachers donated 5 cents to the local charity run by Father Chris O’Reilly – Youth off the Streets.

“Friendship Friday” was also introduced by the SRC, where students were encouraged to play with different year groups and classes. Fun activities were set up at lunch time, these included cricket, football, parachute and ball games. This greatly increased student morale and improved the tone in the playground.
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

![Enrolments Graph]

Student attendance profile

The school’s attendance rate has shown an improvement this year. The school’s Attendance Officer has worked closely with the Home School Liaison Officer (HSLO) to monitor student attendance and address individual cases. The school is addressing partial leave, where students arrive late to class. Another major concern is unjustified leave where no explanation is given for absences.

Management of non-attendance

Attendance is monitored weekly by the Deputy Principal and the Home School Liaison Officer. Teachers keep detailed records of parent discussions through Contact Logs. Students who have under 80% attendance are monitored weekly by the Home School Liaison Officer.

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 2009 class size audit conducted on 29-10-09.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2B</td>
<td>1</td>
<td>17</td>
<td>23</td>
</tr>
<tr>
<td>1/2B</td>
<td>2</td>
<td>6</td>
<td>23</td>
</tr>
<tr>
<td>1F</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>1Z</td>
<td>1</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>2C</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>2G</td>
<td>2</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>2K</td>
<td>2</td>
<td>24</td>
<td>24</td>
</tr>
<tr>
<td>3/4M</td>
<td>3</td>
<td>17</td>
<td>26</td>
</tr>
<tr>
<td>3/4M</td>
<td>4</td>
<td>9</td>
<td>26</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>3J</td>
<td>3</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4D</td>
<td>4</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>4F</td>
<td>4</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>4S</td>
<td>4</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>5/6T</td>
<td>5</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>5/6T</td>
<td>6</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>5L</td>
<td>5</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>5W</td>
<td>5</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>6G</td>
<td>6</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>6K</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>K/1S</td>
<td>1</td>
<td>13</td>
<td>21</td>
</tr>
<tr>
<td>K/1S</td>
<td>K</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>KG</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KH</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>KJ</td>
<td>K</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

Structure of classes

In 2009 the school maintained a majority of straight grade classes.

Students experiencing difficulty have been provided with extensive support from the Learning Support Team. Extension activities have also been provided 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>

Position | Number
---|---
Principal | 1
Deputy Principal(s) | 1
Assistant Principal(s) | 4
Classroom Teachers | 21
Teacher of Mild Intellectual Disabilities | 1
Teacher of ESSP | 0.6
Teacher of Reading Recovery | 1
Support Teacher Learning Assistance | 1.5
Teacher Librarian | 1
Teacher of ESL | 1.6
Counsellor | 0.6
Total | 36.3

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

Staff retention
Since 2008, the school has retained 95% of its teaching staff.

Staff attendance
Staff has access to leave entitlements, such as sick leave etc. In 2009 the average daily attendance rate for staff was 97.06%. This is an improvement of 0.04% from 2008.

Teacher qualifications
All teaching staff meet the professional requirements for teaching in NSW Public Schools. 3% 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>3</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: 30/11/2009

**Income**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
<td>405 185.63</td>
</tr>
<tr>
<td>Global funds</td>
<td>269 240.38</td>
</tr>
<tr>
<td>Tied funds</td>
<td>337 974.41</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>122 233.81</td>
</tr>
<tr>
<td>Interest</td>
<td>14 834.12</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>19 646.50</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1169 114.85</td>
</tr>
</tbody>
</table>

**Expenditure**

- Teaching & learning
  - Key learning areas $36 733.15
  - Excursions $27 809.54
  - Extracurricular dissections $53 734.55
- Library $6 256.89
- Training & development $0.00
- Tied funds $418 687.44
- Casual relief teachers $21 883.77
- Administration & office $105 025.77
- School-operated canteen $0.00
- Utilities $42 237.49
- Maintenance $16 792.18
- Trust accounts $21 089.69
- Capital programs $77 977.00
- **Total expenditure** $828 227.47

**Balance carried forward** $340 887.38

A full copy of the school's 2009 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 2009. Professional learning funds were expended on Information Communication Technology (ICT), Quality Teaching, Literacy, Numeracy and Career Development.

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy &amp; Numeracy</td>
<td>$6626.16</td>
</tr>
<tr>
<td>Quality Teaching</td>
<td>$1215.96</td>
</tr>
<tr>
<td>Syllabus Implementation</td>
<td>$6440.31</td>
</tr>
<tr>
<td>Career Development</td>
<td>$2575.51</td>
</tr>
<tr>
<td>Welfare</td>
<td>nil</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$18540.86</td>
</tr>
</tbody>
</table>
School performance 2009

Achievements

Creative Arts

Some of the activities and achievements in 2009 include:

- All classes took part in drawing and appreciation activities during a ‘Big Draw Day’. A cartoon drawing workshop was conducted by Tony Murphy, professional cartoonist.
- During Education Week each class entered a board with selected artworks in the ‘Rosiebald Exhibition’ in the library. All students, school staff and visiting parents voted for their preferred artwork. Twenty one students were awarded certificates or medallions for their achievements in art making.
- 60 students entered inventive and creative constructions in a ‘Construction Display’. All students received participation awards.
- All classes participated in a ‘Koori Art Competition’ and entries were on display during NAIDOC week.
- 250 students attended a performance by an African drummer ‘Team Beat’.
- Stage 2 was involved in Art & Craft clubs.
- Stage 2 participated in Line dance classes.
- Teachers participated in VAN workshops and an Operation Art Teachers Enrichment Day.
- Four Year 5/6 students participated in a 4 day Hot House workshop conducted by artists at Campbelltown Arts Centre. One student’s artwork was selected for the Director’s Choice Exhibition at Homebush.
- Continuation of Art monitor system- 2 Stage 3 students are responsible for distributing art resources from V.A. storeroom to teachers K-6.

Sport

2009 has been a dynamic year in the sporting life of Rosemeadow Public School.

- All students participating in the Premier’s Sporting Challenge, which encourages students to engage in physical activity both inside and outside of school.
- 34 school teams entering in nine out of the ten PSSA Gala Day sports.
- 7 students representing Rosemeadow Public School at the Campbelltown Zone Swimming Carnival, with 3 students progressing to the SSW Regional Carnival.
- 64 students representing Rosemeadow Public School at the Campbelltown Zone Cross Country Carnival, with 7 students progressing to the SSW Regional Carnival and 1 student progressing to the NSW PSSA State Carnival.
- Staff at Rosemeadow Public School organised the Zone Carnival and our students achieved second place in the overall point score.
- 41 students representing Rosemeadow Public School at the Campbelltown Zone Athletics Carnival with 15 students progressing to the SSW Regional Carnival and 10 students progressing to the NSW PSSA State Carnival.
- 18 students representing Rosemeadow Public School in additional Campbelltown PSSA sporting teams. 5 students were selected in the boys hockey team, 1 student was selected in the girls hockey team, 3 students were selected in the boys rugby league team, 3 students were selected in the girls touch football team, 2 students were selected in the girls netball team, 1 student was selected in the girls soccer team, 1 student was selected in the boys softball team and 2 students were selected in the boys AFL team. One of our students captained this AFL team and was also chosen to represent SSW at the State AFL Carnival in Broken Hill earlier this year.

Community

During 2009 a number of successful Community Programs and events were introduced to encourage more community and parental involvement within the school. The success of these programs and events has been seen by staff, parents, student and community members working collaboratively together.

- Community barbeques with 400 people attending.
- An Information Evening was held to inform the community of successful programmes that are implemented within the school-24 parents attended.
- 4 parent training sessions were held in Spelling, CMIT, Reading and Writing-42 parents attended.
- A Trivia Night was held in Term 3-$620 was raised for the school.
- A Book Week Parade was held in Term 3-123 family members attended.
- Approximately 195 parents and community members visited classrooms to celebrate Education Week.
- As part of the Schools as Communities Program, a playgroup for 0-5 year olds was held every Tuesday morning in the Community Room-26 local families attend.
- In Terms 3 and 4, Leapfrogs, a Transition to School Program, was offered to 4-5 years in the local community to assist with school readiness-32 children and their families.
- Breakfast Club is held on Monday, Wednesday and Friday mornings in the Community Room.
with the assistance of Red Cross and Volunteers, we have provided over 2,500 breakfasts per term to students and their families.

- On the first day of Kindergarten, A Welcome to Kindergarten morning tea with 30 family members attending was held.

**National Competitions**

- In the Australian Schools Computer Skills competition 20 students participated. Credits were awarded to five students.
- In the Australian Schools Science competition 13 students participated. A credit was awarded to one student.
- In the Australian Schools Writing competition 13 students participated. A distinction was awarded to one student.
- In the Australian Schools Spelling competition 25 students participated. Credits were awarded to two students.
- In the Australian Schools English competition 19 students participated. A Distinction was awarded to one student and credits were awarded to three students.

**Academic**

**Student Achievements in 2009**

This year 70 students in Year 3 and 70 students in Year 5 participated in the 2009 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 at our school is compared to benchmarks set by the government which are referred to as National Benchmarks. NAPLAN results in 2009 indicate an improvement in all areas of Literacy and Numeracy.

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 the 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)

Yr 7: from Band 4 (lowest) to Band 9 (highest for Year 7)

Yr 9: from Band 5 (lowest) to Band 10 (highest for Year 9)

**NAPLAN – Student Growth**

Below is a graph that represents student growth in Reading, Writing and Numeracy in 2009. Student growth is measured by comparing the NAPLAN results of Year 3 students to their results achieved in the Year 5 NAPLAN.

**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>73.1</td>
<td>91.4</td>
<td>94.1</td>
</tr>
<tr>
<td>LSG</td>
<td>90.8</td>
<td>83.5</td>
<td>84.9</td>
</tr>
<tr>
<td>State</td>
<td>86.6</td>
<td>87.5</td>
<td>88.4</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>89.9</td>
<td>83.6</td>
</tr>
<tr>
<td>LSG</td>
<td>80.1</td>
<td>73.7</td>
<td>64.2</td>
</tr>
<tr>
<td>State</td>
<td>76.1</td>
<td>69.3</td>
<td>57.7</td>
</tr>
</tbody>
</table>

**Average progress in numeracy for matched students**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>78.8</td>
<td>91.0</td>
<td>131.9</td>
</tr>
<tr>
<td>LSG</td>
<td>86.6</td>
<td>80.1</td>
<td>89.9</td>
</tr>
<tr>
<td>State</td>
<td>80.4</td>
<td>77.3</td>
<td>93.4</td>
</tr>
</tbody>
</table>

**Literacy – NAPLAN Year 3**

In Year 3 we found:

- 11% of Year 3 students are below the national minimum standard (skill bands 1 and 2) in 2009, compared to 32% in 2008. A decrease of 21%.
- 58% of Year 3 students are at the national minimum standard (skill bands 3 and 4) in 2009, compared to 49% in 2008. An increase of 9%
- 32% of Year 3 students are at state proficiency standard (skill bands 5 and 6) in 2009, compared to 19% in 2008. An increase of 13%.

**Literacy – NAPLAN Year 5**

In Year 5 we found:

- 28% of Year 5 students are below national minimum standard (skill bands 3 and 4) in 2009, compared to 31% in 2008. A decrease of 3%.
• 51% of Year 5 students are at the national minimum standard (skill bands 5 and 6) in 2009, compared to 53% in 2008. A decrease of 2%.
• 22% of Year 5 students are at state proficiency standard (skill bands 7 and 8) in 2009, compared to 15% in 2008. An increase of 7%.

Numeracy – NAPLAN Year 3

In Year 3 found:
• 20% of Year 3 students are below national minimum standard (skill bands 1 and 2) in 2009, compared to 30% in 2008. A decrease of 10%.
• 39% of Year 3 students are at the national minimum standard (skill bands 3 and 4) in 2009, compared to 53% in 2008. A decrease of 14%.
• 41% of Year 3 students are at state proficiency standard (skill bands 5 and 6) in 2009, compared to 17% in 2008. An increase of 24%.

Numeracy – NAPLAN Year 5

In Year 5 we found:
• 16% of Year 5 students are below national minimum standard (skill bands 3 and 2) in 2009, compared to 28% in 2008. A decrease of 12%.
• 64% of Year 5 students are at the national minimum standard (skill bands 5 and 6) in 2009, compared to 58% in 2008. An increase of 6%.
• 19% of Year 5 students are at state proficiency standard (skill bands 7 and 8) in 2009, compared to 13% in 2008. An increase of 6%.

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 5 students in our school achieving at or above the minimum standard in 2009

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>85</td>
</tr>
<tr>
<td>Writing</td>
<td>91</td>
</tr>
<tr>
<td>Spelling</td>
<td>91</td>
</tr>
<tr>
<td>Punctuation and grammar</td>
<td>89</td>
</tr>
<tr>
<td>Numeracy</td>
<td>99</td>
</tr>
</tbody>
</table>

Significant programs and initiatives

Aboriginal education

2009 Reading Levels for ATSI Students

Personalised Learning Plans (PLP’s) have provided assistance for students with high support needs in Reading. Teachers, parents and Aboriginal Education Workers have worked in partnership to improve Literacy outcomes for Aboriginal students.

Data Analysis for ATSI Students in Literacy

Term 3, 2009
• 49% of ATSI Students reached end of year targets in Reading in Term 3 2009, compared to 32% in Term 3, 2008.
• 62% of ATSI Students reached grade appropriate Writing targets in Term 3 2009, compared to 23% in Term 3, 2008.
Performance NAPLAN 2009

Literacy
In Year 3 we found:
- 0% of Year 3 ATSI students achieved below the national minimum standard (skill bands 1 and 2) in 2009 compared to 32% in 2008. (32% reduction)
- 49% of Year 3 ATSI students achieved the national minimum standard (skill bands 3 and 4) in 2009 compared to 66% in 2008. (17% reduction)
- 33% of Year 3 ATSI students achieved at state proficiency standard (skill bands 5 and 6) in 2009, compared to 17% in 2008. (16% increase)

In Year 5 we found:
- 28% of Year 5 ATSI students achieved below national minimum standard (skill bands 3 and 4) in 2009, compared to 31% in 2008. (3% reduction)
- 51% of Year 5 ATSI students achieved at the national minimum standard (skill bands 5 and 6) in 2009, compared to 53% in 2008. (2% reduction)
- 22% of Year 5 ATSI students achieved at state proficiency standard (skill bands 7 and 8) in 2009, compared to 15% in 2008. (7% increase)

Numeracy
In Year 3 we found:
- 0% of Year 3 ATSI students achieved below the national minimum standard (skill bands 1 and 2) in 2009 compared to 30% in 2008. (30% reduction)
- 0% of Year 3 ATSI students achieved the national minimum standard (skill bands 3 and 4) in 2009 compared to 53% in 2008. (53% reduction)
- 100% of Year 3 ATSI students achieved at state proficiency standard (skill bands 5 and 6) in 2009, compared to 17% in 2008. (83% increase)

In Year 5 we found:
- 0% of Year 5 ATSI students achieved below national minimum standard (skill bands 3 and 4) in 2009, compared to 18% in 2008. (18% reduction)
- 75% of Year 5 ATSI students achieved at the national minimum standard (skill bands 5 and 6) in 2009, compared to 58% in 2008. (17% increase)
- 25% of Year 5 ATSI students achieved at state proficiency standard (skill bands 7 and 8) in 2009, compared to 13% in 2008. (12% increase)

Multicultural education
Rosemeadow Public School caters for students from a diverse range of backgrounds and cultures. Students with a Language Background Other Than English (LBOTE) encompass 44.5% of the schools population. The predominate languages 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.

Community harmony is promoted through school policies and practices. To ensure an inclusive school community and a racism-free learning environment the school responds quickly to offensive language, racist jokes, stereotyping and discrimination by referring students to one of the Anti Racism Contact Officers (ARCO’s). During 2009 3 referrals were reported and investigated.

In 2009 a support group for multicultural parents was established. The group, (The Rosebuds), meets every second Wednesday. Members and families of the support group were invited to design a picture with images symbolising their country or culture- 25 multicultural families contributed towards this Multicultural Mural.

Other programs
PSFP
The PSFP contributed financial support for student, parent and staff related programs throughout 2009. Teachers participated in Training and Development to support the implementation of programs in Numeracy. A District Consultant provided demonstration lessons in various mathematical concepts which provided both students and teachers innovative ways in which to teach and learn mathematics.

Maths Groups were implemented across Stage 1 and Stage 2 which allowed for a more focused approach to the needs of students within the groups. Student resources were also upgraded to support the learning across the school and Interactive Whiteboard resources have had a positive impact on the teaching and learning of Mathematics.

Four parent workshops were offered during the year, which were strongly supported by our community.
Reading Recovery

Reading Recovery is an early intervention program for Year 1 students. It provides intensive, high quality assistance to students who are experiencing difficulty with reading and writing. The program aims to quickly accelerate student’s progress to the average level of the class. In 2009 25 students benefited from inclusion in this program.

Best Start

In 2009 Rosemeadow Public School trialled a new government initiative to increase the learning outcomes in Literacy and Numeracy for students in Kindergarten. 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 Kindergarten teachers to build teacher capacity to diagnosis student’s Literacy and Numeracy needs and to support the teachers in the explicit teaching of strategies in Literacy and Numeracy.

Data collected during the Best Start Kindergarten Assessments periods in Terms 1 and 4 indicated that all students had progressed to higher levels in both 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.

In 2010 all schools in NSW will implement Best Start K-2.

Positive Behaviour for Learning (PBL)

Rosemeadow Public School has continued with 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

Suspensions

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 2008 we had

<table>
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<tr>
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<tr>
<td>First</td>
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In 2009 we had

<table>
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<td>2</td>
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<tr>
<td>Days</td>
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<td>24</td>
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<tr>
<td>First</td>
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</tbody>
</table>

In 2009 we saw a decrease of 4% in short term suspensions compared to 2008.

Progress on 2009 targets

Target 1- Numeracy

7% Increase of students in Year 3 & 5 achieving the Numeracy proficient standard for NAPLAN. (Current percentages are 17% for Year 3, 13% for Year 5.)
Our achievements include:

- 41% of Year 3 students achieved proficiency level (Bands 5 and 6) in Numeracy.
- 19% of Year 5 students achieved proficiency (Bands 7 and 8) in Numeracy.

This equates to a 24% increase in Year 3 and a 6% increase in Year 5.

**Target 2- Literacy**

7% increase of students in Years 3 & 5 achieving Writing proficient standard, as measured in NAPLAN. (Current percentages are 23% for Year 3, 16% for Year 5.)

Our achievements include:

- 44% of Year 3 students achieved proficiency level (Bands 5 and 6) in Writing.
- 16% of Year 5 students achieved proficiency (Bands 7 and 8) in Writing.

This equates to a 21% increase in Year 3 and a 1% decrease in Year 5.

**Target 3- Student Engagement and Retention**

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

Our achievements include:

- 74% of staff are utilising technology to deliver Numeracy lessons
- 78% of staff are utilising technology to deliver Literacy lessons

This equates to a 73% increase from 2008.

**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 2009 our school carried out evaluations of School Culture and the curriculum areas of Literacy and Numeracy.

**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 life and culture, Literacy and Numeracy and to determine future directions to support continual school improvement:

- 112 parents
- 389 students and
- 27 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**

**Background**

**Parent, student, and teacher satisfaction**

In 2009 the school conducted a survey of parents, students and teachers about the school to help determine future directions to support school improvement. School satisfaction and support programs were also evaluated.

Their responses are presented below.

All teachers who responded find our school to be a happy and supportive working environment which encourages high expectations of both teachers and students.

- Teachers believe that a greater level of support with the implementation of Accelerated Literacy would be beneficial.
- In general, teachers felt that a quality teaching and learning environment is provided for students with a focus on academic achievement where student outcomes are maximized regardless of student ability.
- Teachers believe the use of technology such as Interactive Whiteboards has supported student engagement in Literacy and Numeracy.

From the Parent Survey, an overwhelming majority (98%) are happy with the teaching & learning that is occurring at Rosemeadow Public School:

- Identified strengths of the school include the parent workshops, positive parent and teacher relationships and PBL.
- In general, parents were happy with the school’s educational programs, however some areas for improvement were identified. They include the introduction of a music program, more support teachers to assist students in class and more students in correct school uniform.
- Parents also felt that the school could improve in the area of public speaking.
- In relation to Literacy and Numeracy, parents felt that the school had strengths in teaching reading and grammar, incorporating technology into
Literacy and Numeracy and offering opportunities for student enrichment.

Findings from the student surveys – 92% of students are happy at Rosemeadow Public School. The students identified the following as strengths at Rosemeadow Public School:
- Student Representative Council
- Technology - Interactive Whiteboards and Computer Lab
- Sport / Carnivals and Gala Days
- Library
- Friendly and supportive teachers

The main area students wanted to improve was the outdoor environment.
The main theme for improving Literacy and Numeracy was to incorporate more technology in the classroom and more hands on activities in Maths.
Children also commented that they enjoyed writing, reading and doing science experiments.

Future directions
- Conclusions from the surveys indicate that the use of Technology in teaching Literacy and Numeracy is an area that students and staff feel that the school should focus on for future development.
- The PBL program will continue in 2010 as we continue with implementing positive behavior management strategies and an anti-bullying program.
- In 2009 work began at Rosemeadow Public School as part of the Department of Education’s “Building Education Revolution” program which focuses on improving the physical environment of the school. This will continue in 2010.
- To strengthen the school’s Talking and Listening program a school based Oracy Competition for all students K-6 will be introduced in 2010.
- Building strong relationships with the community, by providing information and feedback about our students, will continue to build better understanding of the programs and practices that occur at Rosemeadow Public School.

Findings and conclusions
- Teachers believe that a greater level of support with the implementation of Accelerated Literacy would be beneficial.
- Additional resources are required to support the implementation of Accelerated Literacy.
- The Accelerated Literacy program allows for the individual needs of all students to be met.
- Teachers felt they needed support in providing a more balanced and integrated approach to teaching Literacy.

Professional learning

Curriculum
Literacy

Background
In 2009, the school was identified to become a National Partnership school. A particular focus on Reading was identified as an area of need. This area will be supported through the implementation of Accelerated Literacy.

Future directions
In 2010 the school intends to maintain its commitment to providing professional learning in the implementation of Accelerated Literacy. Five staff are now trained as tutors and are able to assist staff with explicit demonstrations of Accelerated Literacy lessons.
From NAPLAN and in school assessments, students experiencing difficulty will be specifically targeted and provided with intensive support.

Conclusions from the surveys indicate that the use of Technology in teaching Literacy and Numeracy is an area that students and staff feel that the school should focus on for future development.

Mathematic Consultants provided training and development in Quality Teaching, Language of Maths, Fractions and Decimals, Count Me In Too (CMIT), Counting On, Space and Geometry, ICT, and How to Support Gifted and Talented students K-6.

14. New Scheme Teachers were supported through weekly lesson observations and ongoing consultation with a New Scheme Mentor. More experienced teachers had lesson observations once a term.

Three teachers trained as Accelerated Literacy Tutors for the Sydney West Region. Accelerated Literacy training was provided for all staff during the year.

At the Annual Staff Conference 39 teaching staff attended. The conference aims to discuss and plan strategies and targets for 2010.
School development 2009 – 2011

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

Target 1- Numeracy
To increase the proportion of students at state proficiency standard (top two skill bands) in Numeracy by 1.5% (Year 3- 41%, Year 5-22%, 2009)
Strategies to achieve this target include:
• Implement Indigenous Count Me In Too initiative for Numeracy.
• Build the capacity of staff to analyse SMART data and utilise suggested teaching strategies to support school improvement, student learning and increase syllabus knowledge of Numeracy
• Implement the Best Start Kindergarten Assessment program.
• Continuation of the Rosemeadow Public School Problem Solving Program K-6.
• Continuation of Counting On for Stage 2 students at risk.
• Numeracy STLA to support students and staff.
Our success will be measured by:
• Increased levels of Numeracy achievement for every student in line with State Plan targets.
• Diminished gap in Numeracy achievement between Aboriginal students and all students.
• Quality teaching evident in all Numeracy programs.

Target 2- Literacy
To decrease the proportion of students below national minimum standard (skill bands 1 and 2 for year 3, skill bands 3 and 4 for year 5) in Reading by 2.5% (Year 3-4%, Year 5-14%, 2009)
Strategies to achieve this target include:
• Strengthen the delivery of Accelerated Literacy pedagogy into teaching and learning of Literacy.
• Accelerated Literacy Tutor to mentor staff on a regular basis.
• Build the capacity of staff to analyse SMART data and utilise suggested teaching strategies to support school improvement, student learning and increase syllabus knowledge of Reading
• Implement the Best Start Year 1 and 2 Assessment program.
• Continuation of Best Start Kindergarten assessment program.
• Enhance learning opportunities for all students through the connected classroom strategy and through Communities of Schools.
Our success will be measured by:
• Increased levels of Writing and Reading achievement for every student in line with State Plan targets.
• Quality teaching evident in all Literacy programs.

Target 3- Student Engagement
22% increase in staff utilising technology in the delivery of Literacy and Numeracy lessons (currently 52%)
Strategies to achieve this target include:
• Professional development for all teachers in Quality Teaching with Interactive Whiteboards.
• Interactive Whiteboards installed in additional classrooms.
• Targeted support for staff through the mentoring program.
Our success will be measured by:
• Increased levels of Literacy and Numeracy achievement for every student in line with State Plan targets.
• Quality teaching evident in all Literacy and Numeracy programs.
• Increased student attendance and punctuality.

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.

Paul Hughes - Principal
Michelle Lester - Assistant Principal (Rel)
Catherine Flamos - Assistant Principal (TASS)
Simon Greenshields - Teacher
Joel Zalunardo - Teacher
Rhys Gray - Teacher
Renee Hollingsworth -Teacher
Andrew Foxwell -Teacher

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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: