Our school at a glance

Students
The school numbers are currently at 546. This is a decrease of 49 students from this time last year.

- Kindergarten – 72, Year 1 – 73, Year 2 – 76.
- Year 3 – 85, Year 4 72, Year 5 – 76, Year 6 – 92.

Staff
All teaching staff meet 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.

Rosemeadow Public School is a vibrant place that has a strong culture committed to excellence. The implementation of core programs in the areas of Literacy, Numeracy and Welfare will ensure a consistent and systematic approach to achieving excellent outcomes.

Feedback from the community, students and staff has seen the development of a series of core values. The values reinforced through strategic programs are;

- Respect
- Responsibility
- Rights
- Care and Kindness
- Excellence
- Cooperation
- Participation and Inclusion
- Fairness
- Integrity
- Tolerance

The commitment towards these values will underpin all work done at the school. The support of the community towards a number of programs has been excellent. Volunteers ensured that the Breakfast Club served over 4000 breakfasts to students and family members. Fundraising activities were well supported leading to the purchase of two electronic whiteboards. Parent helpers in the classroom also aided with the delivery of educational programs. This support from the community is highly valued and appreciated.

P&C and/or School Council message

The Parents and Citizens Association is a dedicated group of volunteers who play an important role in our school, working for a better education for our students.

2008 was another successful year for our P&C, with a new and once again enthusiastic committee, who raised and donated money for our school for special events and learning programs.

The P&C had a busy year fundraising by holding Mother's and Father's Day stalls, canteens at sporting events, family photo days, McDonalds fundraising night, chocolate drive, an Olympic event and our annual Spring Fair.

The P&C is using monies raised this year to purchase Interactive Whiteboards for our classrooms and to provide the school with new portable shelters for school sporting events and Gala Days.

Our P&C members make an immense contribution to our school by giving up their valuable time to help our school and community. Thank you to everyone who supported our initiatives this year. New members are always welcome and we look forward to active involvement within the school in 2009.

Ms Pauline MacDougal
P & C President

Student representative's message

The student executive have been involved in many leadership initiatives and decision making within the school this year. Our role as leaders...
was to care for the school and its students, to follow the school rules and in doing this, to set a good example for other students. We were responsible for daily duties such as assisting at the canteen and flag raising. Our other responsibilities also included setting up the microphone and running various assemblies. As school leaders, we would often meet with our Principal and other teachers to address and discuss school issues. We ran several fundraising events to raise money for more electronic whiteboards and technology and sporting equipment for the school.

Student attendance profile
The school’s attendance rate is again cause for concern. 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.

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 2008 class size audit conducted on 21 August 2008.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KH</td>
<td>K</td>
<td>19</td>
</tr>
<tr>
<td>KJ</td>
<td>K</td>
<td>19</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>17</td>
</tr>
<tr>
<td>KS</td>
<td>K</td>
<td>18</td>
</tr>
<tr>
<td>1C</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>1D</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>1L</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>2B</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td>2G</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td>2Z</td>
<td>2</td>
<td>26</td>
</tr>
<tr>
<td>3B</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>3G</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>3M</td>
<td>3</td>
<td>28</td>
</tr>
<tr>
<td>4F</td>
<td>4</td>
<td>24</td>
</tr>
<tr>
<td>4L</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>4M</td>
<td>4</td>
<td>23</td>
</tr>
<tr>
<td>5C</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>5K</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>5W</td>
<td>5</td>
<td>27</td>
</tr>
<tr>
<td>6G</td>
<td>6</td>
<td>30</td>
</tr>
<tr>
<td>6K</td>
<td>6</td>
<td>31</td>
</tr>
<tr>
<td>6T</td>
<td>6</td>
<td>31</td>
</tr>
</tbody>
</table>

Structure of classes
The school restructured classes from graded, stage-based to parallel, grade classes in 2007. In 2008 the school was able to maintain straight grade classes and avoid any composite classes.

This has provided excellent academic and behaviour role models in each class. Students experiencing difficulty have been provided with comprehensive support from a large learning support team.
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>22</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>1</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>1.6</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>Total</td>
<td>37.3</td>
</tr>
</tbody>
</table>

Staff retention

Since 2007, the school has retained 100% of its teaching staff.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff was 97.02%. This is an improvement of 1.32% from 2007.

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>86</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>14</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: | 30/10/2008 |
| Income                  | $          |
| Balance brought forward | 390 967.86 |
| Global funds            | 222 739.47 |
| Tied funds              | 294 456.69 |
| School & community sources | 109 695.69 |
| Interest                | 25 790.36  |
| Trust receipts          | 20 110.98  |
| Canteen                 | 0.00       |
| Total income            | 1 063 761.05 |

Expenditure

| Teaching & learning | $39 963.40 |
| Key learning areas  | 0.00       |
| Excursions          | 31 774.82  |
| Extracurricular dissections | 83 928.72 |
| Library             | 1 994.63   |
| Training & development | 0.00     |
| Tied funds          | 289 999.03 |
| Casual relief teachers | 14 561.45 |
| Administration & office | 63 711.18 |
| School-operated canteen | 0.00      |
| Utilities           | 33 629.19  |
| Maintenance         | 22 533.20  |
| Trust accounts      | 18 510.85  |
| Capital programs    | 36 179.71  |
| Total expenditure   | 636 786.18 |
| Balance carried forward | 426 974.87 |

A full copy of the school's 2008 financial statement is tabled at the Annual General Meetings 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 experiences in 2008. Professional learning funds were expended on ICT, Quality Teaching, Literacy & Numeracy and Career Development.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy &amp; Numeracy</td>
<td>$240.96</td>
</tr>
<tr>
<td>Quality Teaching</td>
<td>$300.00</td>
</tr>
<tr>
<td>Syllabus Implementation</td>
<td>$54.55</td>
</tr>
<tr>
<td>Career Development</td>
<td>$1716.98</td>
</tr>
<tr>
<td>Welfare</td>
<td>$81.32</td>
</tr>
<tr>
<td>Total</td>
<td>$2393.81</td>
</tr>
</tbody>
</table>
School performance 2008

Achievements

Arts

Some of the activities undertaken and achievements made in 2008 include:

- Drawing books issued to every student for regular practise and planning in visual art lessons.
- All classes participated in drawing and appreciation activities during a ‘Big Draw’ day. Drawing related activities occurred both in the classroom and outside. Parents were invited to participate. A project to decorate the playground for the enjoyment of students was started.
- 60% of students participated in Sam Saad’s music workshop ‘The Talking Guitar’.
- During Education Week each class entered a board with selected artworks in the ‘Rosiebald Exhibition’ in the library. All students, staff and visiting parents voted for their preferred artwork. Twenty-two students were awarded certificates and medallions for their achievements in art making.
- Seven students were presented with special certificates for their artworks by the Deputy Director-General during his visit.
- Approximately 60 students entered very inventive and creative constructions or models in the ‘Construction Display’. All students received participation awards.
- Fifty-six students from Years 4-6 participated in a digital animation workshop run by Digi-Ed. The students planned, created, filmed and edited a short animation.
- Classes engaged in a ‘Koori Art Competition’ and entries were on display during NAIDOC Week.

Sport

2008 has been a dynamic year in the sporting life of Rosemeadow Public School. Achievements in the area of sport include:

- more than 90 students participated in AFL Auskick clinics at both an infants and primary level;
- further state of the art equipment was purchased to assist staff in delivering significant learning experiences that allow students to gain valuable skills in the area of sport;
- the Active After School Communities Program has continued during the year, encouraging students to adopt active leisure pursuits and healthy eating practices. This year has seen external contractors expose students to wide variety of sports and activities; and
- the school was represented at two State Carnivals during 2008. Two students gained selection to compete at the State Athletics Carnival whilst one student competed at the State Cross Country Carnival also.

Wakakirri

One hundred and thirteen Stage 3 students participated in the 2008 nationwide competition of Wakakirri (National Story Festival) at Bankstown Town Hall.

For the second year running, Rosemeadow received the award “Best in Public” for being the best behaved school on the day. The students represented our school with a positive attitude and were a credit to the school.

Other

Community

During 2008 a number of successful Community Programs were introduced to encourage community and parent involvement within the School.

- Mother’s Day barbeque – 354 mothers and their children attended.
- Father’s Day sports barbeque – 152 fathers and their children attended.
- The annual Spring Fair raised about $6000 and 36 local business and organisations supported the school through donations of goods or services.
- In Term 1 an Information Session was held to assist parent helpers in the classroom – 19 parents and volunteers attended.
In Term 2 a parent information session was conducted in the evening to inform the community of successful programs that are implemented within the school – 22 parents attended.

Book Week Parade – 193 parents/grandparents attended the Book Parade to celebrate Book Week.

As part of the Schools as Community Program, a playgroup for 0-5 year olds was conducted every Tuesday in the school’s community room – 23 local families attended.

In Terms 3 and 4, a School Transition Program was offered to 4-5 year olds in the local community to assist with school readiness. 45 children and their families were involved. 100% of these children will be attending the school in 2009.

A welcome to Kindergarten morning tea was held on the first day of school – 50 family members attended.

In Term 2 all classrooms were provided with fruit one day per week to encourage healthy eating. 4558 pieces of fruit were distributed.

Sister Ruth from Centacare held two parenting sessions, Positive Parenting and 1,2,3 Magic – 27 people attended.

In Term 3 a Pamper Day was offered to mothers – 16 attended.

On Friday’s a regular tea and coffee afternoon is held outside the Library – This is well attended by families from school.

National Competitions
- In the Australian Schools Computer competition 14 students participated. Distinctions were awarded to two students.
- In the Australian Schools English competition 10 students participated. A credit was awarded to one student.
- In the Australian Schools Spelling competition 14 students participated. Credits were awarded to three students.
- In the Australian Schools Writing competition 8 students participated. One child received a credit.
- In the Australian Schools Mathematics competition 24 students participated. Credits were awarded to three students.
- In the Australian Schools Science competition 7 students participated. A credit was awarded to one student.
- Four students represented the school in the Campbelltown Macarthur Oracy competition.
- Year 4 students participated in the Premier’s Spelling Bee. One student made it to Round 4 and another student made it to Round 6. The student was one of the top twelve spellers in the Campbelltown region.

Academic

This year, Years 3 & 5 participated in the 2008 National Assessment Program in Literacy and Numeracy (NAPLAN). NAPLAN has replaced the previous testing of Basic Skills Testing (BST).

The test results are given in skill bands. They indicate levels of achievement. While there are only six bands at each of the years 3, 5, 7 and 9, the bands are part of one continuous scale. This means that as your child does the national tests in the future years it will be possible to see how much progress they have made.

The report indicates the national average so that we can see how each child compares with students across Australia.

Student achievement in 2008

National benchmarks

The Commonwealth Government sets minimum desirable standards for reading, writing and numeracy at particular ages. These are referred to as national benchmarks.

The performance of the students in our school in the Year 3 and the Year 5 NAPLAN is compared to these benchmarks. The percentages of our students achieving at or above these benchmarks are reported below.

NAPLAN Value Added Information

The value-added graphs below show student growth in literacy and numeracy from Year 3 to Year 5. The graphs indicate that Rosemeadow Public School are above State average for student growth.

![Literacy Value Added Graph](image-url)
**Literacy – NAPLAN Year 3**

Eighty-six students completed this test with 41% scoring in the top three bands of five bands. The state scored 76% in the top 3 bands.

**Numeracy – NAPLAN Year 3**

Eighty-six students completed this test with 41% scoring in the top three bands of five bands. The state scored 67% in the top 3 bands.

**Literacy – NAPLAN Year 5**

Seventy-six students completed this test with 38% scoring in the top three bands of five bands. The state scored 63% in the top 3 bands.

**Numeracy – NAPLAN Year 5**

Seventy-six students completed this test with 32% scoring in the top three bands of five bands. The state scored 52% in the top 3 bands.
• 23% of Year 5 students were in band 6 for Literacy compared to 31% of the state;
• 30% of Year 5 students were in band 5 for Literacy compared to 24% of the state;
• 15% of Year 5 students were in band 4 for Literacy compared to 9% of the state; and
• 16% of Year 5 students were in band 3 for Literacy compared to 4% of the state.

Numeracy – NAPLAN Year 3
In Year 3 we found:
Overall Numeracy;
• 5% of Year 3 students were in band 6 for Numeracy compared to 18% of the state;
• 12% of Year 3 students were in band 5 for Numeracy compared to 22% of the state;
• 24% of Year 3 students were in band 4 for Numeracy compared to 27% of the state;
• 29% of Year 3 students were in band 3 for Numeracy compared to 23% of the state;
• 15% of Year 3 students were in band 2 for Numeracy compared to 7% of the state; and
• 15% of Year 3 students were in band 1 for Numeracy compared to 3% of the state.

Numeracy – NAPLAN Year 5
In Year 5 we found:
Overall Numeracy;
• 5% of Year 5 students were in band 8 for Numeracy compared to 11% of the state;
• 8% of Year 5 students were in band 7 for Numeracy compared to 15% of the state;
• 19% of Year 5 students were in band 6 for Numeracy compared to 26% of the state;
• 39% of Year 5 students were in band 5 for Numeracy compared to 27% of the state;
• 12% of Year 5 students were in band 4 for Numeracy compared to 15% of the state; and
• 16% of Year 5 students were in band 3 for Numeracy compared to 5% of the state.

Significant programs and initiatives
Aboriginal education

In 2007 Rosemeadow Public School became a Targeted Aboriginal Student Strategy (TASS) school and has a total of 33 students currently enrolled who are Aboriginal or Torres Strait Islander. Each student is provided with a Personalised Learning Plan (PLP) which is designed in consultation with the student, classroom teacher and parents. The Personalised Learning Plans target the students’ specific needs and support the students to achieve age appropriate outcomes in Literacy and Numeracy.

Aboriginal Education Workers and Aboriginal In-class Tutors have been employed to support students and teachers in the classroom as well as providing a valuable link between the school and the wider community.

2008 Reading Levels for ATSI Students
Personalised Learning Plans 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.

School Based Assessments in Reading
We found
• In Term 3, 36% of ATSI students reached their end of year Guided Reading Target compared to 18% at the end of Term 1.
• In Term 3, 18% of ATSI students exceeded their end of year Guided Reading Target.

NAPLAN Results
• Year 3 ATSI students performed below the school average in the NAPLAN in both Literacy and Numeracy; and
• Year 3 ATSI students performed below the state average for ATSI students in both Literacy and Numeracy.

<table>
<thead>
<tr>
<th>Year 3 Results</th>
<th>Overall Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>358.8</td>
<td>356.3</td>
</tr>
<tr>
<td>State ATSI</td>
<td>358.5</td>
<td>351.6</td>
</tr>
<tr>
<td>ATSI Students</td>
<td>319.2</td>
<td>310.2</td>
</tr>
</tbody>
</table>
• Year 5 ATSI students performed below the school average in the NAPLAN in both Literacy and Numeracy; and
• Year 5 ATSI students performed below the state average for ATSI students in both Literacy and Numeracy.

Multicultural Education

Rosemeadow Public School caters for a diverse range of backgrounds and cultures. Students with a Language Background Other Than English (LBOTE) comprise 42% of the school population.

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 Contacts (ARCO’s). During 2008, 3 referrals were reported.

Respect and responsibility

As a result of a Values Forum held with parents in December 2007, a Values Program was implemented in all classes this year. Ten core values were agreed on by the community as being of significant importance. Lessons were developed and delivered in all classes each week and a value was focussed on in all areas of the school.

Each week at assembly an award is handed out by each teacher to a student who has demonstrated the value of the week.

Other programs

PSFP

The PSFP contributed financial support for student, parent and staff related programs throughout 2008. Teachers participated in Training and Development to support the implementation of programs in Numeracy.

A Problem Solving process was trialled in Years 1, 2 & 4. School assessments indicated that there was an improvement in students’ scores. As a result, we will be implementing the problem solving process across all stages in 2009.

The funding was also used to create a wealth of resources to support the Count Me In Too program. These resources are accessed on a regular basis to consolidate mathematical concepts taught within the program.

Due to the value of the resources in supporting the K-2 programs, we will endeavour to create additional resources to support students who are at risk in Stages 2 & 3 in the area of Numeracy.

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 2008 two teachers took on this role and the extensive training it required. 23 students benefited from inclusion in this program.

PBIS

Rosemeadow Public School has undertaken the Positive Behaviour Support Systems (PBIS) as a new approach to behaviour management in our school. The commitment to implement this program into our school culture is a 3 year plan.

Our new school rules are;
• Be Safe
• Be Respectful
• Be a Learner

The key features of the approach;
• A common purpose and approach to discipline;
• Clear set of positive expectations and behaviours
• Procedures for teaching expected behaviour
• Continuum of procedures for encouraging expected behaviour
• Continuum of procedures for discouraging inappropriate behaviour
• Procedures for on-going monitoring and evaluation
Progress on 2008 targets

Target 1 – 20% Reduction in referrals for bullying
Our findings include:
Data collected from same period of time (8 months)
- 2007 – 54 referrals for bullying
- 2008 – 36 referrals for bullying
This has resulted in a 34% reduction in referrals for bullying.

Target 2 – 10% Increase in students taking up leadership opportunities
Our findings include:
- 2007 – 25 students had leadership opportunities
- 2008 – 147 students have had leadership opportunities.
  - 12 captains & Prefects
  - 36 Student Representative Council
  - 70 Peer Support Leaders
  - 3 Technology Assistants
  - 5 Environmental Rangers
  - 12 Library Monitors
  - 4 Visual Arts Monitors
  - 4 Sports Equipment Managers
  - 5 Curriculum Monitors
400% increase in students taking up leadership opportunities

Target 3 – 20% Reduction of students appearing in lower bands of NAPLAN Writing
Our findings include:
- Year 3 2007 – 73%
- Year 3 2008 – 78% (5% increase)
- Year 5 2007 – 95%
- Year 5 2008 – 84% (11% decrease)

Target 4 – 15% Reduction of students in lower 4 bands of NAPLAN Literacy & Numeracy
Our findings include:
Overall Literacy
- Year 3 2007 – 77%
- Year 3 2008 – 81% (4% increase)
- Year 5 2007 – 94%
- Year 5 2008 – 84% (10% decrease)
Overall Numeracy
- Year 3 2007 – 93%
- Year 3 2008 – 83% (10% decrease)
- Year 5 2007 – 93%
- Year 5 2008 – 86% (7% decrease)

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 to curriculum. In 2008 our school carried out evaluations of School culture and the curriculum areas of Literacy & 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:
- 26 parents
- 132 students: and
- 37 staff
returned the survey during September 2008.
As a result of this support, the school has gained a deep understanding of:
- the cultural context;
- developing ownership
- culture of learning; and
- culture of improvement.

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

Background
Staff, parents and students were surveyed to evaluate school culture and help determine future directions to support school improvement. School satisfaction and support programs were also evaluated.

Findings and conclusions
Parent, student, and teacher satisfaction
In 2008 the school sought the opinions of parents, students and teachers about the school.
Their responses are presented below.
All teachers who responded find our school a supportive, happy working environment.
- Teachers believe that a greater level of support for students experiencing difficulty would be beneficial.
- Teachers felt that explicit modelled teaching, followed by supporting activities are an effective method of promoting student outcomes.
- Teachers have found that the hands-on activities incorporated in CMIT followed by written practice will promote student outcomes in Numeracy.
- Teachers believe the use of technology such as Interactive Whiteboards will benefit the students.

From the Parent Survey, an overwhelming majority (92%) are happy with the Teaching &
Learning that is occurring at Rosemeadow Public School.

- Identified strengths of the school include the anti-bullying program, community support and skilled teachers.
- Suggested areas for improvement include home reading, parent communication and improving the school environment.
- In general, parents were impressed with the variety of programs, the supportive nature, however some areas for improvement were identified.
- In relation to Literacy and Numeracy, parents felt that the school had strengths in identifying specific needs early in school life, providing access to a range of resources and offering opportunities for student enrichment.
- Parents felt that the school could improve with a greater focus on testing and assessment.

Findings from student survey – More than 84% of students are happy at Rosemeadow Public School. The students identified the following as strengths at Rosemeadow Public School:
- Anti-bullying program/Peer Support
- Awards
- Extension groups
- Sport / Carnivals and Gala Days

The main thing students wanted was improvement in Technology/electronic whiteboards.

The main theme for improving Literacy and Numeracy was to incorporate more technology in the teaching and learning.

Children also commented that they enjoyed group work and games to consolidate their learning.

Future directions

Conclusions from the surveys indicate that Technology in the classrooms is an area that students, staff and parents feel the school should focus on for future developments.

Training and Development of staff in the use of technology in the classrooms will support the teaching and learning at Rosemeadow Public School. The school has purchased a number of Interactive Whiteboards which will be installed in the new year. We are endeavouring to raise more funds for future purchases.

A social skills focus will continue in 2009 as we continue with our PBIS program, peer support lessons, and anti-bullying program.

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.

Curriculum

Mathematics

Background

During 2008 we continued our commitment to Count Me In Too (CMIT) Mathematical teaching strategies, primarily focusing on hands-on activities. Problem Solving continues to be a focus K-6.

Findings and conclusions

- Due to rigorous assessment practice of CMIT SENA testing, 100% of K-2 students progressed to higher levels.
- As reflected in 2008 NAPLAN results, students experienced difficulty in solving word-based problems.
- Analysis of in-school assessment results of problem solving has noted a steady improvement in student approach and application to the problem-solving model.

Future directions

In 2009, the Mathematics Committee intends to maintain its commitment to in-servicing staff on the implementation of Count Me In Too strategies. These include explicit demonstrations of CMIT activities and an orientation of the SENA tests.

Students identified through the SENA assessments who are experiencing difficulty will be specifically targeted through intensive support.

The school-wide approach will be continued throughout 2009 and will be extended to incorporate those students who have been identified as needing extra support.

Professional learning

There were 43 teachers at Rosemeadow Public School in 2008. All staff participated in training and development throughout the year in staff and stage meetings.

We had a number of district Mathematics Consultants provide training and participate in a team-teaching approach focusing on Problem Solving and Count Me In Too (CMIT).

Mentoring of 13 New Scheme Teachers was a priority through weekly support and lesson observations. More experienced teachers had lesson observations once a term.

Accelerated Literacy training was provided to four teachers who will then be qualified to train the remainder of the staff so that the Accelerated Literacy Program can be implemented K-6 in 2009.
Attendance and participation of 39 teaching staff at the Annual Staff Conference. The conference aims to discuss and plan strategies and targets for 2009.

School development 2009 – 2011

Priority Areas for 2009
- Numeracy
- Literacy
- Student Engagement & Retention

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.)

Strategies to achieve this target include:
- Implement Indigenous Count Me In Too initiative for Numeracy.
- Implement the Best Start Kindergarten Assessment program.
- Continuation of the Rosemeadow Public School Solving Program K-6.
- Implementation of the Counting On for Stage 2 students at risk.

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
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.)

Strategies to achieve this target include:
- Implement Accelerated Literacy pedagogy into teaching and learning of Literacy.
- Evaluate the quality of Literacy teaching at Rosemeadow Public School.
- Implement the 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 achievement for every student in line with State Plan targets.
- Quality teaching evident in all Writing programs.

Target 3- Student Engagement and Retention
40% Increase in staff utilising technology in the delivery of Literacy and Numeracy lessons. (Current percentages is 3%)

Strategies to achieve this target include:
- Professional development for all teachers in Quality Teaching with interactive whiteboards.
- Interactive whiteboards rolled out to 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
Shelley Zalunardo – Assistant Principal
Karen Davies – Assistant Principal Sarah Mason – Teacher
Amanda Barrett – Teacher Andrew Lord - Teacher
Kay Jepson – Teacher Rhys Gray – Teacher
Riona Gavin – Teacher Amy Clark – Teacher
Catherine Flamos – Teacher STLA/TASS
Heidi Knotek – Teacher Jason Clarke – 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: http://www.schools.nsw.edu.au/asr