School context

Students

The school numbers are currently 630. This is an increase of 54 students from this time last year.

Kindergarten – 104 students, Year 1 – 106 students, Year 2 – 75 students, Year 3 – 99 students, Year 4 – 89 students, Year 5 – 84 students, Year 6 – 82 students.

Staff

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

P & C and/or School Council 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.

2013 has been another successful year with the committee raising money for the purchase of a variety of worthwhile resources.

The P & C held Mother’s Day and Father’s Day stalls, canteens at sporting events, a Bunnings BBQ and the Annual Spring Fair.

P & C members make an immense contribution to our school by giving up their valuable time to help the 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 2014.

Student Representative’s message

The Student Representative Council (SRC) has been involved in many leadership initiatives and decision-making roles within the school. Two students in each class from Years 2 to 6 were elected to represent their peers and carry out council duties.

This year students were elected on a term by term basis to involve as many students as possible. The SRC focused on promoting a friendlier school environment, keeping in mind the school rules of Be Safe, Be Respectful and Be a Learner.

Throughout the year the SRC has raised money for a number of charities. A mufti day was held to raise money for Westmead Children’s Hospital and the SRC collected money for Jeans for Genes day. The SRC sold bandanas and pens for National Bandana Day raising over $750 for Canteen, an organisation supporting young people living with cancer.

The SRC continued to support the popular initiatives ‘The Voice’ and ‘Rosemeadow’s Got Talent’, which gave students the opportunity to showcase their talents and raised money to assist in buying educational resources for the students.

Student information

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

Student enrolment profile

Structure of Classes

In 2013 the school maintained a majority of straight grade classes. 1 out of the 23 mainstream classes was made up of a composite grade. In addition to the mainstream classes, 3 multi-categorical support classes are continuing to provide support for 21 students.
Class sizes

<table>
<thead>
<tr>
<th>Class</th>
<th>Staff</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A</td>
<td>Mr Adams</td>
<td>22</td>
</tr>
<tr>
<td>1G</td>
<td>Mrs Gilbert</td>
<td>22</td>
</tr>
<tr>
<td>1K</td>
<td>Ms Knotek</td>
<td>20</td>
</tr>
<tr>
<td>1L</td>
<td>Miss Gerada</td>
<td>21</td>
</tr>
<tr>
<td>1S</td>
<td>Miss Sanders</td>
<td>21</td>
</tr>
<tr>
<td>2/3A</td>
<td>Mrs Lancaster</td>
<td>7</td>
</tr>
<tr>
<td>2H</td>
<td>Miss Stringer</td>
<td>25</td>
</tr>
<tr>
<td>2S</td>
<td>Mrs Solofuti</td>
<td>20</td>
</tr>
<tr>
<td>2W</td>
<td>Miss Wink</td>
<td>26</td>
</tr>
<tr>
<td>3A</td>
<td>Miss Asenjo</td>
<td>32</td>
</tr>
<tr>
<td>3G</td>
<td>Mr Greenshields</td>
<td>9</td>
</tr>
<tr>
<td>3T</td>
<td>Mrs Weaver</td>
<td>32</td>
</tr>
<tr>
<td>3W</td>
<td>Ms Welsh</td>
<td>23</td>
</tr>
<tr>
<td>4/6B</td>
<td>Mrs Barr</td>
<td>6</td>
</tr>
<tr>
<td>4C</td>
<td>Miss Charmand</td>
<td>27</td>
</tr>
<tr>
<td>4F</td>
<td>Miss Fairhead</td>
<td>27</td>
</tr>
<tr>
<td>4K</td>
<td>Miss Kelly</td>
<td>28</td>
</tr>
<tr>
<td>5/6E</td>
<td>Miss Wenham</td>
<td>32</td>
</tr>
<tr>
<td>5W</td>
<td>Ms Williams</td>
<td>31</td>
</tr>
<tr>
<td>5Z</td>
<td>Mr Zalunardo</td>
<td>32</td>
</tr>
<tr>
<td>6C</td>
<td>Mr Coleman</td>
<td>31</td>
</tr>
<tr>
<td>6K</td>
<td>Miss Khayat</td>
<td>32</td>
</tr>
<tr>
<td>KA</td>
<td>Ms Attewell</td>
<td>21</td>
</tr>
<tr>
<td>KC</td>
<td>Mrs Clarke</td>
<td>21</td>
</tr>
<tr>
<td>KK</td>
<td>Miss Kervin</td>
<td>21</td>
</tr>
<tr>
<td>KM</td>
<td>Mrs McCarthy</td>
<td>21</td>
</tr>
<tr>
<td>KS</td>
<td>Miss Strudwick</td>
<td>20</td>
</tr>
</tbody>
</table>

Support Unit

Rosemeadow Public School continues to cater for students with additional learning needs and has created an inclusive and supportive school environment. The Support Unit comprises of three support classes for students on the Autism Spectrum. The classes each consist of seven students and have a full time class teacher and School Learning Support Officer. Currently, we have a total of 21 students, ranging in grades from Years 2 – 6.

Students in these classes are provided with Individual Learning Plans to meet their specific academic, functional and social needs. All classes have a School Learning Support Officer who assists the class teacher with the implementation of Individual Learning Plans. Students within the Support Unit participate in additional programs that focus on life skills, such as cooking and social skills programs.

Student attendance profile

This year we have continued improving student attendance and decreasing leave where an unsatisfactory explanation or no reason is given for absences. In 2013, a number of strategies have been used to monitor student attendance. These include:

- Class attendance logs
- Letters sent and phone calls made to parents if a student’s attendance is less than 85%
- Lateness Attendance Monitoring Program (LAMP)
- Referral to Home School Liaison Officer (HSLO) if there is no improvement in attendance.

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

- Weekly class attendance awards with rewards at the end of the term
- An End of term Attendance Extravaganza with all students with less than 4 days of explained leave being rewarded with either a visit from the RSPCA, the Paddle Pop Lion and free paddle pop, Hip Hop dance lessons or an Events Cinema excursion.
- A Fun Day or disco to encourage students to come to school on the last day of each term.

Workforce information

Workforce composition

<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>Head Teachers</td>
<td></td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>28</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>2</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>4</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>
Teacher qualifications
All teaching staff meets 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>87</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>13</td>
</tr>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>23</td>
</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2013</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>628,321.71</td>
</tr>
<tr>
<td>Global funds</td>
<td>328,659.15</td>
</tr>
<tr>
<td>Tied funds</td>
<td>328,896.11</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>208,372.56</td>
</tr>
<tr>
<td>Interest</td>
<td>17,084.59</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>23,696.55</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>1535030.67</td>
</tr>
</tbody>
</table>

| **Expenditure**             |            |
| Teaching & learning         |            |
| Key learning areas          | 59,062.05  |
| Excursions                  | 29,556.78  |
| Extracurricular dissections | 110,658.28 |
| Library                     | 4420.94    |
| Training & development      | 0.00       |
| Tied funds                  | 465,404.57 |
| Casual relief teachers      | 16,212.70  |
| Administration & office     | 82,777.35  |
| School-operated canteen     | 0.00       |
| Utilities                   | 59,711.80  |
| Maintenance                 | 30,717.57  |
| Trust accounts              | 23,722.87  |
| Capital programs            | 124,073.25 |
| **Total expenditure**       | 1006318.16 |
| **Balance carried forward** | 528712.51  |

A full copy of the school’s 2013 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.

School performance 2013

Creative Arts
Initiatives and achievements in Creative Arts in 2013 included:

- All students participated in a whole school Art in Food-Food in Art theme day.
- Artworks and projects selected for Education Week Rosiebald Art Exhibition and Construction displays.
- Singing and dancing groups performed at Harmony Day, NAIDOC Week and assemblies.
- Whole school participation in Music- Count Us In.
- Over 100 students tried out for “The Voice” singing competition, with 16 acts chosen to perform in front of the school.
- The staff singing group performed in the Finale of The Voice.
- “Rosemeadow’s Got Talent” involved students ranging from Years 1 to 6 performing either dance, drama or singing. Heats took place and then acts were chosen to perform in the finale.

Extravaganza
This year we held our second ‘Extravaganza’ performance where students, teachers and the community came together to celebrate and showcase the many talents of Rosemeadow Public School. Three shows were held on the 23rd of October to wonderful community support at Events Cinemas, MacArthur Square. The theme for 2013’s Extravaganza was “Back to the Future”. All grades practised for over two terms to create a 7 minute performance reflective of their decade. During this time students participated in skills relating to performance which built confidence and self-esteem. Over 550 students participated in the Extravaganza either on stage or as a backstage helper. Community feedback indicated that the Extravaganza was a huge success.
Sport

2013 has been another successful sporting year at Rosemeadow Public School.

- All students participated in the Premier’s Sporting Challenge, which encourages students to engage in physical activity both in and outside of school.
- Over 60 students enrolled in the Active After School Activities program which was held on two afternoons each week throughout 2013.
- 14 school teams entered in 7 out of the 10 PSSA Gala Day sports.
- 18 students represented Rosemeadow Public School at the Campbelltown Zone Swimming Carnival with 6 students progressing to the Sydney South West Regional Carnival.
- 68 students represented Rosemeadow Public School at the Campbelltown Zone Athletics Carnival with 8 students progressing to the Sydney South West Regional Carnival and 2 students progressing to the NSW State Carnival.
- 10 students represented Rosemeadow Public School in Campbelltown PSSA sporting teams in Rugby League, Cricket, Rugby Union, Netball, Girls Touch Football, Softball and Hockey.
- 2 students advanced to the Regional team to represent Sydney South West in Rugby League, Rugby Union and Cricket.

Community

During 2013 Rosemeadow P.S. was involved in a number of successful Community Programs and events. These programs encouraged community and parental involvement within the school.

- Grandparents’ Day helped celebrate International Grandparents Day with an assembly, student performances, classroom visits and a picnic lunch.
- All K-2 classes were involved in a Book Week Parade. Students and staff came dressed as their favourite book character.
- All classes celebrated Harmony Day with an assembly which included student speeches, cultural performances, followed by classroom activities.
- Parents and community members attended Education Week Open Day.
- A team of 33 parents, teachers and students participated in the 24 hour Fight Against Cancer Relay that was held at Campbelltown Sports Stadium on the 19th-20th October. In addition, a school relay was held to support the charity. In total $1700 was raised from both events.
- Information evenings were held at local preschools about starting Kindergarten.
- A Transition to School Program occurred each week for 63 preschool aged children as part of the Schools as Community Centres (SaCC) Program. In addition, the SaCC Program provided school holiday activities which included a picnic in Koshigaya Park, and the Botanical Gardens, pizza making and playgroup sessions.
- The Lilly Pads and Leap Frogs playtime groups, which cater for children 0-5 years, had the opportunity to take part in visits from NSW Police, Patting Zoo and Kings Swimming School.
- The Lilly Pads group continued their book borrowing program from the school Library.
- The Active Play Program continued promoting good health, physical activity and healthy eating in the Lilly Pads and Leap Frogs play groups.
- In 2013 the Community Links Playtime and Transition Program was established. The Program is a partnership between Rosemeadow, Ambarvale and Thomas Acres Public Schools and is aimed at young children aged 0-5.
- The Breakfast Club continued each Monday, Wednesday and Friday mornings with the assistance of the Red Cross and volunteers. Over 2,500 breakfasts per term were provided to students and their families.
- A “Welcome” morning tea was held to welcome over 90 parents enrolling their Kindergarten children.
- The P&C organized a fundraising BBQ at Bunnings which was supported by members of the school community. All money raised went into school programs which benefited all students.
Our Homework Centre operated each Monday afternoon to provide additional support for all students K-6. The centre continues to be well-accessed by all students and is manned by the teaching staff.

Over 20 students attended the Nano Nagle Camps during 2013. The camps provided respite for students in Grades 3 - 6 and their families.

Parents and community members attended 2 workshops: Bringing Up Great Kids and Circle of Security.

Public Speaking

One Kindergarten and two Stage 1 students represented our school in the Campbelltown Macarthur Area Oracy Competition. Our Kindergarten student was the overall winner for the region with our Year 2 student representing the school at the Zone finals.

Four Primary students represented our school at the Campbelltown Macarthur Area Oracy Competition with our Year 2 student going on to represent the school at the Zone finals.

Academic achievements

NAPLAN

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

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

This year 92 students in Year 3 and 78 students in Year 5 participated in the 2013 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 is referred to as National Benchmarks.

In 2013 Rosemeadow Public School’s NAPLAN results showed an increase in the number of students achieving at proficiency standards (the top 2 skill bands) in most areas compared to 2012. We have met or exceeded state averages in the middle 2 skill bands in most areas in Year 3 and Year 5.

For more NAPLAN results and information please see the My School Website.
http://www.myschool.edu.au

NAPLAN – Student Growth

Below is a graph that represents student growth in Literacy in 2013. Student growth is measured by comparing the NAPLAN results of Year 3 students to their results achieved in the Year 5 NAPLAN.

Student Growth in NAPLAN 2013

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Reading between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>94.1</td>
</tr>
<tr>
<td>SSG</td>
<td>78.9</td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Numeracy between Year 3 and 5*</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>96.6</td>
</tr>
<tr>
<td>SSG</td>
<td>81.7</td>
</tr>
<tr>
<td>State DEC</td>
<td>89.6</td>
</tr>
</tbody>
</table>

NAPLAN Year 3 - Literacy

Reading

In Year 3 we found:

- 6% of students achieving below the national minimum standard, a decrease of 3%.
- 18% of students achieving at or below the national minimum standard.
- 58% of students achieving above the national minimum standard, an increase of 15%.
- 18% of students achieving proficiency standard.
Writing
• 2% students achieving below the national minimum standard, a decrease of 7%.
• 8% of students achieving at or below the national minimum standard, a decrease of 6%.
• 51% of students achieving above the national minimum standard, an increase of 13%.
• 39% of students achieving at proficiency.

NAPLAN Year 3 - Numeracy

NAPLAN Numeracy Year 3
In Year 3 we found:
• 8% of students achieving below the national minimum standard.
• 17% of students achieving at the national minimum standard.
• 56% of students achieving above the national minimum.
• 19% of students achieving at proficiency standard, an increase of 3%.

NAPLAN Year 5 - Literacy

Reading
In Year 5 we found:
• 3% of students achieving below the national minimum standard, a decrease of 15%.
• 19% of students achieving at or below the national minimum standard, a decrease of 13%.
• 52% of students achieving above national minimum standard, an increase of 21%.
• 26% of students achieving at proficiency standard, an increase of 7%.

Writing
• 8% of students achieving below the national minimum standard.
• 14% of students achieving at or below the national minimum standard, a decrease of 6%.
• 68% of students achieving above the national minimum standard, an increase of 2%.
• 10% of students achieving at proficiency, an increase of 2%.

NAPLAN Year 5 – Numeracy
In Year 5 we found:
• 1% of students achieving below the national minimum standard, a decrease of 9%.
• 16% of students achieving at the national minimum standard, a decrease of 15%.
• 61% of students achieving above the national minimum standard, an increase of 27%.
• 22% of students achieving at proficiency standard, an increase of 9%.

Aboriginal Education - Student Performance

NAPLAN 2013

In Year 3 we found:
• No ATSI students achieving below national minimum standard.
• 71% of ASTI students achieving at or above minimum standard.
• 29 % of ATSI students achieving proficiency standard.

In Year 5 we found:
• 100% of students achieving at or above the national minimum standard.

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 achieving at or above the minimum standard in 2013

<table>
<thead>
<tr>
<th>Area Assessed</th>
<th>Percentage of Year 3 students at or above minimum standard</th>
<th>Percentage of Year 3 students at or above minimum standard 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95%</td>
<td>97%</td>
</tr>
<tr>
<td>Writing</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td>Spelling</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>92%</td>
<td>98%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95%</td>
<td>92%</td>
</tr>
</tbody>
</table>
Percentage of Year 5 students achieving at or above the minimum standard in 2013

<table>
<thead>
<tr>
<th>Area Assessed</th>
<th>Percentage of Year 5 students at or above minimum standard</th>
<th>Percentage of Year 5 students at or above minimum standard 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83%</td>
<td>100%</td>
</tr>
<tr>
<td>Writing</td>
<td>95%</td>
<td>95%</td>
</tr>
<tr>
<td>Spelling</td>
<td>87%</td>
<td>94%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>83%</td>
<td>99%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>89%</td>
<td>99%</td>
</tr>
</tbody>
</table>

The My School website provides detailed information and data for National Literacy and Numeracy testing (NAPLAN).

Click on the link http://www.myschool.edu.au and enter the school name in the Find a school and select GO.

Other achievements

University Competitions
- In the Australian Schools Spelling competition 6 students participated.
- In the Australian Schools English competition 12 students participated.
- In the Australian Schools Mathematics competition 20 students participated. Credits were awarded to five students, one of whom was a Year 2 student.

Significant programs and initiatives

Aboriginal Education
Aboriginal Education has been a major focus for our school in 2013. 100% of Aboriginal students and their families participated in developing Personalised Learning Plans (PLPs) with their teachers that focused on Literacy and Numeracy. The process created and strengthened home/school partnerships and provided students with individualised learning programs.

Seven staff members visited Aboriginal communities in Western NSW as part of the Cultural Immersion Program to further increase awareness of Aboriginal Culture. Staff gained valuable knowledge about Aboriginal culture and useful information about educational initiatives to engage students and the community.

In 2013, Rosemeadow Public School received NORTA NORTA funding for Aboriginal Education. This funding supported the Aboriginal and Torres Strait Islander students from Years 4 – 6, identified as having performed in the lowest two bands in NAPLAN 2012. An Aboriginal Aide was employed to work with these students on Individualised Learning Plans according to their individual needs as specifically stated in SMART Data.

In July and November, our Stage 2 and 3 Aboriginal and Torres Strait Islander students were invited to participate in a University of Western Sydney event “Heartbeat”. This program aims to raise awareness of Aboriginal health issues and inspire students to consider a career in the fields of science, health or medicine.

Our transitional programs such as Leap Frogs and Lilly Pads continue to successfully prepare children for Kindergarten at Rosemeadow Public School.

Teachers have continued to incorporate the “8 Ways of Learning” into class programs. This pedagogy framework allows teachers to include Aboriginal perspectives across all KLAS.

Aboriginal and non- Aboriginal staff members made a dedicated commitment to attend and actively contribute to the Campbelltown AECG each term.

Selected Aboriginal students in Stage 2 attended a special event at Sydney Opera House to celebrate National Indigenous Literacy Day. The program featured students from Tjuntjuntjara, a remote Community School in Western Australia. All students and teachers were involved in a book swap at the conclusion of the program.

In May, the Aboriginal student leaders attended the Indigenous Veterans Commemoration Ceremony at the ANZAC Memorial in Sydney. Her Excellency Professor Marie Bashir AC CVO, Governor of NSW was a special guest. Students also placed a wreath at the Pool of Reflection during the ceremony. They then visited the ANZAC Memorial to view Indigenous Veteran memorabilia.

This year Rosemeadow hosted the Junior AECG meetings. These meetings aim to develop leadership qualities in our Indigenous students. The leaders meet each term with the Community of Schools and the local AECG to discuss issues in relation to Aboriginal Education. This year the students had the opportunity to discuss their views on Aboriginal Education with.
Michelle Hall, the Executive Director of Connected Communities.

Rosemeadow P.S. has continued to network with Tharawal Aboriginal Health Service. In Term 2 and 3 a speech therapist was employed one day per week to work with individual students and their teachers. These students had been identified as requiring speech therapy. In Term 3, Tharawal provided our students K-6 with free hearing tests and follow up treatment.

**Targeting Early Numeracy (TEN) Program**

The TEN program was implemented in 2012 and has continued this year. TEN is an early intervention program that aims for all students to achieve Stage 1 minimum standards before they enter Stage 2. It is taught in Kindergarten, Year 1 & Year 2. Ten is a daily numeracy lesson that is incorporated into existing programs without the need to withdraw students. Students are assessed initially and ongoing assessment enables students to progress through the leveled program. All teachers K-2 received training and support in this program from the school TEN coordinator.

**Multicultural Education**

Rosemeadow PS caters for students from a diverse range of language and cultural backgrounds. EALD students (English as an Additional Language or Dialect) account for 41% of the student population, the largest language groups being Samoan, Arabic, Laotian and Indonesian, followed by Vietnamese, Spanish and Tongan. The school ensures inclusive teaching practices that recognise and value the backgrounds and cultures of all students and promote an open and tolerant attitude towards different cultures, religions and world views.

EALD students receive support from the Learning Support Team, either as part of in-class group support structure or for newly arrived students as individual or small group withdrawal support. The school provides individual learning programs (IEPs) to support the particular learning needs of targeted students from diverse cultural and linguistic backgrounds. The school promotes positive community relations through communication with parents and community members from diverse cultural and linguistic backgrounds by encouraging their participation in the life of the school at our Harmony Day, NAIDOC Week, Education Week and Grandparents’ Day celebrations as well as participating in the annual Parent Conference.

**Best Start**

In 2013, Rosemeadow Public School has continued to implement the Best Start Initiative to improve the learning outcomes in Literacy and Numeracy for students in Kindergarten, Year 1 and Year 2. Staff were able to further enhance their knowledge of the Literacy and Numeracy continuum by participating in Professional Training and Development provided by experienced teaching staff. As part of the training teachers were supported in their classrooms. Demonstration lessons, team teaching and individual planning sessions were conducted with staff.

Tracking sheets have continued to be used to monitor student performance and all teachers are using these as a tool to track student progress along the learning continuum.

All staff entered student progress data during each of the recording periods throughout the year. Early Learning Plans have been used by all staff as a means of tracking student progress and directing the teaching and learning of the class.

**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 learning through specifically designed and individually tailored daily lessons taught by trained teachers. Acceleration of the rate of learning allows the students to catch up with their peers.

- At Rosemeadow P.S there are five trained Reading Recovery teachers.
- In 2013, 11 Year 1 students completed the program.

**High School Transition Program**

In 2013 Rosemeadow PS took part in an initiative by Ambarvale High School to strengthen ties between the high school and local primary schools and to support the transition from Year 6 to Year 7. All of Stage 3 attended to the high school every second Monday to participate in a “Taster” English Lesson organised by next year’s Year 7 Co-ordinator. Also as a part of this program, every fortnight during Terms 2, 3 and 4 two high school teachers came to Rosemeadow to conduct Numeracy Lessons for all of Year 6. They also took a small group, every Thursday afternoon to discuss the transition to high school and build relationships with students who were experiencing some anxiety about the transition between Year 6 and Year 7. This program was very successful in aiding the transition of year 6 students from Rosemeadow PS.
and building relationships between the staff and students of the two schools.

**Positive Behaviour for Learning (PBL)**

In 2013, Rosemeadow PS 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 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 behaviours,
- Procedures for ongoing monitoring and evaluation,
- The development and implementation of the school Anti-bullying Plan.

In 2013 we have implemented:
- An ongoing focus on anti-bullying education,
- The introduction of the “Dancing Queen of Self Esteem” as a symbol to promote self-esteem and self-worth amongst all students.
- A continuation of weekly social skills lessons,
- Maintenance of merit awards, PBL awards and playground raffle systems.
- A Principal’s lunch for PBL medal winners, their parents and teachers.

**PSFP**

The PSFP focus for 2013 was to build on past programs/initiatives to ensure that teaching and learning strategies were supported and sustained across the school. PSFP funding continued to assist the 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 an STLA – Numeracy with a focus on students and staff 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. In addition, mentoring support was provided to all teachers throughout the year.

National partnerships and significant Commonwealth initiatives

**Empowering Local Schools**

Rosemeadow P.S. is part of the Empowering Local schools program. The additional resources received from this initiative have been allocated towards employing a Speech Pathologist and engaging parents and community.

**Suspensions 2013**

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 DEC Suspension Policy.

In 2013 we saw:
- 12 short suspensions compared to 17 in 2012 and 1 long suspension which was the same as 2012.
- 4 students who were suspended were suspended more than once.

<table>
<thead>
<tr>
<th></th>
<th>Short</th>
<th></th>
<th>Long</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>12</td>
<td></td>
<td>1</td>
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<tr>
<td>Days</td>
<td>28</td>
<td></td>
<td>20</td>
</tr>
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School planning and evaluation 2012—2014

**Progress on 2013 Targets**

**Priority Area- Literacy**

**Target 1**

- To decrease the proportion of students at or below national minimum standard in Reading for Yr 3 to 15% and Yr 5 to 25%. (2012 Yr 3 17% and Yr 5 32%)

Our achievements include:
- 18% of Year 3 students achieving at or below the national minimum standard in Reading.
• 19% of students in Year 5 achieving at or below the national minimum standard in Reading.

Target 2

• To increase the proportion of students at proficiency standard in Reading for Yr 3 to 35% and Yr 5 to 25%. (2012 Yr 3 31% and Yr 5 19%)

Our achievements include:
• 18% of Year 3 students at proficiency standard in Reading.
• 26% of Year 5 students at proficiency standard in Reading.

Target 3

• To increase the proportion of students at proficiency standard in Writing for Yr 3 to 45% and Yr 5 to 20%. (2012 Yr 3 39% and Yr 5 8%)

Our achievements include:
• 39% of Year 3 students at proficiency standard in Writing.
• 10% of Year 5 students at proficiency standard in Writing.

Target 4

• To decrease the proportion of Yr 7 students at or below national minimum standard in Writing to 35%. (2012 Yr 7 46%)

Our achievements include:
• 39% of Year 7 students are achieving at or below national minimum Standards.

Target 5

• To match or better the proportion of Yr 3, Yr 5 and Yr 7 ATSI students at regional proficiency standard in Writing and Reading.

Our achievements include:
• Year 3 ATSI students are achieving above the state average for Aboriginal students at proficiency standard (top two skills bands) in Reading. (29%) and Writing (50%)

Numeracy

Target 1

• To increase the proportion of students at proficiency standard in Numeracy for Yr 3 to 25% and Yr 5 to 25%. (2012 Yr 3 16% and Yr 5 13%)

Our achievements include:
• 19% of Year 3 students at proficiency standard in Numeracy.
• 22% of Year 5 students at proficiency standard in Numeracy.

Target 2

• To decrease the proportion of students at or below national minimum standard in Numeracy for Yr 3 to 12% and Yr 5 to 35%. (2012 Yr 3 14% and Yr 5 41%)

Our achievements include:
• 14% of Year 3 students at or below national minimum standard for Numeracy.
• 41% of Year 5 students at or below national minimum standard for Numeracy.

Target 3

• To match or better the proportion of Yr 3, Yr 5 and Yr 7 ATSI students at state proficiency standard in Numeracy. (2012 Yr 3 34%, Yr 5 and 7 - 0%)

Our achievements include:
• 29% of Year 3 ATSI students at state proficiency in Numeracy.
• 0% of Year 5 ATSI students at state proficiency in Numeracy.
• 14% of Year 7 ATSI students at state proficiency in Numeracy.

School planning and evaluation 2012—2014
Priority Areas for 2014

• Literacy
• Numeracy
• Engagement & Connection
• Aboriginal Education
**Targets 2014**

**Priority Area – Literacy**

**Targets**

- To increase the proportion of students at proficiency standard in Writing for Yr 3 to 45% and Yr 5 to 20%. (2012 Yr 3 39% and Yr 5 8% 2013 Yr 3 39% and Yr 5 10%)  
- To decrease the proportion of students at or below national minimum standard in Reading for Yr 3 to 15% and Yr 5 to 25%. (2012 Yr 3 17% and Yr 5 32% 2013 Yr 3 18% and Yr 5 19%)  
- To increase the proportion of students at proficiency standard in Reading for Yr 3 to 35% and Yr 5 to 25%. (2012 Yr 3 31% and Yr 5 19% 2013 Yr 3 18% and Yr 5 26%)  
- To match or better the proportion of Yr 3, Yr 5 and Yr 7 ATSI students at regional proficiency standard in Writing and Reading.

<table>
<thead>
<tr>
<th></th>
<th>Read</th>
<th>Write</th>
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</thead>
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<tr>
<td>2012</td>
<td>Yr 3 30%</td>
<td>Yr 5 0%</td>
</tr>
<tr>
<td>2013</td>
<td>Yr 3 29%</td>
<td>Yr 5 0%</td>
</tr>
</tbody>
</table>

- To decrease the proportion of Yr 7 students at or below national minimum standard in Writing to 35%. (2012 Yr 7 46% 2013 Yr 7 39%)

**Strategies to achieve this target include:**

- Collect and analyze of school based and external data to improve, monitor and track students’ progress in Literacy.  
- Implement a whole school approach to Literacy programs through quality, evidence-based teaching.  
- Train staff in Focus on Reading and implement effective teaching strategies that improve Literacy learning outcomes with a focus on Reading.  
- Strengthen Literacy learning through the effective use of diagnostic and ongoing assessment data that identifies student individual needs.  
- Strengthen the understanding and use of Personalised Learning Plans to improve Literacy outcomes for all Aboriginal students.  
- Design assessment tasks that provide explicit feedback for improved student performance in correspondence with the new syllabus.  
- Develop effective partnerships with parents and carers to promote Literacy.  
- Promote sharing of school resources and expertise within a School Network group to improve Literacy outcomes.  
- Design a scope and sequence of skills for reading.

**Our success will be measured by:**

- Increased proportion of students meeting or exceeding proficiency standards in Literacy in accordance with State and Regional averages.
- Decreased proportion of lower performing students in accordance with State averages.
- Improved achievement of students in the early years with the use of Best Start data to inform teaching and learning.
- Tracking and monitoring of student performance to identify when appropriate Literacy benchmarks are achieved.
- Strategic professional development to support the delivery of quality teaching.
- Focus on Reading, ‘Super Six Comprehension Strategies’ embedded in Literacy programs.  
- Increased understanding of the K-6 learning continuum and the specific skills and knowledge needed to achieve Literacy outcomes at each stage of development.  
- Teachers skilled in the provision of quality teaching and learning experiences that are reflective of the individual learning needs of all students.
- Students with specific needs identified and supported with an Individualised Education Program (IEP).
- 75% of students reaching school based reading benchmarks.

**Personalised Learning Plans (PLPs) implemented for all Aboriginal students.**

**Priority Area – Numeracy**

**Targets**

- To increase the proportion of students at proficiency standard in Numeracy for Yr 3 to 25% and Yr 5 to 25%. (2012 Yr 3 16% and Yr 5 13% 2013 Yr 3 19% and Yr 5 22%)  
- To decrease the proportion of students at or below national minimum standard in Numeracy for Yr 3 to 12% and Yr 5 to 35%. (2012 Yr 3 14% and Yr 5 41% 2013 Yr 3 25% and Yr 5 17%)  
- To match or better the proportion of Yr 3, Yr 5 and Yr 7 ATSI students at state proficiency standard in Numeracy. (2012 Yr 3 34%, Yr 5 and 7 - 0% 2013 Yr 3 29%, Yr 5 0% Yr 7 14%)

**Strategies to achieve this target:**

- Implement high quality numeracy programs, incorporating TEN Program and Best Start to improve results for all students.
- Strengthen the understanding and the use of PLPs to improve numeracy outcomes for all Aboriginal students.  
- Identify the targets and teaching strategies from NAPLAN, external data and school based data to improve monitor and track students’ progress.
- Use Best Start assessment data and learning continuums to inform and improve numeracy results.  
- Engage with parents and community to maximise students’ learning in Numeracy.
- Designate numeracy STLA supporting class teachers in a team / teacher mentor capacity.
Our success will be measured by:
- Increased proportion of students meeting or exceeding proficiency standards in Numeracy in accordance with State and Regional averages.
- Decreased proportion of lowest performing students not meeting minimum numeracy standards in accordance with State and Regional averages.
- Personalised Learning Plan implemented for all Aboriginal students.
- Teachers skilled to have a sound understanding of the Targeted Early Numeracy (TEN) program.
- All staff K-2 able to administer the Best Start assessment and using the Numeracy learning continuum.
- All staff analysing SMART and TEN school data to inform teaching and improve students’ numeracy results.
- Students with specific needs in Numeracy are identified and supported with an Individualised Education Program (IEP).

Priority Area – Engagement and Connection
- 1.0% increase in overall student attendance
- 20% decrease in student suspensions
- 25% increase in parents attending forums and information sessions.
- 100% of staff using Learning Intentions and Success Criteria.

Strategies to achieve this target:
- Engage with communities, interagencies and business sectors to maximise learning opportunities and student life choices.
- Implement high quality, proactive student well-being programs.
- Provide opportunities to engage the community in discussion around school governance.
- Increase opportunities to celebrate and recognise achievement.
- Promote and facilitate strategies to improve attendance.
- Develop leaders at all levels to support career development and succession planning.
  Professional development in Learning Intentions and Success criteria.

Our success will be measured by:
- Improved student attendance rates.
- Increased participation of parents and community in school events.
- Improved student achievement at transition points based on internal and external data.
- Increased participation in student well-being and leadership programs.
- Improved links with interagency and corporations.
- PBL strategies implemented across the school.
- A professional development plan for all staff, linked to career planning, professional learning, performance and student outcomes.
- Students know what they are learning and how to achieve success.

Priority Area-Aboriginal Education
- 1.5% increase in Aboriginal student attendance
- 25% decrease in Aboriginal student suspensions
- 100% of Aboriginal students engaged in the Personalised Learning process
- 100% of staff embedding 8 Ways of Learning and the Aboriginal and Torres Strait Islander Education Action Plan into their teaching programs.

Strategies to achieve this target:
- Develop an authentic Partnership Agreement with Local AECG.
- Develop evidence based attendance strategies in consultation with parents and Aboriginal community.
- Support and implement the use of a range of culturally sensitive pedagogies to support staff knowledge and understanding and Aboriginal students’ achievement.
- Implement a school advisory group made up of a number of local Aboriginal parents and community members who assist and guide the implementation and direction of school planning.
- Involve Aboriginal families, teachers and Aboriginal Education Workers in the development of PLPs for all students K-6.
- Engage staff in Connecting to Country project.
- Implement 1-1 lessons based around students’ PLPs and personal goals.

Our success will be measured by:
- Successful transition programs for Aboriginal students at key transition points.
- Increased connection with Aboriginal community groups.
- Improved Aboriginal student attendance rates.
- Eight Ways of Learning embedded into daily teaching practice P to 6.
- Increased parent and community involvement in school life.
- All Aboriginal students have a quality Personalised Learning Plan.
**Professional learning**

There were 43 teachers at Rosemeadow Public School in 2013. All staff participated in training and development throughout the year.

- All teachers engaged in Staff Meetings and Staff Development Days. These focused upon Literacy, Numeracy, Student Welfare, Programming, Curriculum Development and School Planning.
- Training of all K-2 staff in the Targeted Early Numeracy (TEN) program.
- All staff participated in CPR and Emergency Care training.
- All teachers were supported through lesson observations and ongoing consultation with the Stage Supervisors.
- All K-2 staff were trained and supported in the implementation of Best Start.
- Staff attended the Annual Conference to discuss and plan school targets and strategies for the Management Plan 2014.
- 9 New Scheme Teachers were working towards NSW TI accreditation.
- 11 New Scheme Teachers continuing at maintaining accreditation at Professional Competence.

**Parent/caregiver, student and teacher satisfaction**

In 2013, our school carried out evaluations of the Quality of School Life and the curriculum area of Literacy. Parents/caregivers, staff and students were asked to complete a survey on Quality of School Life, Teaching and Learning processes and Literacy. The surveys were used to evaluate aspects of school life and provide suggestions on how we might improve in this area.

- 35 parents,
- 107 students and
- 33 staff

returned the survey.

The following findings are a summary of the responses provided by parents, students and staff.

**Parent Responses**

- More than 86% of all parents/caregivers agreed that they were satisfied with the current teaching and learning programs that are provided at Rosemeadow PS.

- Parents/caregivers identified Reading Recovery, easy access to resources and Mathletics as strong programs within the school.

- Programs for gifted and talented students was an area identified by some parents which they thought we could improve upon.

- More than 70% of parents/caregivers felt that the level of high quality teachers was a definite strength within the school. Parents identified teachers as working as a team, dedicated, professional and approachable.

- 35% of parents/caregivers identified Student Welfare as another strength within the school.

- Communication and technology within the classrooms are areas that some parents/caregivers felt we could improve upon.

- More than 95% of parents/caregivers stated that all aspects of Literacy are taught well with a further 83% stating they had a good understanding of how to help their child with Literacy at home.

- 80% of respondents identified the teaching of Literacy as a priority within the school and more than 70% identified that school programs and policies enhance Literacy programs.

- An overwhelming majority of respondents identified parent/teacher interviews as the best method for keeping them informed about their child’s progress.

- More than 65% of respondents felt that teacher motivation and in-class activities helped provide positive Literacy experiences for their child. In addition, data indicated parents/caregivers acknowledged the benefits that extra support provided to their child gives.

- A large percentage of parents stated that teachers promote tolerance and appreciation for different cultures and that there is a shared expectation that all students will achieve their best.

- 93% of parents/caregivers felt their child was motivated to learn and that their individual academic needs were being met.
Student Responses

- An overwhelming 98% of students stated they were happy to be learning at Rosemeadow PS.
- Students identified teachers, as well as extra-curricular activities, as the two most liked aspects of their schooling.
- Students believe that technology is an important tool used in the teaching of Literacy. More than 45% of students identified technology as an important factor in contributing to their engagement during Literacy lessons. The use of the Interactive Whiteboard was seen by a majority of students as a learning tool that has enhanced their participation in Literacy lessons.
- Students value the variety of methods used to teach and learn in Literacy lessons. In addition to the use of the Interactive Whiteboard, more than 70% of students valued the variety of teaching methods used to help enhance student engagement in Literacy. Students recognised that they each learn in different ways and that teachers at Rosemeadow PS provide the best opportunities for that learning to occur.
- Students believe that they are treated fairly and equally and teachers have high expectations of their abilities and results. Students also agreed that the use of assessment data helps guide the teaching and learning programs that allow for the needs of individual students to be met across the school.

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
Karen Davies – Assistant Principal
Michelle Lester – Assistant Principal
Stuart Keast – Assistant Principal
Sara Gilbert – Class Teacher
Heidi Knotek – Class Teacher

Fiona McCarthy - Class Teacher
Michelle Garnero - Class Teacher
Kelly Ryder - Class Teacher

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School Code: 4537

Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: https://detwww.det.nsw.edu.au/high-performance/annual-school-reports