Rosemeadow Public School
Annual School Report
Our school at a glance

Students
The school numbers are currently at 576. This is an increase of 17 students from this time last year.
Kindergarten - 102, Year 1 - 77, Year 2 - 83, Year 3 - 79, Year 4 - 83, Year 5 - 78, Year 6 - 74.

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

Messages

Principal’s message
Rosemeadow Public School is a vibrant place which promotes a culture committed to excellence. The implementation of core programs in the areas of Literacy, Numeracy and Student Engagement ensure a consistent and systematic approach to achieve excellent outcomes.

There was an excellent response from the parent surveys with an indication that there was a need for us to improve parent engagement and decision making. This will be a focus for the school to explore ways of improving this process.

The school is most grateful for the hard work and dedication of the P&C. Their fundraising activities will allow for the purchase of much needed educational resources. Parent helpers in the classroom have assisted greatly with the delivery of quality educational programs. Volunteers ensured that the Breakfast Club served over 4000 breakfasts to students and family members. Support from the community is always highly valued and much appreciated.

A highlight for the school this year was Stephanie M being elected as the Ambassador for the Campbelltown Group of Schools. Stephanie did a marvellous job representing Campbelltown at a number of special functions. Jessica L was also selected to represent NSW in cricket. Jessica travelled to South Australia to play in the Australian Championships.

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.

Mr Paul Hughes

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.

2012 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, 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 2013.

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. Two students in each primary class 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 focussed on promoting a friendlier school environment, keeping in mind the school rules of Be Safe, Be Respectful and Be a Learner.

On Tuesday the 19th June, Kristen P and Cameron H were invited to Ambarvale High School for an SRC Interschool Group Meeting. They had the
opportunity to meet SRC students from other local high schools. During the day they made many slogans about Bullying and wrote about the advantages and disadvantages of being a young person in their community.

This year the SRC raised money for Stewart House. During Term 2 they sold LED glittery balls before school and during lunch times. SRC collected $900 to help support the work of Stewart House. During Term 3 SRC students helped raise money for Jeans for Genes Day. Term 4 SRC students helped raise money to support young people living with cancer through the National Bandanna Day. During Term 4, the SRC continued the popular initiative of ‘Rosemeadow’s Got Talent’ which gave students the opportunity to showcase their talents.

School context

Student information

Student enrolment profile

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

Structure of classes

In 2012 the school maintained a majority of straight grade classes. 3 out of the 22 mainstream classes were made up of composite grades. In addition to the mainstream classes, 3 Multicategorical support classes are continuing to provide support for 21 students.

Class sizes

Primary class sizes are included in the Annual School Report in order to provide parents with as much local information as possible. The following table shows our class sizes audit conducted on Monday 15th October, 2012.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KA</td>
<td>K</td>
<td>20</td>
</tr>
<tr>
<td>KC</td>
<td>K</td>
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</tr>
<tr>
<td>KK</td>
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<tr>
<td>KR</td>
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<td>21</td>
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<tr>
<td>KM</td>
<td>K</td>
<td>21</td>
</tr>
<tr>
<td>K/2 S</td>
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<td>5</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1A</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>1G</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>1K</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>1/2S</td>
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<td>7</td>
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<td>2G</td>
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<td>23</td>
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<td>2W</td>
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<td>3W</td>
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<td></td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>4/6S</td>
<td>4</td>
<td>4</td>
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<tr>
<td></td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>4F</td>
<td>4</td>
<td>30</td>
</tr>
<tr>
<td>4W</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>5K</td>
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<td>13</td>
</tr>
<tr>
<td>6L</td>
<td>6</td>
<td>31</td>
</tr>
<tr>
<td>6M</td>
<td>6</td>
<td>30</td>
</tr>
</tbody>
</table>

547 students have an attendance rate of more than 93%.
Support Unit

Rosemeadow Public School continually caters 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 7 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 Year 1 to Year 5.

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 the 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 been aiming at improving student attendance and decreasing leave where an unsatisfactory explanation or no reason is given for absences.

In 2012, a number of strategies have been used to monitor student attendance. These include:

- Class attendance contact 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 the 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.
- End of term Attendance Extravaganza with all students with less than 4 days of explained leave being rewarded with a pizza party, sumo wrestling and Events Cinema excursion
- Fun day or disco to encourage students to come to school on the last day of each term.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Primary Teacher Executive Release</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Assistant Principal Multi-Categorical</td>
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<tr>
<td>Classroom Teachers</td>
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<tr>
<td>Part-Time Teacher</td>
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<tr>
<td>Teacher RFF</td>
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<td>Priority School Funding Scheme</td>
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<tr>
<td>Teacher - Multi-Categorical</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Support Teacher Learning Assistance</td>
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<td>Student Support Executive Release</td>
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<tr>
<td>Student Support RFF</td>
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<tr>
<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<td>Counsellor</td>
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<tr>
<td>School Administrative &amp; Support Staff</td>
<td>7.112</td>
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<tr>
<td>Total</td>
<td>42.7</td>
</tr>
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</table>

In 2012 there were 5 Aboriginal staff members working at Rosemeadow Public School.

Staff retention

Since 2011, the school has retained 84% of its teaching staff. Staff movement is due to successful applications by early career teachers to permanent positions and experienced teachers gaining promotion.

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>91%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>9%</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.
A full copy of the school’s 2012 financial statement is tabled at the Annual General Meeting of the Parent and Citizens committee. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Creative Arts
Initiatives and achievements in Creative Arts in 2012 included:

- All students participated in a whole school Art in Sport- Sport in Art theme day.
- Artworks and projects selected for Education Week Rosiebald Art and Construction displays.
- Two students had their artworks - Reflections of Home - accepted into the Nagoya Art Exhibition in Japan.
- Singing groups performed at Harmony Day, Naidoc Week and Olympic Day assemblies.
- Whole school participation in Music – Count Us In.

- A number of staff formed a singing group and performed at ‘The Voice Finale’ and ‘Olympic Opening Ceremony.
- Inaugural year of The Voice singing competition. 20 acts were selected to try out for ‘The Voice’ with 12 acts performing for the entire school.
- A number of Stage 1 students participated in artistic and imaginative theatre making with the theatre group Polyglot at Campbelltown Art Centre.
- All students in Years 5 and 6 had the opportunity to be involved in Wakakirri. The theme of London 2012 was created and students performed in front of the school and also at the WIN Entertainment centre.
- Dance groups were formed for students in Early Stage 1, Stage 1 and Stage 2. These groups performed at a number of different events and assemblies.

Sport

2012 has been another eventful sporting year at Rosemeadow Public School.

- All students participated in the Premier’s Sporting Challenge, which encourages students to engage in physical activity both 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 2012.
- 13 school teams entered in eight out of the ten PSSA Gala Day sports.
- 11 students represented Rosemeadow Public School at the Campbelltown Zone Swimming Carnival, with 2 students progressing to the SSW Regional Carnival
- 64 students represented Rosemeadow Public School at the Campbelltown Zone Cross Country Carnival which was organised by Rosemeadow P.S. staff. 5 students progressed to the SSW Regional Carnival.
- 3 students represented Rosemeadow Public School in Campbelltown PSSA sporting teams in Rugby League and Cricket.
- 1 student advanced to the regional team to represent Sydney South West in Cricket.
- Stage 1 and Stage 2 students were given the opportunity to participate in a ‘Schools in Sport’ program during Term 2.

Community

During 2012 our school was involved in a number of successful Community Programs and events. These programs encouraged more community and parental involvement within the school.

- Grandparents Day which celebrated International Grandparents Day with an assembly, 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 characters.
- All classes celebrated Harmony Day with an assembly which included speeches, cultural dances followed by classroom activities.
- Parents and community members attended Education Week Open Day which started with an Olympic Opening ceremony.
- Community Links and Multicultural Support Group: Community members met every 3 weeks for jewellery making, cooking classes, computer lessons and craft sessions.
- A team of staff and students entered the Macarthur Relay for Life.
- Information evenings were held at local preschools about ‘Starting Kindergarten’.
- A Transition to School Program occurred each week for 56 preschool aged children as part of the Schools as Community Centres Program.
- The Lily Pads and Leap Frog playtime groups which caters for children 0-5 years had the opportunity to take part in visits from NSW Fire Department, NSW Police and a visit from the Patting Zoo.
- The Lily Pads group introduced a book borrowing system from the library for children 0-5 years.
- An Active Play Program was introduced which promoted good health, physical activity and healthy eating.
- The Breakfast Club continued each Monday, Wednesday and Friday morning with the assistance of Red Cross and Volunteers. Over 2,500 breakfasts per term were provided to students and their families.
- A Morning Tea was held welcoming over 100 parents enrolling their Kindergarten children.
- Community School holidays activities were organised as part of the Schools as Community Centres Program. Activities included a community breakfast, Midday Mystery Movie, a Disco, Picnic in the (Koshigaya) Park attended by 77 kids and their families.
- The P&C ran a BBQ at Bunnings which was supported by members of the school community. All money raised went back into school programs which benefited all students.
- An information session for You –think-You-Know: Internet security information evening was held for all parents. It provided parents with strategies on how to be safe when accessing the internet.
- A homework centre was created for all students in K-6. Each Monday, students had the opportunity to access the centre after school which was run by the school teaching staff.

Community of Schools

Mathematics Enrichment

In 2012, Rosemeadow PS took part in an enrichment program with Appin PS, St Helens Park PS, Bradbury PS and Ambarvale HS. This was the first time the initiative had run and involved Year 5 and Year 6 students completing rich and meaningful projects which linked mathematical outcomes with the real world. The projects were completed in small groups from which two were chosen to present their findings via video
conference to the other participating schools. The students involved used their extensive mathematical knowledge and problem solving skills to achieve success.

Public Speaking

- Four Primary students represented the school in the Multicultural Public Speaking Competition 2012, held at Thomas Acres Public School.
- Four Year 3-6 students represented the school in the Campbelltown Macarthur Area Oracy Competition 2012.
- Two Stage 1 students represented the school in the Campbelltown Macarthur Area Oracy Competition 2012.
- Two Kindergarten students and 2 Stage 1 students represented the school in a Public Speaking Competition held at Appin Public School.

National and Area Based Competitions

University Competitions

- In the Australian Schools Spelling competition 14 students participated. A credit was awarded to one student.
- In the Australian Schools English competition 10 students participated.
- In the Australian Schools Mathematics competition 23 students participated. Credits were awarded to two students and a distinction was awarded to one student.

Academic

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

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

This year 77 students in Year 3 and 76 students in Year 5 participated in the 2012 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 2012 Rosemeadow Public School NAPLAN results showed a decrease in the number of students achieving at proficiency standards (the top 2 skill bands) and an increase number of in students achieving below minimum standards (the bottom 2 skill bands).

We have met or exceeded state averages in the middle 2 skill bands in most areas in Year 3 and Year 5.

Internal data suggests that these results are not a true indication of student achievement and progress. Students have shown an overall improvement on 2011.

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 2012. 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 2012

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Reading between Year 3 and 5</th>
<th></th>
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<th></th>
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<tbody>
<tr>
<td>School</td>
<td>94.1</td>
<td>88.0</td>
<td>74.0</td>
<td></td>
</tr>
<tr>
<td>SSG</td>
<td>78.9</td>
<td>74.1</td>
<td>76.5</td>
<td></td>
</tr>
<tr>
<td>State DEC</td>
<td>83.7</td>
<td>74.0</td>
<td>79.2</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Average progress in Numeracy between Year 3 and 5</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>96.6</td>
<td>87.7</td>
<td>84.4</td>
<td></td>
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<tr>
<td>SSG</td>
<td>81.7</td>
<td>97.3</td>
<td>90.4</td>
<td></td>
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<tr>
<td>State DEC</td>
<td>89.6</td>
<td>95.8</td>
<td>98.2</td>
<td></td>
</tr>
</tbody>
</table>
NAPLAN Literacy Year 3

Reading
In Year 3 we found:
- 9% of students achieving below the national minimum standard.
- 17% of students achieving at or below the national minimum standard.
- 43% of students achieving above the national minimum standard.
- 31% of students achieving proficiency standard.

Writing
- 9% students achieving below the national minimum standard.
- 14% of students achieving at or below the national minimum standard.
- 38% of students achieving above the national minimum standard.
- 39% of students achieving at proficiency.

NAPLAN Numeracy Year 3

In Year 3 we found:
- 9% of students achieving below the national minimum standard.
- 16% of students achieving at or below the national minimum standard.
- 59% of students achieving above the national minimum.
- 16% of students achieving at proficiency standard.

NAPLAN Literacy Year 5

Reading
In Year 5 we found:
- 18% of students achieving below the national minimum standard.
- 32% of students achieving at or below the national minimum standard.
- 31% of students achieving above the national minimum standard.
- 19% of students achieving at proficiency standard.

Writing
- 6% of students achieving below the national minimum standard.
- 20% of students achieving at or below the national minimum standard.
- 66% of students achieving above the national minimum standard.
- 8% of students achieving at proficiency.

NAPLAN Numeracy Year 5

In Year 5 we found:
- 12% of students achieving below the national minimum standard.
- 41% of students achieving at or below the national minimum standard.
- 34% of students achieving above the national minimum standard.
- 13% of students achieving at proficiency standard.

Aboriginal Education - Student Performance

NAPLAN 2012

Literacy

Reading
In Year 3 we found:
- 30% decrease in ATSI students achieving below minimum standard.
- 80% of students at or above national minimum standard.
- 30% increase of ATSI students achieving proficiency standard.

In Year 5 we found:
- 30% of ATSI students achieving below national minimum standard.
- 70% of students achieving at or above national minimum standard.

Writing
In Year 3 we found:
- 83% of students achieving above national minimum standard.
- 42% of students achieving at the proficiency standard.

In Year 5 we found:
- 90% of students achieving at or above national minimum standard.
- 10% increase of ATSI students achieving at the proficiency standard.
Numeracy
In Year 3 we found:
- 92% of students achieving at or above minimum standard.
- 33% of ATSI students achieving proficiency standard.

In Year 5 we found:
- 80% 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 2012

<table>
<thead>
<tr>
<th>Area Assessed</th>
<th>Percentage of Year 3 students at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>95%</td>
</tr>
<tr>
<td>Writing</td>
<td>95%</td>
</tr>
<tr>
<td>Spelling</td>
<td>95%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>92%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>95%</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students achieving at or above the minimum standard in 2012

<table>
<thead>
<tr>
<th>Area Assessed</th>
<th>Percentage of Year 5 students at or above minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>83%</td>
</tr>
<tr>
<td>Writing</td>
<td>95%</td>
</tr>
<tr>
<td>Spelling</td>
<td>87%</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](http://www.myschool.edu.au) and enter the school name in the Find a school and select GO.

Significant programs and initiatives

Aboriginal Education
Aboriginal Education has been a major focus for our school in 2012. 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.

Cultural awareness for all students within the school was increased through acknowledgement of significant days such as a Community Smoking Ceremony, NAIDOC, Reconciliation Week and Sorry Day. Three staff members visited Aboriginal communities in Western NSW as part of the Cultural Immersion to further develop their cultural awareness.

Two students were recipients of the South Western Sydney Region Aboriginal Student Achievement Awards. These awards acknowledged outstanding achievement by Aboriginal students for their contribution to Aboriginal Education in the region. Nikita T received the Leadership, Citizenship and Community Service award.

In 2012, Rosemeadow PS received NORTA funding for Aboriginal Education. This funding supported the Aboriginal and Torres Strait Islander students from Year 4 and Year 6,
identified as having performed in the lowest two bands in NAPLAN 2011. 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.

NORTA
NORTA funding supported the establishment of a homework centre to build parents’ skills and knowledge to support their children’s learning and enhance communication between home and school.

In 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 Lily Pads continue to successfully prepare children for Kindergarten at Rosemeadow Public School.

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

The Junior AECG, which aims to develop leadership qualities in our indigenous students, meets each term with the Community of Schools and the Local AECG to discuss issues in relation to Aboriginal Education.

In Term 3 Tharawal Aboriginal Health Service provided our students K-6 with free hearing tests and follow up treatment.

Teachers have participated in a professional learning workshop - ‘8 Ways of Learning’. This pedagogy framework allows teachers to include Aboriginal perspectives across all KLAS using Aboriginal learning techniques. This allows the focus of lessons to remain on core curriculum content while embedding Aboriginal perspectives in every lesson.

Schools in Partnerships Initiative
In 2012, Rosemeadow PS continued to be part of the Schools in Partnership initiative. In 2012 we worked on building strong partnerships with the community. Afternoon teas and BBQs were held throughout the year as a way of meeting with, informing and involving the wider community. Through these meetings the community has provided valuable input and future directions to improve outcomes for students.

The Advisory Group planned a cultural trip to Gilgandra for staff to increase awareness of Aboriginal Culture. The cultural trip involved staff and community members from Rosemeadow and neighbouring schools. Staff gained valuable knowledge about Aboriginal culture and useful information about educational initiatives to engage students and the community.

Multicultural Education.
Rosemeadow P.S. caters for students from a diverse range of backgrounds and cultures. Students with a Language Background Other Than English (LBOTE) encompass 42.6%, the largest language backgrounds being Samoan, Arabic, Laotian and Indonesian, followed by Vietnamese, Spanish and Tongan.

These students receive support from the Learning Support Team which aims to develop their communication, reading and writing skills in English. Newly arrived students are assessed to determine the need for specific instruction in English. Parents and students are encouraged to maintain communication in their first language.

The annual Parent Conference (Empowering Learning Communities) held in September for parents in Campbelltown and Macarthur schools, was attended by seven parents from Non-English Speaking Backgrounds and three staff members.

PSFP
The PSFP focus for 2012 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 staff and students in Years 3-5 (Semester 1) and Years 2, 4 and 6 (Semester 2). In addition to human resources, PSFP funding
provided the library with quality resources in all Key Learning Areas including ICT resources. In addition, mentoring support was provided to all teachers throughout the year.

**National Partnership Program**

Early in 2012, all staff were informed about the ‘Empowering Local Schools’ initiative. An expression of interest application to trial the initiative was completed.

Rosemeadow PS was successful in obtaining a grant as part of the ‘Empowering Local Schools’ initiative and were granted $50,000 to invest into areas of the school that they felt would benefit staff, students and the community.

An undergraduate speech therapist has been employed to work with students needing speech therapy. This program has run successfully for 2 terms with over 25 students accessing the service. Staff also had the opportunity to discuss concerns and ideas with the speech therapist on a weekly basis.

In addition to this, intensive reading classes are held 3 times a week for kindergarten students needing additional support to improve their reading.

**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 student to catch up with their peers.

- At Rosemeadow P.S. there are four trained Reading Recovery teachers.
- In 2012, 16 Year 1 students completed the program.

**Best Start**

In 2012, 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 attending Professional Training and Development sessions that were conducted by the Best Start Consultant. As part of their training, all staff 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 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.

**Positive Behaviour for Learning (PBL)**

In 2012, Rosemeadow Public School has continued with the Positive Behaviour for Learning Program (PBL) as a positive and consistent approach to student welfare in all settings within the school.

Our school rules are;

- Be Safe
- Be Respectful
- Be a Learner

The key features of the approach are:

- a common purpose and approach to discipline
- a clear set of positive expectations and behaviours
- procedures for teaching expected behaviour
- a continuum of procedures for encouraging expected behaviour
- a continuum of procedures for discouraging inappropriate behaviour
- procedures for on-going monitoring and evaluation.
- the development and implementation of the school Anti-bullying Plan.

In 2012 we have implemented:

- An ongoing focus on anti-bullying education.
• The introduction of ‘Captain Consideration’ as a symbol and role-model for fairness for all.
• 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.
• Improved signage to remind students of the specific rules for different areas of the school.
• Rejuvenation of playground artwork promoting positive social behaviour.

Suspensions 2012
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 2012 we saw:
• 17 short suspensions, compared to 71 in 2008 and 1 long suspensions compared to 6 in 2008.
• 3 students who were suspended were suspended more than once.

<table>
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Progress on 2012 targets

Literacy
Target 1
To decrease the proportion of students at or below national minimum standard in Reading by 2.5%. (2011 Year 3 15% Year 5 22%)

Our results indicate:
• 17% of Year 3 students achieving at or below the national minimum standard in Reading.

32% 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 by 1.5% (2011 Year 3 41% Year 5 21%)

Our achievements include:
• 31% of Year 3 students at proficiency standard in Reading.
• 19% of Year 5 students at proficiency standard in Reading.

Target 3
To increase the proportion of students at proficiency standard in Writing by 1.5% (2011 Year 3 68% Year 5 16%)

Our achievements include:
• 39% of Year 3 students at proficiency standard in Writing.
• 8% of Year 5 students at proficiency standard in Writing.

Target 4
To decrease the proportion of Year 7 students at or below national minimum standard in writing by 2.5% (2011 year 7 37%)

Our achievements include:
• 46% of Year 7 students are achieving at or below national minimum standards.

Target 5
Year 3, Year 5 and year 7 ATSI students will achieve Regional Targets for Literacy proficiency standard as measured in NAPLAN.

Our achievements include:
• Year 3 ATSI students are achieving above the state average for Aboriginal students at proficiency standard (top two skills bands) in Writing. (42%)
• Year 5 ATSI students are achieving above the state average for Aboriginal students at proficiency standard in Writing. (10%)

Target 6
To match or better the proportion of ATSI students at Regional Proficiency in Reading.

Our achievements include:
• Year 3 ATSI students are achieving above the state average for Aboriginal students
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%)

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%)

To increase the proportion of students at proficiency standard in Numeracy for Yr 3 to 20% and Yr 5 to 22%. (2012 Yr 3 15% and Yr 5 20%)

Our achievements include:
- 6% increase of Year 7 students achieving proficiency standard in Numeracy.

Target 2

2012 Targets

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:
- Year 3 ATSI students exceed DEC regional targets for Numeracy at proficiency standard as measured in the NAPLAN.

Year 3 exceeded state targets by 12%
Year 3 exceeded Aboriginal state targets by 24%

Student Engagement and Retention

Target 1

40% increase in staff utilising technology in the delivery of Literacy and Numeracy lessons.

- All staff have indicated that they have increased the use of technology in all Literacy and Numeracy lessons.
- Students indicated that they were more engaged in lessons when Interactive Whiteboards, iPads and other forms of technology were being used.
- Parents, students and teachers would like to see an increase in the use of iPads in all classrooms.

School evaluation

Parent, student, and teacher satisfaction

In 2012 our school carried out evaluations of School Planning and the curriculum area of Mathematics.

Educational and management practice

Each year we evaluate an aspect of our educational practice. This year we asked staff, students and parents to complete a survey on School Planning, Literacy and Numeracy. Surveys were used to evaluate the way the school makes decisions and provides suggestions on how we might improve in this area.

- 36 parents
- 138 students and
- 32 staff returned the survey.

As a result of this support, the school has gained a deep understanding of: School Planning and Decision Making.

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

Parent Responses

- More than 94% of all parents agreed that they are happy with the current teaching and learning programs that are provided at Rosemeadow PS.
- A large percentage of parents identified PBL, Literacy and Sport are taught well.
- Communication and Before and After School Care are areas in which some of our parents felt we could improve upon.
- More than 80% of parents agreed that all aspects of Literacy are taught well and a further 75% of parents felt that they had a good understanding of how to help their child with Literacy at home.
- More than 90% of parents agreed that all aspects of Numeracy are taught well and 95% of parents felt that they had a good
understanding of how to help their child with Numeracy at home.

- 94% of parents agreed that they felt comfortable discussing their concerns with school staff.
- More than 45% of parents were happy with the current methods of keeping them informed of their child’s progress.

**Student Responses 2012**

- Students believe that technology is an important tool used in the teaching and learning of Literacy and Numeracy. More than 75% of students identified the use of technology as an important factor in contributing to their engagement during Literacy and Numeracy 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 and Numeracy lessons.
- Students value the variety of methods used to teach and learn in Literacy and Numeracy lessons. In addition to the use of Interactive Whiteboards, students valued the variety of teaching methods used by teachers to help enhance student engagement in both Literacy and Numeracy. 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 enjoy the range of extra-curricular activities provided at Rosemeadow PS with Sport, Art and Dance listed as favourites. Opportunities for students to participate in these activities on a more regular basis was highlighted within the survey results.
- Students believe they are all treated fairly and equally and teachers have high expectations of students’ 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.

**Staff Responses 2012**

- More than 80% of staff felt that teachers at Rosemeadow PS are a supportive, collaborative, enthusiastic and skilled team who strive to achieve the best outcomes for all students.
- 31% of staff stated that our teaching programs such as: Accelerated Literacy, Best Start, Targeted Early Numeracy (TEN) and Multilit are our strengths.
- Teachers identified environmental awareness and increased opportunities for student leadership as areas in which we can improve.
- More than 70% of staff identified that they have daily or regular contact with parents/caregivers.
- The majority of staff agreed that the school was resource rich, both with physical resources as well as staffing resources.
- More than 1/3 of all staff agreed that they were well-represented in the decision making processes within the school.
- Comprehension and Guided Reading were two of the Literacy teaching strategies identified as being most effective. Other teaching strategies included, Accelerated Literacy, Home Reading, Best Start and text type writing.
- The use of concrete materials and mental strategies were seen as two effective Numeracy strategies. In addition the TEN program and text books were also seen as useful strategies.
- More than 65% of teachers stated they use technology on a daily basis to enhance the teaching and learning of both Literacy & Numeracy.
More than 90% of staff agreed that the Executive team are approachable and professional.

Future directions
- Increase the use of iPads in all classes by purchasing additional stage sets of iPads.
- Establish procedures to inform the community of school based decisions and allow the community to become part of the school decision making process.
- Continue to offer extra curricula activities to all students.
- Continue to implement Accelerated Literacy and Focus on Comprehension into all classes.
- K-2 classes to continue with Best Start and Targeted Early Numeracy (TEN), with stage 2 classes trialing TEN.

Curriculum Area
Mathematics
Background
All K-2 staff were trained in the Targeted Early Numeracy (TEN) program. TEN is an early intervention program that was introduced this year with the aim that all students achieve Stage 1 minimum standards before they enter Stage 2. It is taught in Kindergarten, Year 1 and Year 2. TEN is a daily numeracy lesson that is incorporated into existing programs without the need to withdraw students. It involves the explicit and systematic teaching of addition and subtraction skills. Students are introduced to an activity at the beginning of the week and complete the activity for ten minutes every other day to reinforce the concept or skill taught. Students are assessed initially and placed into groups based on ability. Each group participates in an activity that is targeted to their individual needs. Assessment is ongoing and students can be moved up into the next group at any time. All K-2 teachers received three days training at the beginning of the year and have continued to receive support from a consultant during the year.

Findings and conclusions
- 90% of parents are satisfied that all aspects of Mathematics are being taught well to their children.
- 96% of parents felt that they had a good understanding of how they could support and help their child at home with Mathematics.
- All K-2 teachers have indicated that the TEN program has had a positive influence on student engagement and learning in Numeracy.
- All students felt that the TEN games were hands on and liked how they could monitor their progress.
- All students in K-2 made progress along the TEN groupings.

Future directions
As a result of our survey results, the school intends to:
- Continue to use the TEN program in all K-2 classes.
- Provide Stage 2 teachers with training on how to implement the TEN program into their classes.
- Review the Problem Solving Assessments.

Professional learning
There were 43 teachers at Rosemeadow Public School in 2012. 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 training.
- 14 New Scheme Teachers were working towards NSWTI accreditation and 1 attained this.
- 8 New Scheme Teachers continuing at maintaining accreditation at Professional Competence.
- Experienced teachers were supported through lesson observations and ongoing consultation with the Stage Supervisors.
- 6 staff members attended training and development to further develop their
understanding of Dyslexia and how to effectively support and identify students in the classroom.

- 1 teacher trained in identifying Gifted and Talented students in Kindergarten.
- 14 teachers were trained in Accelerated Literacy and 10 were supported in implementing the AL in the class.
- 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 2013.

**School planning 2012—2014**

**Priority Areas for 2013**

- Literacy
- Numeracy
- Engagement & Connection
- Aboriginal Education

**Priority Area – Literacy**

**Targets**

- To increase the proportion of students at proficiency standard in Writing for Year 3 to 45% and Year 5 to 20%. (2012 Year 3 39% and Year 5 8%)
- To decrease the proportion of students at or below national minimum standard in Reading for Year 3 to 15% and Year 5 to 25%. (2012 Year 3 17% and Year 5 32%)
- To increase the proportion of students at proficiency standard in Reading for Year 3 to 35% and Year 5 to 25%. (2012 Year 3 31% and Year 5 19%)
- To match or better the proportion of Year 3, Year 5 and Year 7 ATSI students at regional proficiency standard in Writing.
- To match or better the proportion of ATSI students at regional proficiency standard in Reading.
- To decrease the proportion of Year 7 students at or below national minimum standard in Writing to 35%. (2012 Year 7 46%)

**Strategies to achieve this target include:**

- Collect and analyse school based and external data to improve, monitor and track students’ progress in Literacy.
- A whole school approach to Literacy programs through the implementation of quality, evidence-based teaching.
- Identify and implement effective teaching strategies that improve Literacy learning outcomes with a focus on reading and comprehension.
- 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 (PLPs) to improve Literacy outcomes for all Aboriginal students.
- Design and implement assessment tasks that provide explicit feedback for improved student performance.
- 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.

**Our success will be measured by:**

- Increased number of students meeting or exceeding proficiency standards in Literacy in accordance with State and Regional averages.
- Decreased number of lowest performing students in accordance with State averages.
- Improved achievement of students in the early years with the use of Best Start data to direct the teaching and learning.
- Tracking and monitoring of student performance to identify when Literacy benchmarks are achieved.
- Strategic professional training and development to support the delivery of quality teaching.
- ‘Super Six Comprehension Strategies’ embedded in Literacy program (Accelerated Literacy).
- Increased understanding of the K-6 learning continuum and the specific skills and knowledge needed to achieve Literacy outcomes at each stage of development.
- Staff skilled in providing quality teaching and learning experiences that are reflective of the individual learning needs of all students.
- Staff trained in implementing effective Guided Reading sessions with a specific focus.
Students with specific needs identified and supported with an Individualised Education Program (IEP).

Increased number of students achieving 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%)
- 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%).
- To increase the proportion of students at proficiency standard in Numeracy for Yr 3 to 20% and Yr 5 to 22%. (2012 Yr 3 15% and Yr 5 20%).
- 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%)

**Strategies to achieve this target:**

- Implement high quality numeracy programs, incorporating Targeted Early Numeracy (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 student’s progress.
- Best Start assessment data and learning continuums are used to inform and improve Numeracy results.
- Engage with parents and the community to maximise students learning in Numeracy.
- Numeracy STLA to support 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 targets.

- Decreased number of lowest performing students not meeting minimum Numeracy standards in accordance with State and Regional targets.
- Personalised Learning Plan implemented for all Aboriginal students.
- Teachers are skilled and have a sound understanding of the Targeted Early Numeracy (TEN) program.
- All staff K-2 administering the Best Start assessment and using the Numeracy learning continuum.
- All staff analysing SMART and school data to inform teaching and improve students’ numeracy results.
- Students with specific needs in numeracy identified and supported with an Individualised Education Program (IEP).

**Priority Area – Engagement and Connection**

**Targets**

- 1.0% increase in overall student attendance
- 20% decrease in student suspensions
- 25% increase in parents attending forums and information sessions.

**Strategies to achieve this target include:**

- Engage with the community, 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
- Involve staff in Connecting to Country Leadership program to develop the knowledge and understanding of Aboriginal culture
- Develop leaders at all levels to support career development and succession planning.

**Our success will be measured by:**

- Improved student attendance rates
- Increased participation of parents and the community in school events
• Improved student achievement at transition points based on internal and external data
• Successful implementation of Priority Schools Programs to improve student engagement
• Increased participation in student well-being and leadership programs.
• Improved links with interagencies and corporations.
• Professional development for all staff in utilising notebooks and tablets
• PBL strategies implemented across the school
• All staff members having a professional development plan, linked to career planning, professional learning, performance and student outcomes.

Priority Area - Aboriginal Education

Targets
• 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 Eight 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 knowledge and understanding of Aboriginal students’ achievement.
• Implement a school Advisory group made up of local Aboriginal parents and community members who will assist and guide the implementation and direction of school planning.
• Involve Aboriginal families, teachers and Aboriginal Education Workers in the development of Personalised Learning Plans for all students K-6.
• Engage staff in Connecting to Country project.

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 K-6
• Increased parent and community involvement in school life
• All Aboriginal students have a quality Personalised Learning Plan

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

Paul Hughes - Principal
Romina Maione - Assistant Principal (Rel)
Karen Davies - Assistant Principal
Rhian Clarke - Teacher
Fiona McCarthy -Teacher
Belinda Welsh -Teacher
Joel Zalunardo - Teacher
Pauline MacDougal - Parent

School contact information
Rosemeadow Public School
Anthony Drive, Rosemeadow
Ph: 46211733
Fax: 46212033
Email: rosemeadow-p.school@det.nsw.edu.au
Web: www.rosemeadow-p.schools.nsw.edu.au
School Code: 4537

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