Rosemeadow Public School
Annual School Report

2011
Our school at a glance

Students
The school numbers are currently at 559. This is an increase of 28 students from this time last year.
• Kindergarten – 79, Year 1 – 83, Year 2 – 76.
• Year 3 – 82, Year 4 – 78, Year 5 – 76, Year 6 – 85.

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 continues to promote high expectations for student achievement. The staff is dedicated to implementing programs in the areas of Literacy and Numeracy that address individual needs of students. Results this year in National Testing highlighted the school’s progress with students achieving above National Standards in Writing and Numeracy. The Performing Arts continue to grow in strength which was highlighted by the successful “Rosemeadow Extravaganza”. More than 500 students performed over two days with over 1000 community members in attendance. The quality of the performances was outstanding with excellent feedback from parents.
An evaluation conducted at the end of Term 3 highlighted some areas for our staff to work on. Communication was a focus area raised by a number of parents. The school has already introduced strategies to improve communication and we will continue to explore ways of improving this process. With the conclusion of major capital works, the facilities for students, staff and the community are excellent. Interactive Whiteboards have now been installed in all classrooms and continued purchases in technology will give students to access computers on a daily basis.
In Term 1 three multi-categorical classes for students with Autism were established. These classes have been a major success with students settling into routines very quickly. They are an asset for our school and enhance inclusivity for our community. The dedication and hard work of the P&C are most appreciated. Their fundraising activities allow for the purchase of much needed educational resources.

Parent helpers in the classroom have assisted with the delivery of quality educational programs. Support from the community is always highly valued and much appreciated.
I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Paul Hughes – Principal

P & C Message
The Parents and Citizens Association is a dedicated group of volunteers who play a vitally important role in our school, working towards providing better opportunities for our students.
2011 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 and Father’s Day stalls, canteens at sporting events, fundraising activities 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 2012.

Ms Pauline MacDougal
P & C President

Student Representative Council’s message
The Student Representative Council (SRC) has been involved in many leadership initiatives and decision-making roles within the school. 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.
The SRC also continued the popular initiative of ‘Rosemeadow’s Got Talent’ which gave students the opportunity to showcase their talent.
This year the SRC raised money for Westmead Children’s Hospital and Jeans for Genes day.

School context
Student information

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

Student enrolment profile

![Enrolment graph]

Student attendance profile

![Student attendance rates graph]

This year we have been aiming at improving student attendance and unjustified leave where an unsatisfactory explanation or no reason is given for absences.

In 2011, 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.
- Fun day or disco to encourage students to come to school on the last day of each term.

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 Friday 14th October, 2011.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>KF</td>
<td>K</td>
<td>19</td>
</tr>
<tr>
<td>KG</td>
<td>K</td>
<td>18</td>
</tr>
<tr>
<td>KM</td>
<td>K</td>
<td>19</td>
</tr>
<tr>
<td>KK</td>
<td>K</td>
<td>17</td>
</tr>
<tr>
<td>K/1 S</td>
<td>K</td>
<td>5</td>
</tr>
<tr>
<td>1D</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1H</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>1G</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>1/2K</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>2/3B</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>2M</td>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td>2S</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>3M</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>3Z</td>
<td>3</td>
<td>29</td>
</tr>
<tr>
<td>3/4D</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>3/4S</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>4B</td>
<td>4</td>
<td>29</td>
</tr>
<tr>
<td>4W</td>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td>4/5H</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>5K</td>
<td>5</td>
<td>28</td>
</tr>
<tr>
<td>5S</td>
<td>5</td>
<td>29</td>
</tr>
<tr>
<td>6A</td>
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<td>27</td>
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<td>29</td>
</tr>
<tr>
<td>6W</td>
<td>6</td>
<td>29</td>
</tr>
</tbody>
</table>
Structure of classes

In 2011 the school maintained a majority of straight grade classes with 3 out of the 21 classes made up of composite grades.

In addition to the mainstream classes, 3 Multi-categorical support classes were established. Students experiencing difficulty have been provided with comprehensive support from a large Learning Support Team and extension activities have also been provided weekly on a withdrawal model.

Staff information

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

Staff establishment

<table>
<thead>
<tr>
<th>SASS Staff: Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>School Administration Manager</td>
<td>1</td>
</tr>
<tr>
<td>School Administration Officer</td>
<td>2.062</td>
</tr>
<tr>
<td>School Learning Support Officer</td>
<td>3</td>
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</table>

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
</tr>
<tr>
<td>Assistant Principal Multi-categorical</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>16</td>
</tr>
<tr>
<td>Multi-categorical Teachers</td>
<td>2</td>
</tr>
<tr>
<td>Part-Time Teachers</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher of Mild Intellectual Disabilities</td>
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</tr>
<tr>
<td>Teacher of ESSP</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0.815</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>1</td>
</tr>
<tr>
<td>Teacher RFF</td>
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</tr>
<tr>
<td>Student Support RFF</td>
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<tr>
<td>Student Support Exec Release</td>
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</tr>
<tr>
<td>Teacher of ESL</td>
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</tr>
<tr>
<td>Priority School Funding Scheme</td>
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<tr>
<td>Counsellor</td>
<td>0.6</td>
</tr>
<tr>
<td>Total</td>
<td>36.075</td>
</tr>
</tbody>
</table>

In 2011 there were 5 Aboriginal staff members working at Rosemeadow Public School.

Support Unit

In 2011 Rosemeadow Public School established three support classes for students with Autism Spectrum Disorder. The support classes have been established to cater for students across the South Western Sydney Region. The classes each consist of 7 students and have a full time class teacher and School Learning Support Officer. This year the classes were made up as follows:

- K/1S- Five Kindergarten students and two Year 1 students.
- 2/38- Six Year 2 students and one Year 3 student.
- 3/4S- Four Year 3 students and three Year 4 students.

Students in these classes are provided with individual learning programs to meet their specific academic and social needs. Students within the Support Unit participate in programs that focus on life skills, such as cooking and social skills. Next year, students will participate in additional life skills programs such as travel training and road safety.

Staff retention

Since 2010, the school has retained 79% of its teaching staff. Staff movement is due to successful applications by early career teachers to permanent positions and experienced teachers gaining promotion.

Staff attendance

Staff has access to leave entitlements, such as sick leave etc. In 2011 the average daily attendance rate for staff was 94.05%.

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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5</td>
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</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>30/11/2011</th>
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</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>434196.29</td>
</tr>
<tr>
<td>Global funds</td>
<td>325767.60</td>
</tr>
<tr>
<td>Tied funds</td>
<td>784353.62</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>119196.38</td>
</tr>
<tr>
<td>Interest</td>
<td>28889.05</td>
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<tr>
<td>Trust receipts</td>
<td>30220.32</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total Funds available</td>
<td>1722623.26</td>
</tr>
</tbody>
</table>

Expenditure—Payments applied to:
Teaching & learning
- Key learning areas: 77402.47
- Excursions: 33242.45
- Extracurricular dissections: 88085.72

Library: 317.00
Professional Learning: 202.70
Tied funds: 34313.37
Casual relief teachers: 42770.65
Administration & office: 86385.42
School-operated canteen: 0.00
Utilities: 62847.65
Maintenance: 26699.26
Trust accounts: 27366.77
Capital programs: 143590.61
Total expenditure: 932024.07
Balance carried forward: 790599.19

A full copy of the school’s 2011 financial statement is tabled at the Annual General Meeting of the P & C Committee. Further details concerning the statement can be obtained by contacting the school.

School performance 2011

Achievements

Arts
Initiatives and achievements in Creative Arts in 2011 include:
- Visual Arts Scope and Sequence based on units related to COGs.
- Drawing books issued to every student.
- Whole school ‘Art in Math-Math in Art’ theme day.
- Artworks and projects selected for Education Week Rosiebald Art and Construction displays
- Class artworks entered into the Koori Art Competition.

- Whole school participation in Music – Count us in
- Four Year 6 students attended the 3-day Hot House workshop run by local artists at Campbelltown Arts Centre.
- Visiting Drumming group helped in celebrating Harmony Day.
- Singing groups performed at both Harmony Day and Naidoc Week assemblies.
- Inaugural Extravaganza performance.

Sport
2011 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 2011.
- 14 school teams entered in nine out of the ten PSSA Gala Day sports.
- 8 students represented Rosemeadow Public School at the Campbelltown Zone Swimming Carnival, with 5 students progressing to the SSW Regional Carnival and 1 student attending the State Carnival.
- 64 students represented Rosemeadow Public School at the Campbelletown Zone Cross Country Carnival which was organised by Rosemeadow P.S. staff. 5 students progressed to the SSW Regional Carnival.
- 68 students represented Rosemeadow Public School at the Campbelletown Zone Athletics Carnival with 8 students progressing to the SSW Regional Carnival and 2 students progressing to the NSW State Carnival.
- 18 students represented Rosemeadow Public School in Campbelltown PSSA sporting teams in Hockey, Rugby League, Soccer, Touch Football, Softball, Cricket and Rugby Union.
- 2 students advanced to regional teams to represent Sydney South West in Rugby Union and Cricket.

Community
During 2011 our school was involved in a number of successful Community Programs and events. These programs encouraged more community and parental involvement within the school.
• Community Barbeques - celebrating school achievements, attended by over 415 people.
• An Information Evening informing the community of successful programs being implemented in the school.
• An information evening for new parents and students of our Support Classes informing them about our facilities and welcoming them to our school.
• Grandparents Day - celebrating International Grandparents Day with classroom activities and a picnic lunch.
• Book Week Activities focusing on the theme ‘One World Many Stories’ celebrating the diversity of cultures within our school.
• Education Week - an overwhelming number of community members visiting classrooms and viewing our ‘Maths in Art Day’ art display.
• A team of staff and students entering the Mount Annan Challenge Walk.
• Schools as Community Centres Program, Lily Pads play group, once a week for children aged 0-5 years and Leapfrogs a Transition to School Program for children enrolling in Kindergarten in 2012. This was very successful this year with 2 groups of 25 students catering for the high demand of the program.
• Lily Pads playtime group activities, includes visits from the local NSW Fire Department, local NSW Police and a puppet man delivering a message on anti bullying.
• Lily Pads introducing a book borrowing system from the library for children 0-5 years and their families on a weekly basis system. An Active Play Program promoting good health, physical activity and healthy eating.
• The Community Links Mobile program, providing a playtime group and transition to school program for 0-5 years old in the community. This program was held for children and their families at Ambarvale and Thomas Acres Public Schools.
• Breakfast Club held on Monday, Wednesday and Friday mornings in the Community Room with the assistance of Red Cross and Volunteers. Over 2,500 breakfasts per term were provided to students and their families.
• Morning Tea welcoming parents enrolling their Kindergarten students.
• Community School holidays activities were organised as part of the Schools as Community Centres Program. Activities included a community breakfast, community gardening and mini Master Chef cooking sessions.
• Supporting Volunteers Week. Aboriginal students participated in art workshops with Community Elders at Tallowood Community Centre. This involved our students creating some fantastic art works at the community centre entrance.
• A school forum for parents on the topic of school planning. Parents were invited to discuss with staff ideas for future planning. Parents’ feedback was valued and these ideas have been implemented across the school.

**Community of Schools Public Speaking and Debating**

• Four Primary students represented the school in the Multicultural Public Speaking Competition 2011, held at Thomas Acres Public School.
• Four Primary students represented the school in the Campbelltown Macarthur Area Oracy Competition 2011, held at Ruse Public School.
• A team of five Primary students represented our school in the South West Sydney Debating Competition. Our team achieved equal third.

**Spelling**

Four Primary students represented the school in the Premier’s Spelling Bee Regional Final held at Ruse Public School. One Year 5 student came in the top 10
for our region and one Year 4 student came in the Top 12 for our region.

**National and Area Based Competitions**

**University Competitions**

- In the Australian Schools Spelling competition 12 students participated. A credit was awarded to one student.
- In the Australian Schools English competition 5 students participated. One student was awarded a credit.
- In the Australian Schools Mathematics competition 16 students participated. Credits were awarded to three students.
- A total of 33 students competed in the Australian Schools competitions this year. Of these students, 17 were girls and 16 were boys.

**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 74 students in Year 3 and 73 students in Year 5 participated in the 2011 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.

**NAPLAN – Student Growth**

Below is a graph that represents student growth in Literacy in 2011. 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 2011

**Average progress in Reading for matched students**

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>91.4</td>
<td>94.1</td>
<td>97.2</td>
<td>90.5</td>
</tr>
<tr>
<td>SEG</td>
<td>89.7</td>
<td>89.8</td>
<td>85.6</td>
<td>80.5</td>
</tr>
<tr>
<td>State</td>
<td>85.6</td>
<td>87.7</td>
<td>83.8</td>
<td>72.2</td>
</tr>
</tbody>
</table>

**Average progress in Numeracy for matched students**

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>91.0</td>
<td>131.9</td>
<td>95.3</td>
<td>91.9</td>
</tr>
<tr>
<td>SEG</td>
<td>86.9</td>
<td>94.8</td>
<td>91.6</td>
<td>99.3</td>
</tr>
<tr>
<td>State</td>
<td>79.7</td>
<td>95.3</td>
<td>89.1</td>
<td>94.3</td>
</tr>
</tbody>
</table>

*no growth data available for Writing in 2011.*

### NAPLAN- Literacy Year 3

**Reading**

In Year 3 we found:

- 3% of students achieving below the national minimum standard.
- 85% of students achieving above the national minimum standard (6% increase compared to 2010)
- 41% of students achieving proficiency standard (a 7% increase in the top two skill bands compared to 2010).

**Writing**

- No students achieving below the national minimum standard.
- 1% of students achieving at the national minimum standard.
- 99% of students achieving above the national minimum standard.
- 68% of students achieving at proficiency standard (34% increase compared in the top two skill bands compared to 2010).
NAPLAN Literacy-Year 5

Reading
In Year 5 we found:
- 5% of students achieving below the national minimum standard (10% decrease compared to 2010).
- 16% of students achieving at the national minimum standard.
- 79% of students achieving above national minimum standard (12% increase compared to 2010).
- 20% of students achieving at proficiency standard (top two skill bands).

Writing
- 1% of students achieving below the national minimum standard (13% decrease compared to 2010).
- 10% of students achieving at the national minimum standard.
- 88% of students achieving above the national minimum standard (23% increase compared to 2010)
- 16% of students achieving at proficiency standard (a 6% increase in top two skill bands compared to 2010).

NAPLAN Numeracy-Year 3
In Year 3 we found:
- 8% of students achieving at or below the national minimum standard (6% decrease compared to 2010).
- 92% of students achieving above the national minimum standard ( 5% decrease compared to 2010)
- 88% of students achieving above the national minimum standard (a 6% increase compared to 2010).
- 38% of students achieving at proficiency standard (a 6% increase compared to 2010).

NAPLAN Numeracy-Year 5
In Year 5 we found:
- 3% of students achieving below the national minimum standard (7% decrease compared to 2010).
- 10% of students achieving at the national minimum standard ( 5% decrease compared to 2010)
- 88% of students achieving above the national minimum standard (a 39% increase compared to 2010).
- 26% of students achieving at proficiency standard (a 10% increase compared to 2010).

Aboriginal Education- Student Performance

NAPLAN 2011

Literacy

Reading
In Year 3 we found:
- 50% of ATSI students achieving at or below the national minimum standard (one student).
- 50% of students achieving above the national minimum standard (one student).

In Year 5 we found:
- 23% decrease in ATSI students achieving at or below the national minimum standard.
- 75% of students achieving above the national minimum standard.
- 25% increase of students achieving at proficiency standard.

Writing
In Year 3 we found:
- 100% of ATSI students achieving above the national minimum standard.
- 50% of students achieving at the proficiency standard.

In Year 5 we found:
- 100% of students achieving above national minimum standard.

Numeracy
In Year 3 we found:
- 100% of ATSI students achieving above the national minimum standard.

In Year 5 we found:
- 18% decrease of ATSI students achieving at or below the national minimum standard.
- 75% of ATSI students achieving above the national minimum standard.
- 25% of ATSI students achieving proficiency standard.

Aboriginal Education Progress

Progress in literacy
At the end of Term 3, 2011
- 66% of ATSI students achieving end of year reading benchmarks compared to 68% of all students in the school.
- 68% achieving Writing benchmark targets compared to 76% of all students in the school.

Progress in Numeracy
At the end of Term 3, 2011
- 71% of ATSI students achieved end of year Numeracy benchmarks.

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.

<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>97%</td>
</tr>
<tr>
<td>Writing</td>
<td>100%</td>
</tr>
<tr>
<td>Spelling</td>
<td>100%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>97%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98%</td>
</tr>
</tbody>
</table>

<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>95%</td>
</tr>
<tr>
<td>Writing</td>
<td>98%</td>
</tr>
<tr>
<td>Spelling</td>
<td>94%</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>92%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>97%</td>
</tr>
</tbody>
</table>

Significant programs and initiatives
Aboriginal Education
Aboriginal Education has been a major focus for our school again in 2011. 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 days such as 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.

This year an Aboriginal Contemporary Dance Troupe has been formed. This has allowed Aboriginal students to learn about traditional Aboriginal movement and involved the Aboriginal community. This dance troupe has been invited to perform at other local schools and community events.

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 Local AECG each term. This has led to the development of a Junior AECG with the aim to develop leadership qualities in our indigenous students.

**Schools in Partnership Initiative**

In 2010 Rosemeadow Public School committed to the Schools in Partnership initiative. The initiative was strongly supported by the SiP Advisory Committee which comprised of parents, community members, Campbelltown AECG and Aboriginal and non-Aboriginal school staff. Members of the SiP Advisory group took part in merit selection panels and actively supported strategies which promoted cultural education throughout the year. In 2011 Rosemeadow Public School continued to build 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 and parents to increase awareness of Aboriginal Culture. The cultural trip involved staff and community members from Rosemeadow and surrounding schools. Staff gained valuable knowledge about Aboriginal culture and allowed them to gain 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 42.4% of the school population, the largest language backgrounds being Samoan, Laotian and Indonesian, followed by Tongan Arabic and Spanish.
- Students who are learning English as a second language receive support from the Learning Support Team to develop their language and literacy skills in English. Parents and students are encouraged to maintain their first language.
- A Harmony Day ceremony celebrating the diversity and harmony of cultures was held in March.
- Rosebuds, a support group for multicultural parents continues to meet every third Thursday.
- In September, six parents of Non-English Speaking Background and the ESL teacher attended the Parent Conference "Belonging" for parents in Campbelltown and Macarthur Schools.

**Other programs**

**PSFP**

The PSFP focus for 2011 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...
teachers and students in Years 3-5 (Semester 1) and Years 2, 4 and 6 (Semester 2). In addition to human resources, PSFP funding provided the library with quality resources in all Key Learning Areas including ICT resources. Parent workshops focused on increasing parent attendance and participation and delivering workshops that aligned with current school directions. A workshop on Reading and Comprehension strategies was delivered by the PSFP partnership officer to familiarise parents with the strategies that students are using in the classroom and to provide information on how they can assist their child at home.

National Partnership Program

In June 2011, the school completed its two year commitment to the National Partnership on Literacy and Numeracy initiative. Rosemeadow Public School’s participation in the initiative has resulted in improvement in all three focus areas, high quality teaching, strong leadership and effective use of student performance information and has exceeded set targets. The initiative has supported staff to improve teaching and learning programs in the area of Reading with the implementation of Accelerated Literacy and MULTILIT programs. The staff has received training and ongoing support to deliver quality literacy lessons and effectively use student performance data to inform their teaching. Teachers have developed Individualised Learning Plans for students through the analysis of NAPLAN and school based assessments to cater for the individual needs of students needing extra support.

In 2011 staff received further training in the Super Six Comprehension strategies to deliver explicit instruction in comprehension. This has allowed teachers to embed current research based strategies into their teaching instruction to improve learning outcomes. Comprehension will continue to be a focus in 2012.

Academic Progress in Reading

The following findings are based on National Partnership Literacy and Numeracy assessments that were administered over a period of 24 months. The results show a comparison of students’ performance in Reading between initial testing in March 2009, and the most recent testing in Term 3, 2011. Students’ progress has been tracked over the two years.

In Year 4
- 30% decrease in the number of students appearing in the bottom two skill bands in Reading.
- 27% increase in the number of students in the top two skill bands in Reading.

In Year 5
- 44% decrease in the number of students in the bottom two skill bands in Reading
- 45% increase in students in the top two skill bands in Reading.

In Year 6
- 25% decrease in the number of students in the bottom two skill bands in Reading.
- 42% increase in the number of students in the top two skill bands in 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 Literacy 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 2011, 16 Year 1 students successfully completed the program.

Best Start

In 2011, Rosemeadow Public School has continued to implement the Best Start initiative to improve the learning outcomes in Literacy and Numeracy for students in Kindergarten and Stage 1.

All Kindergarten and Stage 1 teachers have had the opportunity to develop their understanding of Best Start through training and development with our Best Start consultant. Teachers have worked collaboratively to plan lessons, team teach and view lessons with the Best Start consultant.

All teachers are now using the Learning Plans to support groupings in their classrooms. These Learning Plans are assisting teachers to place students into groups and also plan lessons which are focusing on a particular skill.

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

Positive Behaviour for Learning (PBL)

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

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

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

In 2011 we have implemented:
- A continuation of weekly social skills lessons.
- Maintenance of merit awards, PBL awards and playground raffle systems.
- Provision of activities for students in the Quiet Area at lunch and recess.
- A Principal’s lunch for PBL medal winners, their parents and teachers.
- Improved signage to remind students of the specific rules for different areas of the school.
- A mentoring program for students at risk.

Suspensions 2011

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 2011 we saw:
- 6 short suspensions, compared to 71 in 2008 and no long suspensions compared to 6 in 2008.
- 50% of students who were suspended were suspended more than once.

### 2011 Suspensions

<table>
<thead>
<tr>
<th>Short</th>
<th>Long</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total:</strong></td>
<td>6</td>
</tr>
<tr>
<td><strong>Days:</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>First:</strong></td>
<td>3</td>
</tr>
</tbody>
</table>

### Progress on 2011 targets

#### Priority Area - Literacy

**Target 1**

To increase the proportion of students at proficiency standard (top two skill bands) in Writing by 3%  
(Year 3 target- 32%, Year 5 target -25%)

Our achievements include:
- 68% of Year 3 students at proficiency standard in Writing.
- 16% of Year 5 students at proficiency standard in Writing.

**Target 2**

Year 3 and Year 5 ATSI students will achieve regional targets for Literacy proficiency standard as measured in the NAPLAN.

Our achievements include:
- Year 3 ATSI students achieving below regional targets in reading.
- Year 5 ATSI students exceeding regional targets in reading.
- Year 3 ATSI students exceeding regional targets in writing.
- Year 5 ATSI students achieving below regional targets in writing.

**Target 3**

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

2011 targets

Year 3-30.5%, Year 5-32.5%

Targets exceeded in both Year 3 and Year 5. Our achievements include:
- 15% of Year 3 students achieving at or below the national minimum standard in Reading.
- 22% of students in Year 5 achieving at or below the national minimum standard in Reading.

**Target 4**

To increase the proportion of students at proficiency standard (top two skill bands) in Reading by 1.5%

2011 targets

Year 3- 24.5%, Year 5-20.5%

Targets exceeded in both Year 3 and Year 5. Our achievements include:
- 41% of Year 3 students at proficiency standard in Reading.
- 21% of Year 5 students at proficiency standard in Reading.

**Target 5**

To match or better the proportion of ATSI students at regional proficiency standard (top two skill bands) in Reading.

2011 Targets Year 3-18%, Year 5- 13%

Our achievements include:
- Year 3 ATSI students are achieving below targets at proficiency standard for reading as measured in NAPLAN.
- 25% of Year 5 ATSI students are achieving at proficiency standard for reading as measured in NAPLAN.
Numeracy

Target 1
To increase the proportion of students at proficiency standard (top two skill bands) in Numeracy by 1.5%

2011 Targets
Year 3- 21.5%, Year 5- 17.5%

Targets exceeded in both Year and Year 5.
Our achievements include:
- 38% of Year 3 students are achieving at proficiency standard in Numeracy.
- 26% of Year 5 students are achieving at proficiency standard in Numeracy.

Target 2
Year 3 and Year 5 ATSI students will achieve regional targets for Numeracy proficiency standard as measured in the NAPLAN.

2011 Targets
Year 3-13%, Year 5 -7%

Our achievements include:
- Year 3 ATSI students did not meet regional targets for Numeracy at proficiency standard as measured in the NAPLAN
- 25% of Year 5 ATSI students are achieving proficiency standard in Numeracy, exceeding the set target.

Student Engagement and Retention

Target 1
40% Increase in staff utilising technology in the delivery of Literacy and Numeracy lessons.
(Current percentage is 3%)

- Students indicated that they are more engaged when learning with Interactive Whiteboards and computers.
- 85% of classroom teachers are using the Interactive Whiteboards to deliver Literacy and Numeracy lessons.
- Both parents and teachers would like to see more computers in the classrooms.

Key evaluations
It is a requirement for all NSW Public Schools to conduct at least two annual evaluations, one related to educational and management practice and the other related to curriculum.
In 2011 our school carried out evaluations of School Planning and the curriculum area of Literacy.

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. Surveys were used to evaluate the way the school plans and provide suggestions on how we might improve in this area.
- 60 parents
- 100 students and
- 26 staff

As a result of this support, the school has gained a deep understanding of:
- School Planning

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

Parent, student, and teacher satisfaction
In 2011 the school sought the opinions of parents, students and teachers about the school.
A summary of responses listed.

Parent Responses
- Parents felt that the school had made significant improvements and their children were well-supported by school programs.
- Parents found information nights were very helpful and gave them important knowledge about programs and their child’s learning.
- Parents were impressed with the engagement levels of their students in online learning programs (Mathletics)
- 70% parents felt that school targets and programs provided by the school aimed to improve student learning.

Student Responses 2011
- Students felt that they were well-supported and that school programs are planned with the purpose of preparing them for the future.
- Students valued our school’s extracurricular activities such as Gala Days, carnivals and Extravaganza concert.
• Students were engaged in lessons when there was integration of information technologies into their classrooms such as Interactive Whiteboards, the internet, online programs and SMART response systems.

Staff Responses 2011
• Staff want to continue professional Development and learn from each other in areas such as technology.
• Staff will continue to use small student groupings to cater for individual needs.
• Staff will continue to refine assessment and reporting procedures to ensure teacher consistency.
• Staff felt included in the development of whole school management plans for school planning and that their input was valued.

Future directions
• Parents, students and staff agreed that they would like to see more computers in the classroom for students to access.
• Parents indicated that they would like to see a variety of methods of communication to inform of school events such as stage newsletters, term planners, sms and emails.
• Staff indicated that they would like to have more time to meet with colleagues to plan collaboratively, refine assessment tasks and ensure consistency in teacher judgement.

Curriculum Area - Literacy

Background
In 2009, the school was identified as a National Partnership school. A particular focus on Reading Comprehension was identified as an area of need. As part of this government initiative, Accelerated Literacy was implemented as a whole school approach to support Reading Comprehension. This year, further teacher training and development has been provided to staff to incorporate the Super Six Comprehension strategies in their reading programs with the aim of improving learning outcomes in Reading.

Findings and conclusions
• 97% of parents are satisfied with the teaching and learning that is occurring in Literacy at Rosemeadow Public School with a majority indicating that Accelerated Literacy is a school strength.
• Parents indicated that they have seen significant improvements in Literacy skills, particularly in Reading and believe students’ individual needs are well -supported.
• It was indicated that parents valued the one on one and small group support, such as Multilit, Reading Recovery and STLA support given to students to support their reading.
• Parents believe students are more aware of their progress (knowing benchmark levels) and are more responsible for their learning.
• Students believe that they are engaged more when an Interactive Whiteboard is used during Literacy lessons.
• Staff has indicated that the most effective strategies in Literacy are the Comprehension strategies.
• Teachers would like to see a review of current programs in teaching spelling with an emphasis on phonics and phonemic awareness.
• Both parents and teachers would like to see an improvement in the number of students participating in home reading.

Future directions
As a result of our survey results, the school intends to:
• Improve the implementation and monitoring of home reading to improve reading outcomes.
• Review and refine the whole school spelling program and scope and sequence.
• Continue to implement explicit comprehension strategies to support reading.
• Continue individual and small group programs to support students’ individual needs.

Professional learning
There were 43 teachers at Rosemeadow Public School in 2011. All staff participated in training and development throughout the year in staff and stage meetings.
• All staff members were provided with training and development in Mathletics, the Super Six metacognitive comprehension strategies and how to use Technology to engage students in learning. Ongoing training was provided for all staff in Accelerated Literacy.
• 14 New Scheme Teachers were supported through weekly lesson observations and ongoing consultation with a New Scheme
Mentor. More experienced teachers had lesson observations once a term.

- Staff attended the Annual Staff Conference to discuss and plan school targets and strategies for 2012.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priorities

Priority Areas for 2012

- Literacy
- Numeracy
- Engagement & Connection
- Aboriginal Education

Priority Area – Literacy

Targets

- To decrease the proportion of students at or below national minimum standard in Reading by 2.5%
- To increase the proportion of students at proficiency standard in Reading by 1.5%
- To increase the proportion of students at proficiency standard in Writing by 1.5%
- To decrease the proportion of Year 7 students at or below national minimum standard in Writing by 2.5%
- Year 3, Year 5 and Year 7 ATSI students will achieve Regional ATSI targets for Literacy proficient standard as measured in the NAPLAN.

- To match or better the proportion of ATSI students at regional proficient standard in Reading.

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 students’ progress in literacy.
- Identify 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 (PLPs) to improve literacy outcomes for all Aboriginal students.
- Design 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 targets
- Decreased number of lowest performing students in accordance with State targets.
- Improved achievement of students in the early years with the use of Best Start data to inform the teaching and learning
- Tracking and monitoring of student performance to identify when appropriate literacy benchmarks are achieved
- Strategic professional training and development to support the delivery of quality teaching
- ‘Super Six Comprehension Strategies’ embedded in Literacy program (AL)
- 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 is reflective of the individual learning needs of all students.
• Students with specific needs identified and supported with an Individualised Education Program (IEP).
• Increased number of students achieving reading benchmarks.
• Personalised Learning Plans (PLP) implemented for all Aboriginal Students.

Priority Area - Numeracy

Targets
• To decrease the number of Year 7 students at or below national minimum standard by 2.5%
• To increase the number of Year 5 and Year 7 students at proficiency standard in Numeracy by 1.5%
• Year 3, 5 and 7 ATSI students will achieve Regional targets for Numeracy proficient standard as measured in the NAPLAN.

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.
• Utilise Best Start assessment data and learning continuums to inform and improve numeracy results.
• Engage with parents and community to maximise students learning in numeracy.
• Numeracy STLA to support class teachers in a team / teacher mentor capacity.

• Teachers skilled and having a sound understanding of the Targeted Early Numeracy (TEN) program.
• All staff K-2 administering the Best Start assessment and are 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
• 50% increase in staff delivery of Literacy and Numeracy lessons utilising a range of ICT

Strategies to achieve this target include:
• Engage with communities, interagency and business sectors to maximise learning opportunities and student life choices
• Implement high quality, proactive student wellbeing programs
• Provide teacher professional learning opportunities in the delivery of curriculum relevant to the needs of every student
• Increase opportunities to celebrate and recognise achievement
• Promote and facilitate strategies to improve attendance
• Involve staff in Connecting to Country Leadership program to develop Aboriginal cultural knowledge and understandings.
• 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 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
• PBIS 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 of 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 of Aboriginal students’ achievement.
- Implement a school Advisory group made up of a local Aboriginal parents and community members who assist 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:**
- Increased participation of parents and 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
- PBIS strategies implemented across the school
- All staff with professional development plans, linked to career planning, professional learning, performance and student outcomes.

### 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
Catherine Flamos –Assistant Principal National Partnership
Erin Sinnott –Assistant Principal Support
Romina Maitone - Teacher
Sarah Mason - Teacher
Kelly Ryder –Teacher
Hayley Khayat -Teacher

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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: