School context statement

Rosemeadow Public School is a dynamic school providing a quality education through a focus on excellence in teaching and learning and the provision of a wide range of extracurricular programs for students. The school has an enrolment of 640 students with three autism support classes that integrate into the mainstream classrooms regularly. The school has a dedicated, positive and collegial staff committed to continuous improvement which is strongly supported by the community. Current priorities are learning intentions and success criteria in literacy and numeracy programs, professional learning under Early Action for Success and the Positive Behaviour for Learning (PBL) program. There is an emphasis on student engagement with Smartboards, laptops and iPads used extensively in classrooms. There are high expectations for academic achievement, sporting endeavours, the creative and performing arts and public speaking.

P&C Message

The Parents and Citizens (P&C) Association is a volunteer organisation composed of parents and school community members who form an important link between school and home. Together we work toward providing additional resources and funding to fill jointly identified gaps. A secondary benefit is the strengthening of relationships within the parent and teacher network.

2014 was a great year with so many new volunteers becoming involved in our school fundraising events for the first time.

The P&C held sausage sizzles for the end of term discos, Mothers’ and Fathers’ Day Stalls, canteen for Zone Cross Country and Senior Sports Carnivals as well as the Bunnings BBQ and Spring Fair. A reasonable amount of money was raised and a small amount of resources purchased for this year. 2014 has been a learning year for P&C with new relationships being created and nurtured and opportunities for additional fundraising being identified.

We are enthusiastic entering 2015, with a very clear vision and structure to maximise our fundraising capabilities and strengthen P&C’s relationships and networks both existing and new.

Thank you so much to all our volunteers in 2014. Your contribution to our school community is invaluable. Just like the smiles on the children’s faces when they see you helping at their school, “priceless”.

Christine Donoghue
P&C president

Student information

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
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<td>299</td>
<td>318</td>
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</tr>
<tr>
<td>Female</td>
<td>274</td>
<td>275</td>
<td>267</td>
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Enrolments

<table>
<thead>
<tr>
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</thead>
<tbody>
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<td>2012</td>
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<td>200</td>
</tr>
<tr>
<td>2014</td>
<td>200</td>
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</tr>
</tbody>
</table>
### Support Unit

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

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

### Student attendance profile

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>92.7</td>
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<tr>
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<tr>
<td>4</td>
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<tr>
<td>Total</td>
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### School

<table>
<thead>
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<th>2014</th>
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</thead>
<tbody>
<tr>
<td>K</td>
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<td>1</td>
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<tr>
<td>2</td>
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<td>4</td>
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<td>5</td>
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<tr>
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</tr>
<tr>
<td>Total</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
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</tbody>
</table>

### State DEC

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
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<td>K</td>
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<td>3</td>
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<tr>
<td>6</td>
<td>93.8</td>
<td>94.1</td>
<td>94.2</td>
</tr>
<tr>
<td>Total</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
</tr>
</tbody>
</table>

Staff have continued to work on improving student attendance and decreasing leave where an unsatisfactory explanation or no reason is given for absences. In 2014, a number of strategies have been used to monitor student attendance. These include:

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

Our goal is to take a proactive approach towards student attendance rather than a reactive one. The school has encouraged regular attendance through:

- Weekly class attendance awards with rewards at the end of the term
• An End of term Attendance Extravaganza with all students with less than 4 days of explained leave being rewarded with activities such as movie days, Jumping Castle and an excursion to Events Cinema.

• A Fun Day or disco to encourage students to come to school on the last day of each term.

Workforce information
The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of staff.

In 2014 there were 5 Aboriginal staff members working at Rosemeadow Public School.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
<td>1</td>
</tr>
<tr>
<td>Instructional Leader (EAfS)</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>4</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>20</td>
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<tr>
<td>Classroom Teacher Part-Time</td>
<td>1.1</td>
</tr>
<tr>
<td>Teacher RFF</td>
<td>1.134</td>
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<tr>
<td>Priority School Funding Scheme</td>
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<tr>
<td>Student Support Executive Release</td>
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<tr>
<td>Student Support RFF</td>
<td>0.252</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Teacher Multi-categorical</td>
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</tr>
<tr>
<td>AP multi-categorical</td>
<td>1.0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>1.2</td>
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<tr>
<td>Teacher Librarian</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.6</td>
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<tr>
<td><strong>Total Teacher Entitlements</strong></td>
<td><strong>39.148</strong></td>
</tr>
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</table>

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>
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</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>78</td>
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<tr>
<td>Postgraduate</td>
<td>22</td>
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Professional learning and teacher accreditation

<table>
<thead>
<tr>
<th>NSW Institute of Teachers Accreditation Scheme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working towards proficiency</td>
</tr>
<tr>
<td>Maintaining proficiency</td>
</tr>
</tbody>
</table>

There are 28 teaching staff involved in the NSW Institute of Teachers Accreditation Scheme. All staff are engaged in ongoing professional learning, consultation with their stage supervisors and lesson observations. Instructional leaders supported teacher capacity building through lesson study sessions as well as one-on-one meetings with teachers for personalised professional learning.

All staff commenced training in Focus on Reading in 2014 to support the delivery of quality literacy instruction, K-2 staff were updated in in the Targeted Early Numeracy (TEN) program as well as receiving support for the ongoing implementation of Best Start and PLAN.

All staff participated in CPR and Emergency Care training.

Staff attended the annual management conference to discuss and plan targets and strategies for the school plan.

Beginning Teachers
In 2014, one teacher was newly appointed in a permanent position. The funding under Great Teaching Inspired Learning was used to release the beginning teacher for additional professional learning opportunities such as observation of lessons by colleagues and regular meetings with a mentor that guided the staff member in their first year of teaching.
Financial summary -

<table>
<thead>
<tr>
<th></th>
<th>DEC 2014 Actuals</th>
<th>Actuals Previous Year</th>
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</thead>
<tbody>
<tr>
<td>Opening Balance</td>
<td>(420,889)</td>
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</tr>
<tr>
<td>Revenue</td>
<td>(6,268,452)</td>
<td>(556,891)</td>
</tr>
<tr>
<td>(2a) Appropriation</td>
<td>(5,952,246)</td>
<td>(530,871)</td>
</tr>
<tr>
<td>(2b) Sale of Goods and Services</td>
<td>(59,441)</td>
<td>(5,014)</td>
</tr>
<tr>
<td>(2c) Grants and Contributions</td>
<td>(246,392)</td>
<td>(21,006)</td>
</tr>
<tr>
<td>(2d) Investment Income</td>
<td>(10,374)</td>
<td></td>
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<tr>
<td>(2e) Gain and Loss</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(2f) Other Revenue</td>
<td></td>
<td></td>
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<tr>
<td>Expenses</td>
<td>5,818,528</td>
<td>136,001</td>
</tr>
<tr>
<td>Recurrent Expenses</td>
<td>5,818,528</td>
<td>136,001</td>
</tr>
<tr>
<td>(3a) Employee Related</td>
<td>5,261,506</td>
<td>71,125</td>
</tr>
<tr>
<td>(3b) Operating Expenses</td>
<td>557,023</td>
<td>64,876</td>
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<tr>
<td>Capital Expenses</td>
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<td></td>
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<tr>
<td>(3c) Employee Related</td>
<td></td>
<td></td>
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<tr>
<td>(3d) Operating Expenses</td>
<td></td>
<td></td>
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<tr>
<td>SURPLUS / DEFICIT FOR THE YEAR</td>
<td>(449,924)</td>
<td>(420,889)</td>
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<tr>
<td>Balance Carried Forward</td>
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<td>(420,889)</td>
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A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Sport

2014 has been another successful sporting year at Rosemeadow Public School.

- All students participated in the Premier’s Sporting Challenge, which encourages students to engage in physical activity both in and outside of school.
- Over 60 students enrolled each term in the Active after School Activities program which was held on two afternoons each week throughout 2014.
- 16 school teams entered in 7 out of the 10 PSSA Gala Day sports.
- 16 students represented Rosemeadow Public School at the Campbeltown Zone Swimming Carnival with 2 students progressing to the Sydney South West Regional Carnival.
- 67 students represented Rosemeadow Public School at the Campbeltown Zone Cross Country Carnival with 7 students progressing to the Sydney South West Regional Carnival.
- 52 students represented Rosemeadow Public School at the Campbeltown Zone Athletics Carnival with 12 students
progressing to the Sydney South West Regional Carnival.

- 6 students represented Rosemeadow Public School in Campbelltown PSSA sporting teams in Rugby League, Netball, Basketball and Hockey.

**Community**

During 2014 Rosemeadow P.S. was involved in a number of successful Community Programs and events. These programs encouraged community and parental involvement within the school.

- Grandparents’ Day helped celebrate International Grandparents Day with an assembly, student performances, classroom visits and a picnic lunch.

- All K-2 classes were involved in a Book Week Parade. Students and staff came dressed as their favourite book character.

- All classes celebrated Harmony Day with an assembly which included student speeches, cultural performances, followed by classroom activities.

- Parents and community members attended Education Week Open Day.

- Staff, students, parents and community members combined to present an evening of celebration to highlight the diversity of our community. Fotu Moto celebrated the hidden beauty and culture of the Pacific Islands through music and dance.

- Four parent workshops were delivered to increase awareness of school programs and how children can be supported in their learning. A literacy workshop was presented on Reading and Writing, a numeracy workshop focused on supporting parents on understanding mathematics and the use of games to practise early arithmetic skills, and two technology workshops covered basic computer skills such as the use of internet and email, Microsoft software and useful websites and applications that support learning.

- A team of parents, teachers and students participated in a fundraiser walk at Rosmemeadow Public School to support the Cancer Foundation.

- Information evenings were held at local preschools about starting Kindergarten.

- In 2014 the Community Links Playtime and Transition Program continue. The Program is a partnership between Rosemeadow, Ambarvale and Thomas Acres Public Schools and is aimed at young children aged 0-5.

- The Leapfrogs Transition to School Program occurred each week for preschool aged children as part of the Schools as Community Centres (SaCC) Program. 77 families attended sessions throughout the year. In addition, the SaCC Program provided school holiday activities which included a picnic in Koshigaya Park, pizza making, Mini-Master Chef cooking sessions, Midday Mystery Movie, plus playgroup sessions.

- The Lilly Pads and Leap Frogs playtime groups, which cater for children 0-5 years delivered weekly programs for over 30 families. The program offered children and their families the opportunity to take part in visits from NSW Police, Patting Zoo and Kings Swimming School as well as running Swimming Awareness and Healthy Lunchbox sessions.

- The Lilly Pads group continued their book borrowing program from the Schools as Community Centres (SACC) Library.

- The Active Play Program continued promoting good health, physical activity and healthy eating in the Lilly Pads and Leap Frogs play groups.

- The Breakfast Club continued each Monday, Wednesday and Friday mornings with the assistance of the Red Cross and volunteers. Over 2,500 breakfasts per term were provided to students and their families.

- A “Welcome” morning tea was held to welcome over 100 parents enrolling their Kindergarten children.
• The P&C organized a fundraising BBQ at Bunnings which was supported by members of the school community. All money raised went into school programs which benefited all students.

• Our Homework Centre operated each Monday afternoon to provide additional support for all students K-6. The centre continues to be well-accessed by all students and is manned by the teaching staff.

Academic achievements

NAPLAN

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

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

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Academic achievements

NAPLAN

This year 64 students in Year 3, and 84 students in Year 5, participated in the 2014 National Assessment Program in Literacy and Numeracy (NAPLAN). The performance of the students in our school is compared to benchmarks set by the government which is referred to as National Benchmarks.

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

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

Alternatively:
Significant programs and initiatives –
Policy and equity funding

Aboriginal Education

Aboriginal Education has been a major focus for our school in 2014. 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.

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

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

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

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

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

Selected Aboriginal students in Stage 2 attended a special event at Sydney Opera House to celebrate National Indigenous Literacy Day. The program featured a performance from the Tiwi College Senior Girls. All students and teachers were involved in a book swap at the conclusion of the program.

Two students took part in the NAIDOC Public Speaking and Debating Challenge held in November. The aim of the day was to bring both primary and high schools together to build a greater awareness of the role of NAIDOC week.

Throughout the year the Aboriginal and Torres Strait Islander students took part in weekly cultural groups. Mrs. Foy works with these students to develop their cultural knowledge of history, art, songs and traditional dances.

This year Rosemeadow hosted the Junior AECG meetings. These meetings aim to develop leadership qualities in our Indigenous students. The leaders meet each term with the Community of Schools and the local AECG to discuss issues in relation to Aboriginal Education.

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

**Positive Behaviour for Learning (PBL)**

In 2014, Rosemeadow PS has continued with the Positive Behaviour for Learning Program (PBL) as a positive and consistent approach to student welfare in all settings within the school.

Our rules are:

- Be Safe,
- Be Respectful,
- Be a Learner

The key features of the approach are:

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

In 2014 we have implemented:

- An ongoing focus on anti-bullying education.
- The introduction of “Lady Learn-a-Lot” as a symbol to promote resilience when learning and the importance of trying your best.
- 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.
- The trial of *Bounce Back*, a values and resilience program targeted at K-2, 3-4 and 5-6.

**Suspensions 2014**

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 2014 we saw:**

- In 2014, 13 students were suspended over the period of 24 short suspensions and 4 long suspensions.

<table>
<thead>
<tr>
<th></th>
<th>Short</th>
<th>Long</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>24</td>
<td>4</td>
</tr>
<tr>
<td>Days</td>
<td>59</td>
<td>55</td>
</tr>
</tbody>
</table>

**Multicultural education and anti-racism**

Rosemeadow Public School values the cultural diversity of our community and endeavors to promote tolerance and understanding. The EAL/D students (English as an Additional Language or Dialect) account for almost 43% of the student population with the largest language groups being Samoan, Tongan, Arabic, Laotian and Indonesian followed by Vietnamese and Spanish. The school ensures inclusive teaching practices that recognise the backgrounds and cultures of all students and promotes an open and tolerant attitude towards different cultures, religions and world views. EAL/D students receive support from the Learning Support Team, either as part of in-class group support structure, or for newly arrived students as individual or small group withdrawal support. The school provides individual learning programs (IEPs) to support the particular learning needs of targeted students from all culturally and linguistic backgrounds.

The school promotes acceptance of Australia’s cultural, linguistic and religious diversity through communication with parents and community members from all cultural backgrounds by encouraging their participation in the everyday life of the school and at special celebrations such as Harmony Day, NAIDOC Week, Education Week and Grandparents Day as well as attending the annual Parent Conference. During Semester 2 a group of Year 6 students, as well as a parent-teacher group were involved in a dance project, which culminated in an Exhibition Event celebrating the culture of Pacific Islands.

Rosemeadow Public School has 2 Anti-Racism Contact Officers (ARCOs) to whom any complaints regarding
expressions of direct or indirect racism is referred. During 2014 two complaints were received.

**TEN Program**

The implementation of the Targeting Early Numeracy (TEN) program has continued in 2014. TEN is an early intervention program that aims for all students to achieve Stage 1 minimum standards before they enter Stage 2. It is taught in Kindergarten, Year 1 & Year 2. Ten is a daily numeracy lesson that is incorporated into existing programs without the need to withdraw students. Students are assessed initially and ongoing assessment enables students to progress through the levelled program. In 2014 one staff member completed the training for the TEN school facilitator position and will provide training to teachers in 2015.

**Learning and Support**

The Learning and Support Team at Rosemeadow Public School supports classroom teachers to cater for the diverse student needs in a Low SES school environment and ensures all students have access to equitable learning opportunities that respond to individuals with additional learning needs. Students have been supported through Individualised learning programs that have engaged students and their parents/carers in consultative and collaborative processes to personalise learning and support reflecting student needs. In 2014, teacher professional learning has been a key strategy to build teacher capacity in the delivery of quality teaching programs that are differentiated and inclusive to address learner diversity and students’ additional learning needs. With the engagement of additional specialist teachers, two speech pathologists, instructional leaders, Numeracy leader and links to community services, there has been an increased level of student engagement in learning resulting in improved student learning outcomes.

**Other significant initiatives**

**Early Action for Success Initiative**

Rosemeadow Public School was identified to participate in the Early Action for Success (EAS) initiative in Term 2, 2014. The initiative provided funding as well as an Instructional Leader (IL) to support teacher professional learning. The instructional leader worked collaboratively with staff to build teacher capacity and refine teaching and learning practices in literacy and numeracy. The funding received was used to engage additional staff to support intervention programs in K-2 for individual students and release staff to work with the Instructional Leader.

The instructional leader has delivered ongoing professional learning through the Lesson Study Approach to engage collaborative planning and professional dialogue around best practice.

**Other Achievements**

**National and Area Based Competitions**

**University Competitions**

This year students were invited to participate in the Spelling, English and Mathematics competitions.

- In the Australian Schools Spelling competition 19 students participated. Credits were awarded to four students and Merits were awarded to three students.
- In the Australian Schools English competition 15 students participated. A Credit was awarded to one student and Merits were awarded to two students.
- In the Australian Schools Mathematics competition 31 students participated. Credits were awarded to two students and a Merit was awarded to one student.

School planning and evaluation 2012—2014

**School evaluation processes**

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- collation and analysis of school based and external data
- Staff surveys and forums for monitoring and feedback of programs and initiatives.

School planning 2012-2014:
School Priority Area 1 – Literacy

Outcomes from 2012–2014

- Increased levels of literacy achievement for every student consistent with National, State and Regional targets.
- Diminished gap in literacy achievement between Aboriginal students and all students.
- Strengthened literacy learning through the effective use of diagnostic and ongoing assessment data that identifies student individual needs.

Evidence of achievement of outcomes in 2014:

NAPLAN – Reading Year 3
- 26.6% of students achieving at or below the national minimum standard, an 8.6% increase.
- 73.4% of students achieving above the national minimum standard, a decrease of 8.1%.
- 18.8% of students achieving proficiency standard, an increase of 0.8%.

NAPLAN – Writing Year 3
- 25.1% of students achieving at or below the national minimum standard, an increase of 17.1%.
- 74.9% of students achieving above the national minimum standard, a decrease of 17.2%.
- 21.9% of students achieving at proficiency.

NAPLAN – Reading Year 5
- 26.7% of students achieving at or below the national minimum standard, an increase of 17.5%.
- 73.3% of students achieving above national minimum standard, an decrease of 7.5%.
- 15.2% of students achieving at proficiency standard, a decrease of 10.4%.

NAPLAN – Writing Year 5
- 25% of students achieving at or below the national minimum standard, an increase of 10.7%.
- 75% of students achieving above the national minimum standard, a decrease of 11%.
- 6% of students achieving at proficiency, a decrease of 4.4%.

Strategies to achieve these outcomes in 2014

- Collection and analysis of school based and external data to improve, monitor and track students’ progress in literacy.
- Train staff in Focus on Reading (FoR) & implement effective strategies that improve literacy learning outcomes with a focus on Reading.
- Strengthened literacy learning through the effective use of diagnostic and ongoing assessment data that identifies student individual needs.
- Strengthen the understanding and use of Personalised Learning Plans to improve literacy outcomes for all Aboriginal students.
- Design assessment tasks that provide explicit feedback for improved student performance in correspondence with the new syllabus.
- Continued use of the literacy continuum to monitor individual progress and differentiate content for all students.
- Instructional leader (EAS), DP professional learning to build teacher capacity through lesson study approach to support the development of explicit teaching and learning programs in literacy.
- Whole school training & implementation of FoR. Deputy Principal to support implementation through lesson study approach.
- Engage temporary teachers to release staff for professional learning – lesson study.
- Engage temporary teachers to release staff for professional learning – lesson study.
- Early identification of students at risk to provide individualised support and tiered intervention.
- Engagement of specialist teachers to provide appropriate support for students not meeting benchmarks.
- Explore programs for early intervention in early years. E.g. L3

School priority 2 - Numeracy

Outcomes from 2012–2014

- Increased levels of numeracy achievement for every student consistent with National, State and Regional targets.
• Diminish gap in numeracy achievement between Aboriginal & all students.
• Improved numeracy outcomes through implementation of targeted numeracy.
• Strengthened numeracy learning through the effective use of a range of assessments.
• Develop effective strategies/ partnerships with parents and carers to promote numeracy.

Evidence of progress towards outcomes in 2014:
NAPLAN - Numeracy Year 3
• 8% of students achieving below the national minimum standard.
• 69% of students achieving above the national minimum.
• 27% of students achieving at proficiency standard, an increase of 8%.

NAPLAN – Numeracy Year 5
• 17% of students achieving at or below the national minimum standard, a decrease of 2%.
• 83% of students achieving above the national minimum standard.
• 13% of students achieving at proficiency standard.

Strategies to achieve these outcomes in 2014:
• Implement high quality numeracy programs, incorporating TEN Program.
• Strengthen the understanding and the use of PLPs to improve numeracy outcomes for all ATSI students.
• Engage with parents and community to maximise students learning in numeracy.
• Designate numeracy STLA supporting class teachers in a team / teacher mentor capacity.
• Continued use of numeracy continuum to differentiate content for all students.
• Instructional leader (EAS), DP professional learning to build teacher capacity through lesson study approach to support the development of explicit teaching and learning programs in numeracy.
• Engage 2 temporary teachers to release staff for professional learning –lesson study.
• Early identification of students at risk to provide individualised support and tiered intervention.

School Priority Area 3- Engagement and Connection

Outcomes from 2012–2014
• School practices respect & respond to the diverse needs of every student.
• Improved social and emotional well-being for all students.
• Students experience personalised, safe learning environments.
• Students highly engaged in learning and receive recognition of successes.
• Increase in parents and family members attending school functions.

Evidence of progress towards outcomes in 2014:
• Increase in attendance for ATSI students
• More than 25% increase in parents attending school events with a significant number attending forums to drive future school directions.
• 100% of staff using Learning Intentions and Success Criteria.

Strategies to achieve these outcomes in 2014:
• Engage with communities, interagencies and business sectors to maximise learning opportunities and student life choices.
• Implement high quality, proactive student well-being programs.
• Provide opportunities to engage the community in discussion around school governance.
• Increase opportunities to celebrate and recognise achievement.
• Promote and facilitate strategies to improve attendance.
• Develop leaders at all levels to support career development and succession planning.
• Professional development in Learning Intentions and Success criteria.

School Priority 4- Aboriginal Education

Outcomes from 2012–2014
• Aboriginal students are supported by all staff to become successful learners, confident and creative individuals who are active and informed citizens.
• Aboriginal students are supported by strong partnerships between schools and families to increase engagement.
• Stronger school ties with local AECG.
• Implementation of all State & National Aboriginal Education strategies.

Evidence of progress towards outcomes in 2014:
• 100% of Aboriginal students engaged in the Personalised Learning process.
• 100% of staff embedding 8 Ways of Learning and the Aboriginal and Torres Strait Islander Education Action Plan into their teaching programs.

ATSI NAPLAN Performance

Reading - Year 3:
• 100% of students achieving above the national minimum standard.
• 20% of students achieving proficiency standard, a decrease of 8.5 %

Writing - Year 3
• 20% of students achieving at or below the national minimum standard, an increase of 20%.
• 80% of students achieving above the national minimum standard, a decrease of 20%.
• 20% of students achieving at proficiency, a decrease of 50%.

Reading - Year 5
• 27.3% of students achieving at or below the national minimum standard, an increase of 2.3%.
• 72.8% of students achieving above national minimum standard, a decrease of 2.2%.
• 18.2% of students achieving at proficiency standard, an increase of 18.2%.

Writing - Year 5
• 45.5% of students achieving at or below the national minimum standard, a decrease of 29.5%.
54.6% of students achieving above the national minimum standard, an increase of 29.6%.

Numeracy

In Year 3:
• In Numeracy all ASTI students achieved at or above the national minimum standard with 40% achieving at proficiency standard.

In Year 5:
• 89% of ATSI students achieving at or above the national minimum standard.

Strategies to achieve these outcomes in 2014:
• Develop an authentic Partnership Agreement with Local AECG.
• Develop evidence based attendance strategies in consultation with parents and Aboriginal community.
• Support and implement a range of culturally sensitive pedagogies to support staff knowledge and understanding and Aboriginal student’s achievement.
• Involve Aboriginal families, teachers and Aboriginal Education Workers in the development of PLPs for all students K-6
• Implement 1-1 lessons based around students PLPs and personal goals.

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought feedback on the effectiveness of the channels of communication between home and school, as well as the impact of two communication on school policy and student learning outcomes.

The responses and feedback are presented below.

• 92% of parents indicated that they were satisfied with the current level of communication between home and school.
• In response to the mode of digital communication used, 54% of parents indicated they access the school website, 54% use Facebook and 51% use Skoolbag to
• 70% of parents indicated they believed that the feedback provided to the school impacts on school programs and policies.
• 91% of responses agree that the school provides adequate opportunities for community feedback.
• Parents indicated that they would like more notice for upcoming events such as excursions and PBL awards at assemblies to allow working parents the time to make arrangements to attend.
• Parents expressed the need to access more school notes on the school website, Facebook and Skoolbag.
• There was also a request for more regular phone contact with parents to update on student progress.

Future Directions
2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

School Plan 2015-17

The new school plan is developed through a collaborative approach which engages principals, teachers, students, parents/carers and community partners in conversation to realise their dreams and aspirations, and shape the educational priorities of their school. The plan uses three strategic directions determined by the school community to ensure key improvements are made and the school’s vision is upheld.

Rosemeadow Public School commenced the planning and consultation process in Term 3 to develop the school’s vision and strategic directions for 2015-17. The planning process involved students, staff and community members to inform planning of the three strategic directions and create a shared school vision. Community was engaged in consultation through parent forums and surveys, and student focus groups were involved in discussions around their engagement in quality learning experiences. Analysis of feedback from all stakeholders established an evidence base of current practices, processes and results of learning in the school.

STRATEGIC DIRECTION 1 - Community Engagement and Decision Making

Purpose - To create opportunities for authentic two-way communication and consultative decision making with the community, for the community to drive programs that reflect the values and aspirations of all stakeholders, promoting a collective responsibility for positive community partnerships.

Processes to achieve purpose
• Forming a Parent Consultative group to work in collaboration with staff to engage in regular opportunities that promote discussion, feedback and decision making around school governance.
• Empowering students to take an active part in decision making around their learning through the Student Representative Council (SRC) and the junior Aboriginal Education Consultative Group (AECG).
• Develop and improve modes of communication between home, school, and the wider community through the use of communication books, school website and social media such as the Skoolbag app and Facebook.
• Community involvement at key school transition points. School readiness program, (Leapfrogs) coordinated by the Schools as Community Centres (SACC) facilitator. Additional SACC programs support families with toddlers. Orientations organised to ensure students K-6 are supported in adjusting to new learning environments.
• Develop strong partnerships with community agencies and businesses. Seek opportunities for Cluster School-Family-Community Partnership activities that support the needs of students and their families.
STRATEGIC DIRECTION 2 - Academic Excellence

Purpose - To inspire excellence in teaching and learning through focused professional learning that promotes high quality learning environments and provides personalised learning and clear expectations, where all students achieve success to become successful, creative and confident life-long learners.

Processes to achieve purpose

- Lesson Study with DP Teaching and Learning, numeracy mentor and Instructional Leader to implement current pedagogy that supports the design of high quality teaching and learning programs that are underpinned by Syllabus documents and the K-6 learning continuums.
- Building capacity and professional growth of teachers and leaders through the development of personalised learning plans that are based on the National Professional Teaching Standards, and target professional learning that is identified through teacher and executive annual review schedules.
- Whole school professional learning and implementation of programs that support the use of formative assessment and differentiated learning – Focus on Reading, L3, TEN, TOWN
- Collaboration with community of schools and school networks to share and refine best practice. (Instructional Rounds)

STRATEGIC DIRECTION 3 - Student Engagement and Wellbeing.

Purpose - To foster positive and supportive relationships between students, teachers and community members through the delivery of high quality teaching and learning programs that promote a culture of high expectations, where achievements are acknowledged and celebrated to develop responsible, positive and resilient future citizens.

Processes to achieve purpose

- Implement teaching and learning programs that take into account the students background, interests and approach to learning.
- Develop processes that identify students with additional learning needs and match them to relevant intervention and support.
- Provide a variety of opportunities for students to participate in extra curricula events to build on students’ strengths and talents, and build confidence in a variety of settings.
- Articulate clear expectations for learning and behaviour to foster positive and supportive relationships between students, teachers and the community. Student achievement is publicly acknowledged.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Paul Hughes - Principal
Christine Donoghue- P&C President
Stuart Keast- Assistant Principal
Heidi Knotek- Classroom Teacher
Sara Gilbert – Classroom Teacher
Bryce Coleman-Classroom Teacher
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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: