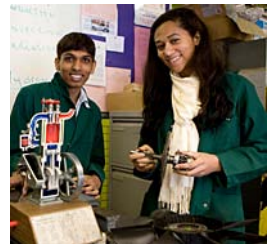
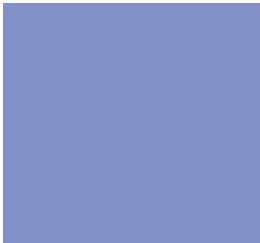


2009 Annual School Report Roseville Public School

NSW Public Schools – Leading the way



Our school at a glance

Students

Our enrolment in 2009 was 625 students. 25 classes were formed this year, which was the same as last year.

Average class sizes were:

| | |
|--------------|-------|
| Kindergarten | 20.75 |
| Year 1 | 22.75 |
| Year 2 | 22.25 |
| Year 3 | 27.3 |
| Year 4 | 28 |
| Year 5 | 29.5 |
| Year 6 | 30.5 |

Staff

In 2009 we had 32.034 members of staff. This included six executive staff, 21 classroom teachers and 5.034 specialist staff. The specialist staff are the Teacher-Librarian, RFF (Release from Face to Face) teachers, ESL (English as a Second Language) teachers and School Counsellor.

All teaching staff meet the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

The school ran a number of programs to give students extra educational support throughout 2009. These were:

- Reading Support Program
- Artist in Residence / Classroom Program
- Philosopher in Residence Program
- Enrichment programs, including Tournament of Minds, Debating, Dance Groups
- Band Program
- Student Leadership, including the Buddy Program and SRC (Student Representative Council)
- English as a Second Language (ESL) Program
- Targeted Writing Program
- Targeted Technology Program, including Interactive SmartBoard Technology and the introduction of video conferencing
- Bounce Back resilience program K-6
- Specialist Dance and specialist Gymnastics Program for all K-2 students

Student achievement in 2009

Literacy – NAPLAN Year 3

In overall Literacy, 77 % of our Year 3 students were placed in the top two bands, compared with 51 % across the state.

Numeracy – NAPLAN Year 3

In Year 3 this year, 58% of our students were placed in the top two bands in overall Numeracy compared with 41% across the state.

Literacy – NAPLAN Year 5

In Overall Literacy, 62% of our Year 5 students were placed in the top two bands, compared with 34% across the state.

Numeracy – NAPLAN Year 5

In Year 5 this year, 56% of our students were placed in the top two bands in overall Numeracy. Across NSW, 35% of Year 5 students were placed in the top two bands.

Messages

Principal's message

2009 has been a year of significant achievement in relation to one of the school's major long term goals of addressing our playground space and classroom accommodation issues. Roseville Public School's School Councils, past and present, have worked for many years with Department of Education and Training representatives to find a solution. Years of submission writing yielded a positive result when in June this year it was announced that Roseville Public School had been successful in its most recent submission for NSW state government funding for major capital works. This state government funding was in addition to the Commonwealth Government's *Building the Education Revolution* (BER) funding. A great deal of work on many levels was done behind the scenes, resulting in Roseville Public School having one overall master plan for new construction and refurbishment that will benefit all students through new learning and play spaces. The challenge for us now as a school community is to continue to actively work together and stay positive, flexible and focused on the end result. This is a unique, exciting and unprecedented opportunity for our school.

2009 has also been another year of excellent student achievement in a range of areas. The band and sport programs continue to be strengths

of the school, with exceptional student performances at all levels.

The school continues to experience high enrolments, with many families moving into the catchment area in order to enrol their children in the school.

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.

Catherine Williams
Principal

P and C President's message

2009 has been a great, yet busy year for the RPS P&C Association. While the Spring Fair was the major event for the year, raising a record \$104 000 for the school, many other activities and tasks were undertaken by the P&C that are not necessarily as visible.

Tuckerbox, that distributes meals to school families in need and the Allergy committee that ensures that the growing number of children in our school with various allergies are looked after and catered for, are just two examples of the many sub-committees that work tirelessly throughout the year without any fanfare.

In 2009, the P&C Charity committee also participated in the World's Biggest Morning Tea, which raised money for the Cancer Council.

Since I started on the executive of the P&C four years ago, one of the most common questions that gets asked of the P&C is "*What do you raise money for?*" This year we made a concerted effort to let parents know exactly how much we were being spent raising and where the funds were being spent.

In 2009, the P&C raised \$50 000 as funding for the school's educational initiatives and support such as the Literacy and Numeracy Support programs as well as Professional Development for the teaching staff. This is budgeted to increase to \$75 000 in 2010. From the money raised from the Spring Fair, as well as from the voluntary donations to the Building Fund, additional SmartBoards have been ordered to ensure there will be one in each demountable classroom as well as one in the Art Room, which is being converted to a classroom during the building works.

The Spring Fair was a mammoth logistical event, one that would have professional event managers tested to the limits. The fact that this event was organised by a team of volunteer parents from the school and was such a success, is a testament to

the dedication, community spirit and hard work of the parent community of Roseville Public School.

Because of the major works that will be taking place throughout 2010 (and beyond), the P&C expenditure on things such as grounds maintenance, took a back seat this year and while \$60 000 was budgeted for the re-turfing of the Duntroon Block, none of that was spent and the money was placed in a fixed term deposit. The re-turfing will be done after the construction is completed.

Because of the new classrooms that will be constructed over the next 2-3 years, the two demountable buildings owned by the P&C were no longer required and as such, both were sold on eBay for a total of approx \$16 500. Some of this money has already been spent to relocate the Clothing Pool to its new premises.

Thanks to all those parents, staff and community members who have contributed so much throughout 2009. Without a doubt, the school and our children are far better off for all your time, effort and dedication.

Daniel Zatz
P and C President

School Council President's message

During the year the School Council continued to monitor matters of ongoing concern in support of the school, the principal and the community. The most significant issues considered have been:-

- safety concerns arising at the traffic lights at Addison Avenue and Archbold Road
- progress regarding the planning for the major building projects which will integrate the Federal Government's Building Education Revolution funding with the State Government's Major Capital Works program
- the school's enrolment policy

The new year shapes up with the imminent commencement of the building initiatives, the completion of which will leave the school and the community with a facility of which they can be truly proud. Monitoring of the management of the immediate dislocation which will inevitably flow from such an extensive project will be a key focus for School Council in the short term. The School Council will further look to refine its role in its support of the School Principal and to ensure that the current strong ties with the community are maintained and enhanced.

The School Council thanks Graham Willis for his unstinting and good humoured work as a member and President of the School Council. During the year we welcomed Jo Powell and James Harding as new members of the council and I thank them

for their contribution. I also thank Tom Jambrich for his long-standing involvement as a community representative and I thank Daniel Zatz who represents the P&C on council. Finally I thank Catherine Williams and the teacher representatives, Skye Surrest, Allison Cocks and Penny Sidwell for their unwavering dedication to making Roseville Public School a school of which to be proud.

Andy Lang
President of School Council

School Captains' messages

It has been an honour to be a captain at a great school like Roseville Public School. 2009 has been a fun and exciting year for all of us.

Year 6 had the Great Aussie Bush Camp, which was nothing short of amazing! Another exciting thing this year was the School Fair. A round of applause for all the parents who gave up their time to give us such a great day. I would also just like to thank all the teachers, parents and all the staff at Roseville Public School for giving us a canteen, a library, an office and an education. For Years 5 and 6 it has been an awesome experience helping our Kindergarten buddies find their feet at school. This year's Stage 3 Production, "Thriller", was up there as one of our greatest ever productions. It would not have been possible to run the production without all the efforts by parent helpers and Stage 3 students and teachers.

This year has been a turning point in Roseville's history with approval of our upcoming construction. In the next few years Roseville Public School will be transformed into an even greater school that will give all grades and ages significantly more play space.

All in all it has been a great year here at Roseville and I will sorely miss the whole Roseville Public School community.

Tom Atkinson
School Captain

This year has been an amazing experience in both the classroom and leadership areas. It's been a great honour to serve as school captain this year, and I know that next year I will really miss Roseville Public School.

I have had the time of my life growing up in this great community and have grown in many ways as a person, as a friend and in knowledge.

Throughout my school life Roseville Public School has offered me so many opportunities, from sport to debating, from the first day of school to the Great Aussie Bush Camp, and this is just one

demonstration of how lucky we are to have such committed teachers. I'm sure all students would agree that without the encouragement of our teachers we would not be at the stage we find ourselves now. So, I'd like to thank all of our teachers, who give up their time to give dance lessons, train sporting teams, organise productions and supervise the bus stops - people we usually forget to thank.

My seven years at Roseville Public School have been absolutely amazing and I'm sure that I will never forget all the great teachers, kids and memories I have been so lucky to experience. I'm going to miss everything about this place, but I leave knowing that I have learnt all that I need for high school and have got everything possible out of the wonderful Roseville Public School.

Sophie Dickson
School Captain

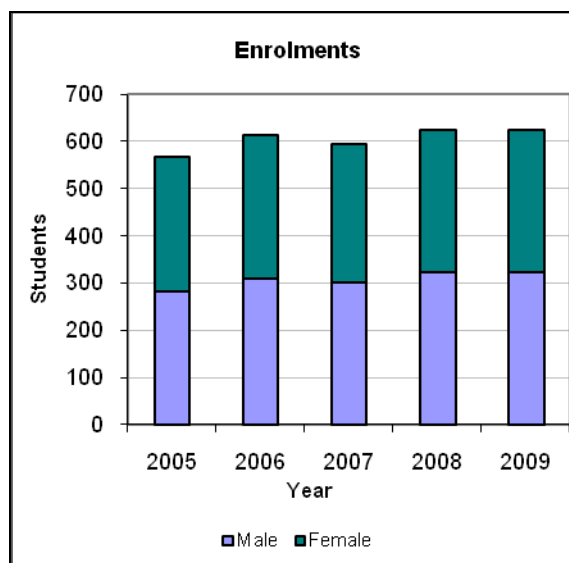
School context

Student information

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

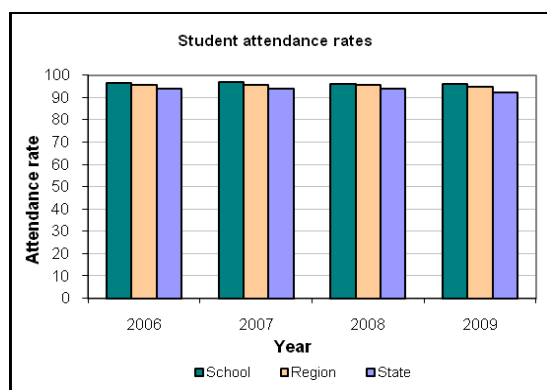
Student enrolment profile

The School Council Enrolment Committee determined that the current policy of declining all 'out of area' / non local enrolments in any grade would need to continue due to the pressure on existing accommodation, playground space and resources.



Student attendance profile

Student attendance continues to be above the state and regional average.



Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2009 class size audit.

| Roll Class | Year | Total per Year | Total in Class |
|--------------|------|----------------|----------------|
| 1 CHISHOLM | 1 | 101 | 22 |
| 1 GLEESON | 1 | 101 | 23 |
| 1 M GELDER | 1 | 101 | 23 |
| 1 O'KEEFFE | 1 | 101 | 23 |
| 1-K THOMAS | 1 | 101 | 10 |
| 1-K THOMAS | K | 92 | 9 |
| 2 ANDERSON | 2 | 89 | 23 |
| 2 BASHINSKY | 2 | 89 | 22 |
| 2 HIGGINS | 2 | 89 | 21 |
| 2 PEEL | 2 | 89 | 23 |
| 3 ALEKSANIAN | 3 | 94 | 28 |
| 3 PULLEY | 3 | 94 | 26 |
| 3 SIDWELL | 3 | 94 | 28 |
| 4 CONNOLLY | 4 | 100 | 28 |
| 4 S CRAWFORD | 4 | 100 | 29 |
| 4 WHEELER | 4 | 100 | 27 |
| 4-3 HANSON | 3 | 94 | 12 |
| 4-3 HANSON | 4 | 100 | 16 |
| 5 BROWN | 5 | 72 | 28 |
| 5 SURREST | 5 | 72 | 31 |
| 6 FERGUSON | 6 | 77 | 30 |
| 6 IPSEN | 6 | 77 | 31 |
| 6-5 COCKS | 5 | 72 | 13 |
| 6-5 COCKS | 6 | 77 | 16 |
| K BROOCKMANN | K | 92 | 21 |
| K CAMPBELL | K | 92 | 21 |
| K PEARSE | K | 92 | 20 |
| K VILA | K | 92 | 21 |

Staff information

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

The school had 32.034 teacher positions allocated in 2009. This included six executive staff, 21 classroom teachers and 5.034 specialist staff including Teacher-Librarian, RFF (Release from Face to Face) teachers, ESL teachers and part time School Counsellor.

The teaching staff is supported by a School Administration Manager, two School Administration Officers, a General Assistant and two Teachers' Aides funded through the State Disability Funding Program and P and C's 'Educational Initiatives' supporting Mathematics.

Staff establishment

| Position | Number |
|-------------------------------------|--------|
| Principal | 1 |
| Deputy Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teachers | 21 |
| Teacher of Reading Recovery | Nil |
| Support Teacher Learning Assistance | Nil |
| Teacher Librarian | 1.2 |
| Release from Face to Face (RFF) | 2.834 |
| Teacher of ESL | 0.6 |
| Counsellor | 0.4 |
| Total | 32.034 |

Staff retention

2009 saw the commencement of a large number of new staff as a result of promotions and retirements in 2008. Our school was able to fill five of the six classroom teacher vacancies through the merit selection process conducted at the end of last year. This enabled the school to ensure there was a more equal balance across the entire staff in terms of gender and years of experience. An extensive ten week orientation program together with collegial support programs for the year were implemented to assist teachers new to our school.

Staff attendance

Staff have access to leave entitlements such as sick leave, long service leave and family and community leave. In 2009 the average daily attendance rate for staff, as determined by the Department, was 96.4 per cent. This is a strong indicator of the professionalism of our staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

| Qualifications | % of staff |
|-------------------|------------|
| Degree or Diploma | 100% |
| Postgraduate | 20% |

Financial summary

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

| | |
|-------------------------------------|---------------------|
| Date of financial summary: | 30/11/2009 |
| Income | \$ |
| Balance brought forward | 223 210.01 |
| Global funds | 259 806.49 |
| Tied funds | 92 875.97 |
| School & community sources | 374 650.62 |
| Interest | 9 218.02 |
| Trust receipts | 99 974.40 |
| Canteen | 0.00 |
| Total income | 1 059 735.51 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 73 095.20 |
| Excursions | 83 330.22 |
| Extracurricular dissections | 131 365.13 |
| Library | 1 380.00 |
| Training & development | 4 271.48 |
| Tied funds | 73 623.47 |
| Casual relief teachers | 59 405.91 |
| Administration & office | 95 892.14 |
| School-operated canteen | 0.00 |
| Utilities | 52 876.06 |
| Maintenance | 46 537.73 |
| Trust accounts | 101 652.78 |
| Capital programs | 54 456.63 |
| Total expenditure | 777 886.75 |
| Total miscellaneous programs | (18 306.28) |
| Balance carried forward | 263 542.48 |

The balance carried forward includes funds to pay outstanding orders, casual teachers' salaries, to finance capital programs and tied and trust funds.

A full copy of the school's 2009 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 2009

Achievements

Arts

The creative and performing arts are highly valued by the school community and have a significant place in the school's curriculum. Creative and performing arts programs are strongly enhanced by the extracurricular activities organised by volunteer teachers and parents.

This year saw the continuation and further development of a highly successful innovative Artist-in-Residence program. Previously run last year as one of the school's lunchtime Enrichment Programs available to all interested students from Kindergarten to Year 6, the program was extended this year to become an Artist-in-Classroom, enabling all students and their teachers in K-6 to participate in the program. Drawing workshops for interested students from Years 2-6 met at lunchtimes throughout the year under the direction of a teacher volunteer.

A spectacular Musicale was held in Killara High School hall. The work of our six bands and sibling choir were showcased. More than 260 students were involved.

An end of year musical production, 'Thriller' by our Stage 3 (Year 5 and Year 6) students was also extremely successful. Students were involved in all aspects of the production, including stage craft, sound and lighting, choreography, acting, singing and dancing. Written during the vacation periods and directed by the Stage 3 teachers, the production was based on the theme of acceptance, tolerance, cooperation and harmony and incorporated the music of Michael Jackson. The creative and performance skills of 148 students from Years 5 and 6 were showcased.

The school's dance program continued using an external specialist dance teacher. It involved every student in Kindergarten, Year 1 and Year 2. Dance Group workshops for interested students from Years 2-6 continued to meet at lunchtimes throughout the year under the direction of teacher volunteers.

Music

The Band Program at Roseville Public School is open to all students in Years 3-6 and is one of the largest and exciting band programs in NSW and demonstrates what can be achieved when students, parents and teachers work together to achieve excellence. As a precursor to this program, all students in Year 2 participate in a classroom-based recorder program to ensure all students are exposed to a tuned instrument and

experience the enjoyment of performing as a class and/or grade group.

In the Band Program this year:

- 165 students from Years 3-6 participated in the 2009 program
- there were four concert bands:- Junior, Intermediate, Senior and Concert Band . There are two extension ensembles for Year 6 students - Stage Band and Contemporary Winds
- in May, 60 Year 3 students attended Band Camp at school and a further 105 students had an amazing Band Camp weekend at Narrabeen Fitness Centre
- the Stage Band had the privilege to be tutored by some of Sydney's leading jazz musicians at an afternoon intensive session at school
- in June, the Concert Band performed at the 2009 Festival of Instrumental Music at the Opera House - a once in a life time opportunity for most children
- in September, all Concert Bands performed in the inaugural North Shore Primary School Band Festival developed by our own Musical Director Mr Gavin Staines and held at Chatswood High School. Concert Band received a prize as the 'Best in Category' for their performance of Ralf Hulgren's piece
- other performances included the school picnic, Kindy Prom, Education Week, Yamaha Festival, Fathers' Day Breakfast, RPS Fair, Kindy orientation evening, Castle Cove Jazz Festival, Warringah Mall, Presentation Day and Musicale
- ten students from Contemporary Winds and Stage Band, Mr Gerald Steinmann their conductor and a couple of parents were given the exciting opportunity to attend Fox Studios for the dress rehearsal for Australian Idol- Big Band Night featuring Harry Connick Jnr.
- eight students were invited to attend the State Junior Music Camp in June.

Roseville Public School is privileged to have conductors of the highest qualifications. All are motivated professional musicians active in the music industry.

Debating and Public Speaking

Interest in debating and public speaking remained strong in 2009. As Public Speaking is an important component of the English syllabus from Kindergarten to Year 12, every student in K-6 participated in the school's public speaking competition. All students have demonstrated an improvement in self confidence and presentation

skills since the commencement of the program. Students across the school have become more able when speaking in front of an audience or reporting to a class.

Four students were selected to represent the school in the interschool Multicultural Perspectives Public Speaking Competition. One Year 6 student presented a prepared and impromptu speech in the State Parliament House in the Margaret Wicks Shield, hosted by the Member for Ku-ring-gai. The Year 6 debating teams participated in the Ryde District Debating Competition. One of the teams won five out of the six debates, narrowly missing out on being in the semi finals. The Year 5 debating teams were open to all interested students. They gained valuable experience through participation in an intra school debating competition and an interschool 'friendly' round of training debates.

Tournament of Minds

The Tournament of Minds program focuses on further developing students' ability to think creatively, problem solve and work collaboratively as a team. This year we were able to increase our student participation to 21 as a result of two teachers volunteering to coach and coordinate the program, with the support of parents. The three teams comprised students from Years 4, 5 and 6. They represented the school at the Regional Tournament of Minds Challenge in the divisions of Maths and Engineering and English Literacy.

Sport

Our achievements in sport this year have been particularly strong. Roseville Public School is the 2009 zone champion school in athletics for the seventh consecutive year; also placed 1st school in cross country and 6th in swimming.

Many of our students have also been selected in representative teams at zone, area and state level including athletics, swimming, cross country and football.

Our PSSA teams all performed strongly with many playing through to semi-final and final games.

Throughout the year students in Years 3-6 have also had the opportunity to attend a number of coaching clinics provided by professional coaches, including Cricket NSW, Auskick AFL, NSW Rugby, Dance 2bfit and the Sport in Schools Australia program. Our school participated again this year in the Highlander Shield boys' senior and junior rugby and girls' soccer competition against Lindfield Public School.

In 2009 K-2 students have participated in a variety of sporting activities including specialist teachers for dance and gymnastics, skill development

sessions from Sport in Schools Australia, attended a two-week intensive swimming program and participated in a modified athletics carnival.

Academic

School based Assessments

Results from internal assessments using norm referenced assessments are congruent with results from the National Assessment Program (NAP) that confirms that our students perform at very high levels in English and Mathematics.

In the Torch Reading Test 52.7 percent of our students recorded results in the top three stanines for reading, an increase of 4.7 percent on the 2008 results. There was a slight difference between the results for boys and girls this year which hasn't been evident in the past five years. The Learning Support Team and School Leadership Team will continue to monitor data closely and provide advice in terms of future directions.

In the PAT Maths Test 33.3 percent of our students recorded results in the top three stanines, an increase of 11.3 percent on the 2008 results and an increase of 18.3 per cent from both the 2007 and 2006 results. This year boys continued to perform slightly better than girls at this higher end. However, there was no gender difference evident in the performance of the other 66.7 per cent of students. This year also saw significantly fewer students placed in the lowest three stanines than in the past four years. The number of students scoring in the average stanines has remained unchanged over this time.

The mean spelling age for students in Year 2 was 7.9 years, Year 3 was 9.3 years, Year 4 was 10.5 years, Year 5 was 11.4 and Year 6 was 12.7 years. There was little or no difference in the results of boys and girls in the standardised Westwood Spelling Test.

External Assessments

University of NSW Competitions

English

175 students from across Years 3-6 chose to participate in the competition. 72% of these students were placed in the top 25% of the NSW candidature. 2 were awarded High Distinctions, 39 Distinctions and 72 Credits.

Mathematics

198 students from across Years 3-6 chose to participate in the competition. 57% of these students were placed in the top 25% of the NSW

candidature. 5 were awarded High Distinction, 33 Distinctions and 75 Credits.

Science

168 students from across Years 3-6 chose to participate in the competition. 3 were awarded High Distinctions, 31 Distinctions and 53 Credits.

Computer

155 students from across Years 3-6 chose to participate in the competition. 7 were awarded High Distinctions, 26 Distinctions and 55 Credits.

National Assessment Program

In the National Assessment Program Literacy and Numeracy (NAPLAN), the results across the Years 3 and 5 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 the assessments.

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

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

Literacy – NAPLAN Year 3

In Year 3 this year, 94% of our students were placed in the top three bands in overall Literacy, compared with 77% across the state. More specifically, in the area of Reading, 83% of our students were placed in the top three bands, compared to the state average of 70%. In Writing, 93% of our students were placed in the top three bands, compared with 78% across the state. In Spelling, 89% of our students were placed in the top three bands, compared with 75% across the state. In Grammar and Punctuation, 92% of our students were placed in the top three bands, compared with 77% across the state.

Numeracy – NAPLAN Year 3

In Year 3 this year, 85% of our students were placed in the top three bands in overall Numeracy. Across NSW, 65% of Year 3 students were placed in the top three bands. In the area of Measurement, Data, Space and Geometry, 82% of our students achieved in the top three bands, compared with 69% across the state. In the areas of Number, Patterns and Algebra, 85% of our students achieved in the top three bands, compared with 64% of students across the state.

Literacy – NAPLAN Year 5

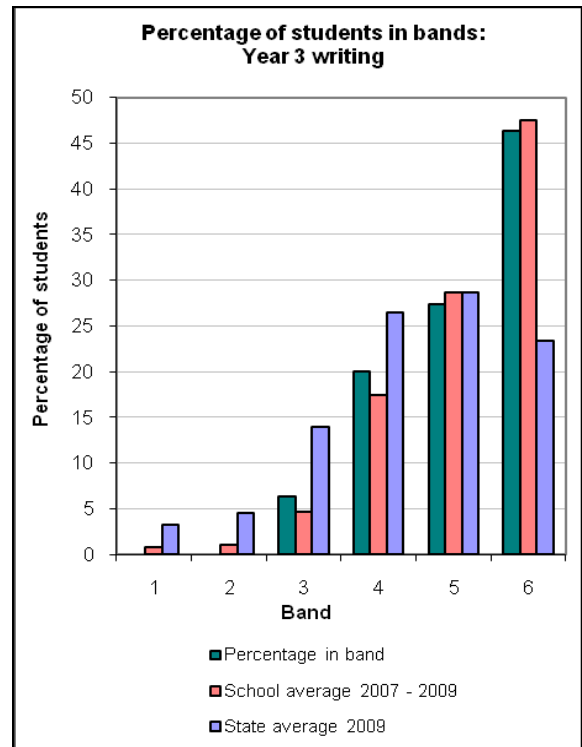
In Year 5 this year, 90% of our students were placed in the top three bands in overall Literacy, compared with 64% across the state. More

specifically, in the area of Reading, 84% of our Year 5 students this year were placed in the top three bands, compared to the state average of 61%. In Writing, 89% of our students were placed in the top three bands, compared with 64% across the state. In Spelling, 87% of our students were placed in the top three bands, compared with 64% across the state. In Grammar and Punctuation, 91% of our students were placed in the top three bands, compared with 68% across the state.

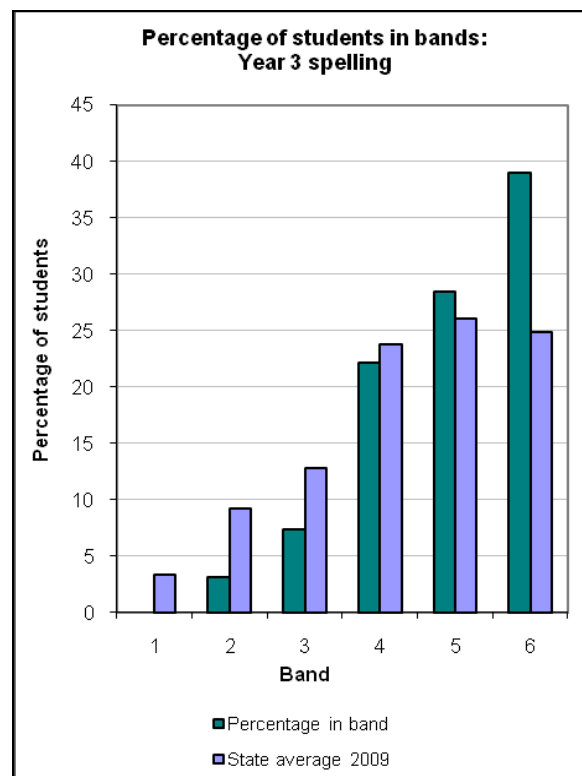
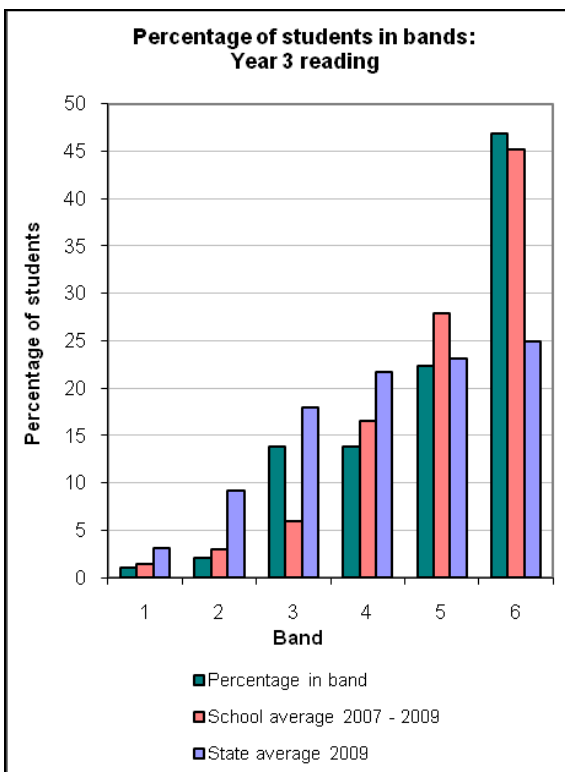
Numeracy – NAPLAN Year 5

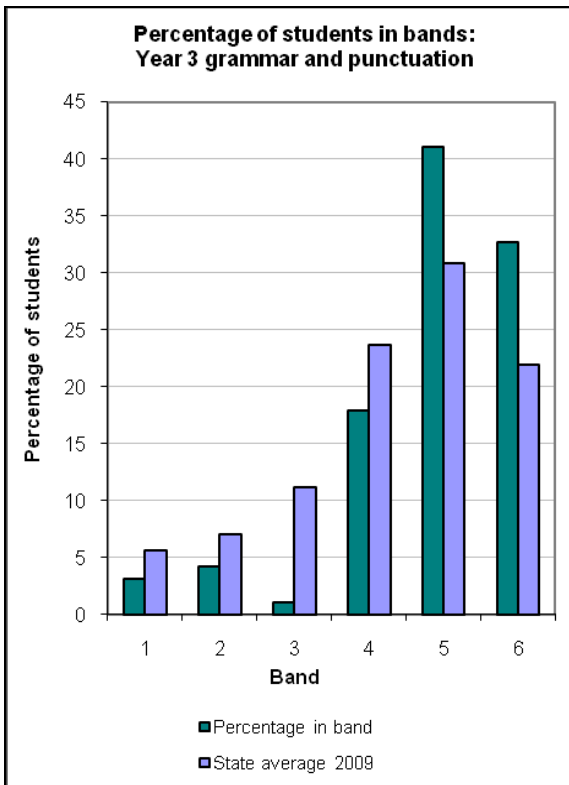
In Year 5 this year, 80% of our students were placed in the top three bands in Overall Numeracy. Across NSW, 59% of Year 5 students were placed in the top three bands. In the area of Measurement, Data, Space and Geometry, 80% of our students achieved in the top three bands, compared with 64% across the state. In the area of Number, Patterns and Algebra, 80% of our students achieved in the top three bands, compared with 55% of students across the state.

(See the following pages for graphical information.)

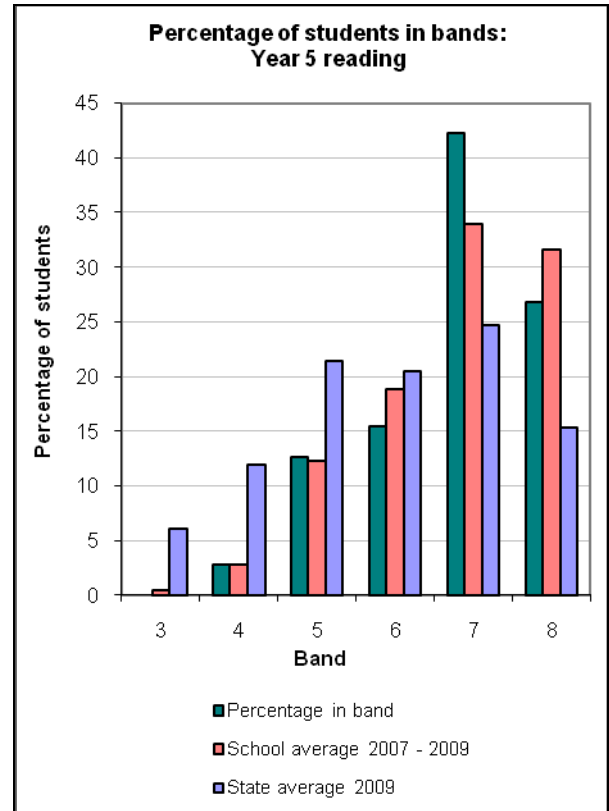


Literacy – NAPLAN Year 3

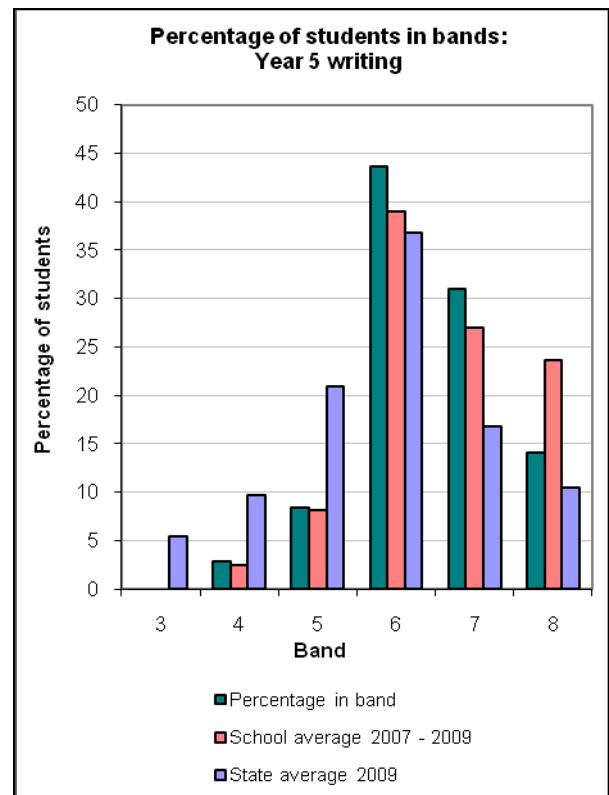
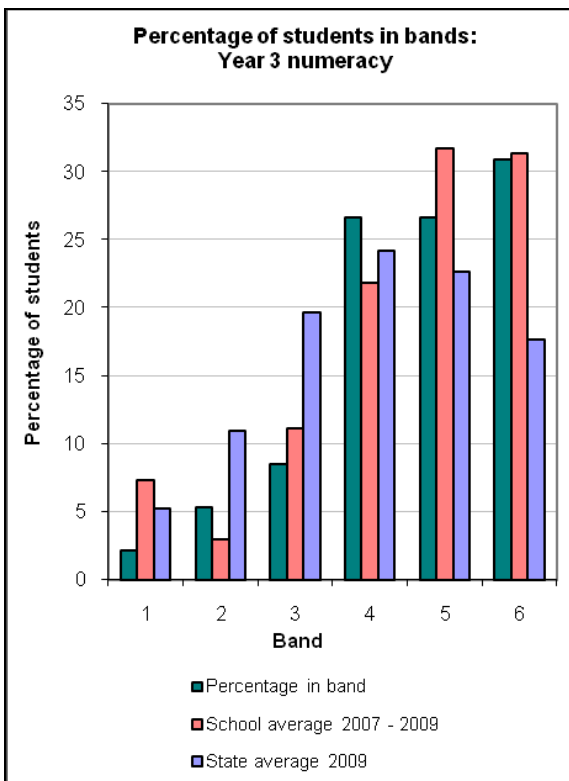


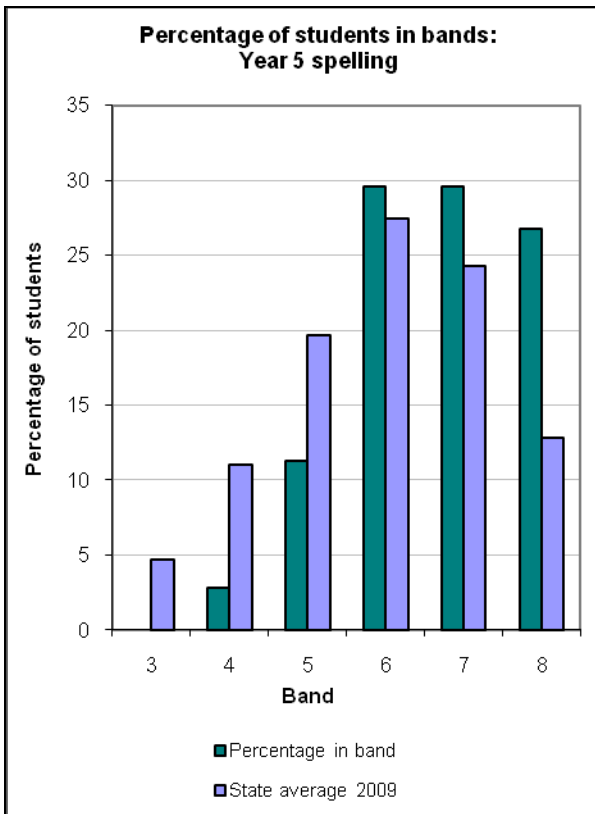


Literacy – NAPLAN Year 5

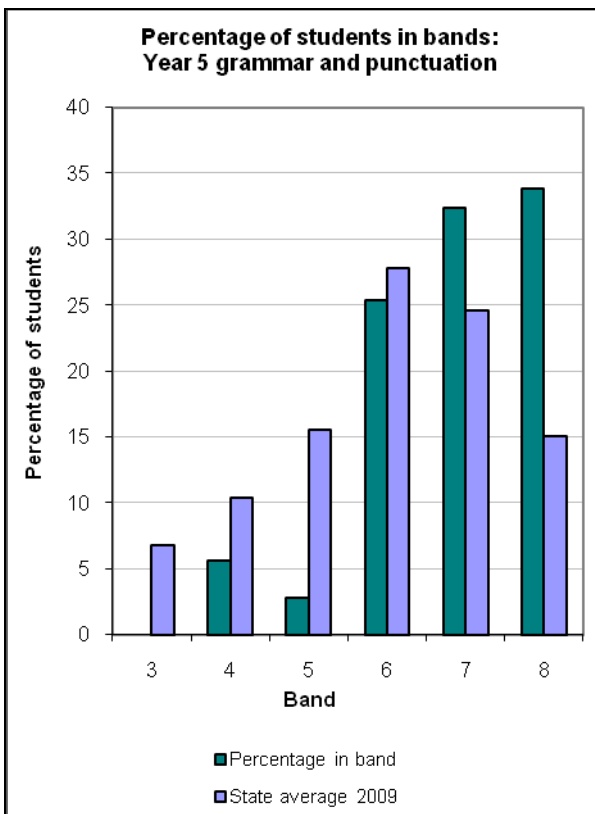
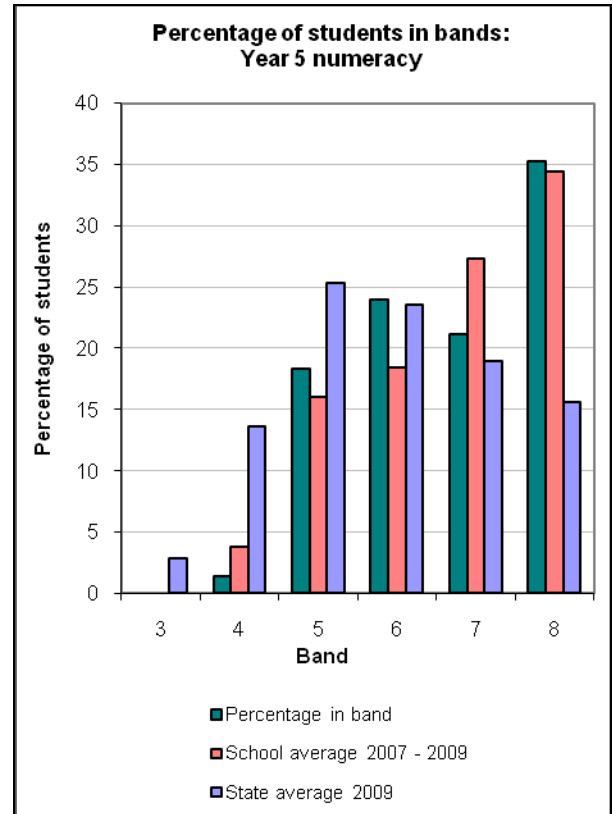


Numeracy – NAPLAN Year 3

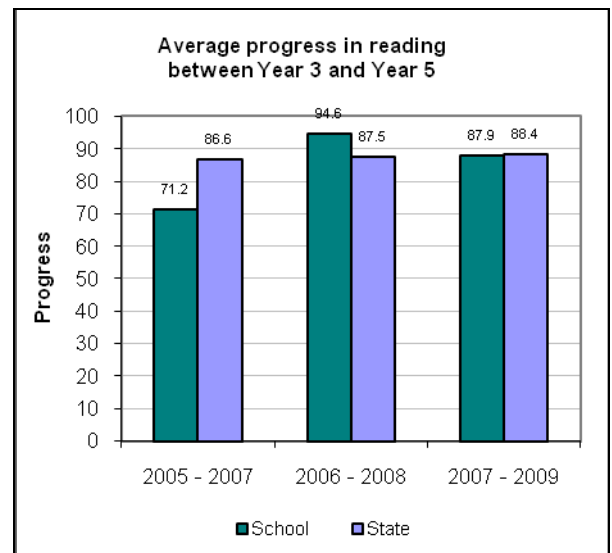


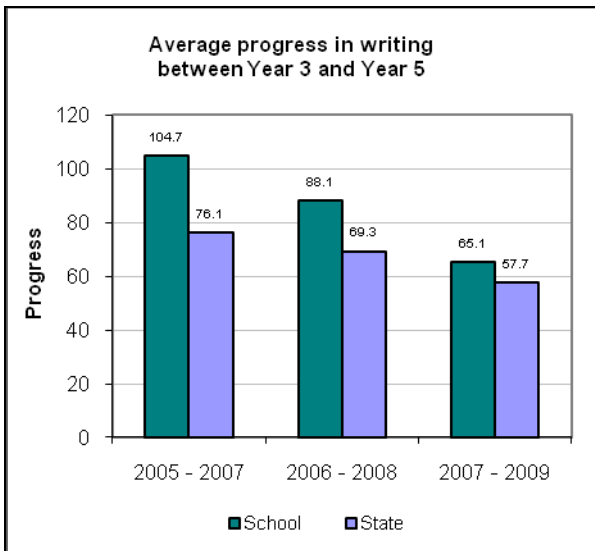


Numeracy – NAPLAN Year 5

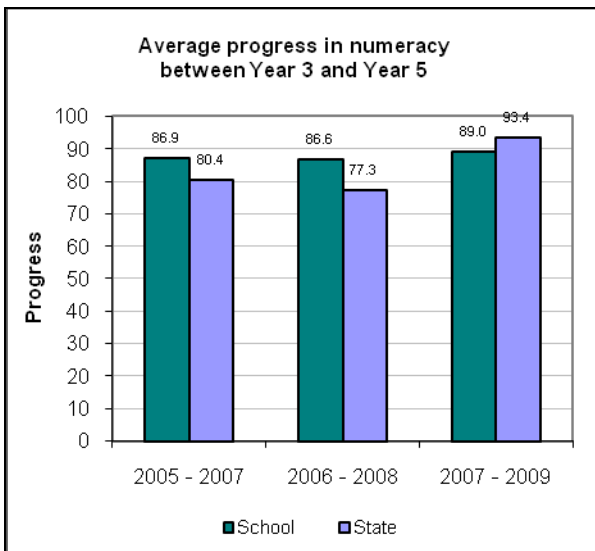


Progress in literacy





Progress in numeracy



Matched students are those students who were attending the same school when they completed the Basic Skills Test in Year 3 and NAPLAN in Year 5 and who could be matched in the Year 3 and Year 5 data sets. Students who changed schools between test dates are not included.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3 and 5.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2009

| Percentage of Year 3 students achieving at and above minimum standard | |
|---|-----|
| Reading | 99 |
| Writing | 100 |
| Spelling | 100 |
| Punctuation and grammar | 97 |
| Numeracy | 98 |

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2009

| Percentage of Year 5 students achieving at and above minimum standard | |
|---|-----|
| Reading | 100 |
| Writing | 100 |
| Spelling | 100 |
| Punctuation and grammar | 100 |
| Numeracy | 100 |

Significant programs

Reporting on the following programs and initiatives is mandatory for all schools.

Aboriginal education

Aboriginal education is taught during the year incorporated into units of work studied by all students.

It is an integral part of the Human Society and Its Environment syllabus.

Students are educated about Aboriginal history and culture across K-6 in teaching and learning programs. All school assemblies commence with an Acknowledgement of Country.

Multicultural education

The multicultural programs and practices are culturally responsive and inclusive. They embrace social justice, civic responsibility, community harmony and productive diversity.

Students from non English speaking backgrounds (NESB) form 22.8% of the school population. The variety of backgrounds is widespread.

Currently the annual English as a Second Language (ESL) allocation is one teacher three days a week. 41 children were eligible to access the ESL program this year. Students from NESB

continue to achieve very highly in the NAPLAN tests.

Roseville Public School prides itself on being a tolerant and caring school community that values its cultural diversity. A multicultural perspective is integrated across teaching and learning programs.

All nationalities, religions and cultures are welcomed and included into our Roseville 'Circle of Friends.'

Respect and responsibility

Values education underpins every area of school life at Roseville Public School. Core values are embedded in classroom learning programs, anti-bullying strategies, social justice programs (Stewart House and World Vision), specific events (ANZAC Day assembly) and also explicitly taught through the *Bounce Back* program.

Students are encouraged and supported in organising activities to support the school's nominated charities as part of their social responsibility. In 2009 students raised money for the Jeans for Genes Foundation, the two Ethiopian children we support through the World Vision sponsorship program and Red Cross.

Learning Support

The school's Learning Support Team (LST) has held a prominent role in supporting and enhancing student learning over the 2009 school year. As one of a number of significant project teams within the school's structure, team members have been responsible for enhancing communication, monitoring student achievement and coordinating the P and C funded Reading Support Program.

The school's Learning Support Team meets weekly and has acted on 54 individual student referrals from Kindergarten through to Year 6. Of that number, 27 students have been referred on to the school counsellor for further assessment and support.

The Reading Support Program has developed and implemented personalised learning programs for over 67 students from Year 1 through to Year 6 over the 2009 school year.

Students in Years 2-6 were grouped for Mathematics across each grade again this year. This assisted in catering for individual differences in learning and students benefited from teachers' aide support from Mrs Solly and Mrs Titmarsh. This initiative was also funded by our P and C.

Progress on 2009 targets

This section of the report describes the progress made towards achieving improvement targets set for 2009.

Target 1

To improve students' literacy skills through explicit, systematic and research-based teaching with a focus on reading and writing.

Our achievements include:

- implementing a model for Teacher Professional Learning which used a Collegial Literacy Mentor in Residence (Sharon Perkins, *MEd GradDip Special Ed Dip Tch*)
- Successful and well attended morning and evening information sessions for parents that developed their understanding of what children need to learn as they become readers and writers and the role parents play in their child's literacy learning and development
- Successful review of school's current reading resources which resulted in the \$12 500 purchase of additional resources to support class based reading programs.
- Successful introduction of a RFF (Release from Face to Face) program which focused on Writing with students in Years 1- 6. This program will be continued in 2010.
- Continuation of the P & C funded Reading Support Program which involved 67 students.
- Some improvement on this year's average matched growth in literacy as measured by 2009's NAPLAN results and University of NSW competition results, although some discrepancy between the performance of boys and girls is still evident.

Target 2

To improve students' understanding and deep knowledge of mathematical number concepts.

Our achievements include:

- initiating a model for Teacher Professional Learning which used a Collegial Mathematics Mentor in Residence (Brian Tickle) to lead part of the school's Teacher Professional Learning Program through designing and presenting sessions for all K-6 staff and by providing additional consultancy advice to class teachers during the week he was 'in residence'. 100% of teachers rated this

professional learning program as highly effective and significant in terms of improving teaching practice, particularly in problem solving and thinking mathematically.

- Full school-wide implementation of Origo Maths program K – 6 including use of Origo’s Student Journal for students to articulate and reflect on their learning, incorporating the elements of intellectual quality and use of Origo student assessment book to track student progress effectively.
- Continuation of across grade needs grouping in Years 2 – 6 and curriculum differentiation K – 6 to cater for the varying needs of students in Mathematics.
- Continuation of support for students with learning difficulties through P and C funded Teachers’ Aides to provide additional inclass support for targeted Maths groups from Years 3-6.
- Some improvement on this year’s average matched growth in numeracy as measured by 2009’s NAPLAN results and University of NSW competition results, although some discrepancy between the performance of boys and girls is still evident.

Target 3

To improve the computer literacy skills of teachers and students and to further embed and integrate technology into teaching and learning.

Our achievements include:

- Series of successful professional development sessions to integrate the use of SmartBoard technology to assist teaching and learning in numeracy and literacy from K – 6. This program was not as widely attended as initially planned due to the postponed installation of SmartBoards into all classrooms until 2010.
- ‘Best practice’ Smartboard literacy and numeracy activities were developed over the year, saved and shared on the school’s network.
- The planned extension of the SmartBoard program was rescheduled to 2010 as a result of this year’s announcement of major capital building works.
- The Technology Team’s review of the computer based program, *Mathletics*, resulted in the development of a plan for implementation for Years 2-6 from the beginning of 2010 to consolidate class based numeracy work.

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 2009 our school carried out evaluations of Teaching and Literacy – in particular Reading.

Educational and management practice

Teaching

Background

Strong and effective planning is recognised as an integral part of high performing schools. Students, parents and teachers were surveyed in Term 3, 2009 using School Map Planning surveys. The surveys utilised best practice statements to gather the school community’s perception of School Planning at Roseville Public School. Questionnaires were distributed randomly to 150 parents, all teachers and randomly to six students in every class from Years 2 - 6.

50 parents, 20 teachers and 344 students returned surveys.

Findings and conclusions

In the parents’ survey, 100% indicated that they almost always or usually agreed that what students are asked to learn is important; 90% indicated that they almost always or usually agreed that teachers provide class activities that are interesting and appropriate to their child’s needs and abilities; 50% indicated that they almost always or usually agreed that their child talks to his/her teacher about what they are learning and why; 88% indicated that they almost always or usually agreed that the way their child’s teachers manage the class helps him/her to learn; 90% indicated that they almost always or usually agreed that their child’s teachers know what their child can do and what they need to learn; 94% indicated that they almost always or usually agreed that their child’s teachers keep records of his/her progress; 58% indicated that they almost always or usually agreed that parents and students understand how students’ learning will be assessed; 89% indicated that they almost always or usually agreed that they are provided with clear information about student achievement through the reporting process.

In the students’ survey, 92% indicated that they almost always or usually agreed that what they are asked to learn about is important; 81% indicated that they almost always or usually agreed that teachers provide class activities that are interesting and help them learn; 80% indicated that they almost always or usually agreed that their teacher tells them what they are learning and

why; responses to the next question were varied between Year 2 and Years 3-6 - 90% of Year 2 students indicated that they almost always or usually agreed that the way their teacher manages the class helps him/her to learn; 78% of Year 3 students indicated that they almost always or usually agreed that the way their teacher manages the class helps him/her to learn; 69% of Year 4 students indicated that they almost always or usually agreed that the way their teacher manages the class helps him/her to learn; 71% of Years 5 and 6 students indicated that they almost always or usually agreed that the way their teacher manages the class helps him/her to learn; 86% indicated that they almost always or usually agreed that their teachers know what they can do and what they need to learn; 85% indicated that they almost always or usually agreed that their teachers keep records and samples of their work; 72% indicated that they almost always or usually agreed that they understand how their learning will be assessed; 83% indicated that they almost always or usually agreed that school reports and parent interviews provide information about their learning.

In the teachers' survey, 100% indicated that they almost always or usually agreed that their students are provided with a relevant curriculum; 100% indicated that they almost always or usually agreed that their teaching programs respond to students' interests, needs and abilities; 95% indicated that they almost always or usually agreed that they clarify intended learning outcomes and the purpose of learning with students; 100% indicated that they almost always or usually agreed that they have classroom management strategies in place to maximise student learning; 90% indicated that they almost always or usually agreed that their assessment processes provide information on students' strengths and areas for further development; 100% indicated that they almost always or usually agreed that they maintain records of student progress; 95% indicated that they almost always or usually agreed that their assessment strategies were understood by students and parents; 95% indicated that they almost always or usually agreed that the reporting process clearly communicates information about student achievement and development to parents.

Future directions

Parents, students and staff are consistently and generally very positive about teaching.

The aspects showing some inconsistency from the parents' responses were related to children talking to their teacher about what they are learning and why; and parents' and students' understanding how students' learning will be assessed. While age did not seem to be a factor

in terms of students' responses regarding them being told what they were learning and why, it did appear to be a factor when understanding how they were being assessed. It seems the younger the child the less they understand about assessment. Parent responses would confirm this.

From the students' responses there was inconsistency related to the aspect of how their teacher manages the class. As a result, behaviour management will be a major focus area for teacher professional learning in 2010.

Curriculum

Literacy - Reading

Background

Analysis of the 2008 Basic Skills Test results indicated a discrepancy between the results in reading for boys and girls, with girls performing slightly better than boys. The school has also experienced in recent years a large turnover of staff as a result of retirements and promotion of teachers to executive positions in other schools. Over the past three years the number of teachers appointed to our school who are in their first three years of their careers has increased to 33%. Survey of teachers' professional learning needs indicated a need for a comprehensive and multiphased professional learning program that focused on the explicit teaching of reading. As a means to address this, a model for Teacher Professional Learning which used a Collegial Literacy Mentor in Residence (Sharon Perkins, *MEd GradDip Special Ed Dip Tch*) was planned and implemented over Terms 1, 2 and 3.

Findings and conclusions

Post survey of teachers' professional learning needs conducted at the end of Term 3 showed:

- 94% of teachers indicating that they now know more about theoretical and research based information about children's literacy development
- 89% of teachers indicating that they now know more about assessing children's early reading progress
- 90% of teachers indicating that they now know more about a balanced literacy program
- 91% of teachers indicating that they now know more about instructional strategies
- 94% of teachers indicating that they now know more about how to build critical awareness and comprehension strategies

- 96% of teachers indicating that they now know more about the process of guided reading

Future directions

Literacy will remain as an area for professional development support. It is expected that the increase in teachers' understandings made this year will need to be consolidated, further developed and supported in varying degrees and ways throughout 2010. This will be lead by team leaders at Stage or grade level.

Writing will also remain as a focus of our RFF (Release from Face to Face) program for Years 1-6 and be locked into a school-wide 2010 timetable which will see it continuing to be protected to a greater degree from daily disruptions. It will also continue to be taught by a teacher with special expertise in and enthusiasm for the subject.

Parent, student, and teacher satisfaction

Roseville Public School firmly supports the concept of education as a collaborative process, requiring the joint efforts and cooperation of the school, the home, the student and the community. To support and encourage these educational collaborations parents, as partners in their children's education, can contact the school at any time if they have concerns or wish to meet with their child's teacher. Parent involvement in the life of the school is welcomed and encouraged. An active Parents and Citizens' (P and C) Association meets monthly and organises many activities including fundraising and social events for the school. A number of P and C subcommittees exist and assist by providing support to families in the school, providing class parents for the different year groups, coordinating the canteen, clothing pool as well as 'Tuckerbox' for families in practical need. The school also has a very active School Council, consisting of parent, teacher and community representatives.

There are high levels of satisfaction experienced by all stakeholders and this is reflected by the high enrolment patterns, and high levels of parent and staff involvement in the school. 100% of letters received from parents whose children were leaving the school for various destinations all acknowledged their children's time at Roseville Public School as being a positive one.

Professional learning

The Staff at RPS actively engage in professional learning opportunities throughout the year, aligned to the goals of the school's strategic plan.

In 2009 our key focus areas for professional learning program included literacy, numeracy and thinking skills. Other areas included syllabus implementation; quality teaching; supporting teachers in the early stages of their career; leadership and career development; SmartBoard training and welfare and equity.

The Department of Education and Training allocated \$19 220 for professional learning. This total amount equates to approximately \$493 per teacher for professional learning. Additional funding of \$5 000 was received from the P&C to support the collegial mentor program in Mathematics and district professional learning.

Our literacy and numeracy professional learning programs used collegial mentors, who are recognised throughout NSW as being leaders in their field. They led professional learning sessions as well as provided in class modelling for teachers at other times.

RPS also hosted a district professional learning day - **Learning to Think / Thinking to Learn** which was led by international presenter and author, Michael Pohl. 140 teachers from neighbouring primary schools attended.

Other key areas for professional learning throughout the year included Visual Arts and Technology (including SmartBoards and video conferencing), coordinated by the school's technology team.

During 2009 staff has accessed over 627 hours of professional learning and all have participated in approximately 100 hours of training provided on site led by collegial mentors and our own staff. This included attendance at School Development Days in Terms 1, 2, 3 and 4 and regular grade or stage based meetings, whole staff meetings and specific professional learning workshops throughout the year. Staff also attended workshops and seminars organised by DET and external providers.

The staff at Roseville Public School is committed to developing their teaching skills in order to achieve best practice, which positively impacts on the quality of our teaching programs.

School development 2009 – 2011

Roseville Public School has developed a three year School Plan (2009-2011) which is designed to bring about positive growth and change. The school development plan is strategic in nature. It is a long term plan linked coherently to changes that we expect to drive improvement towards our overall objective of student achievement. Each year we complete a cycle of self assessment, annual reporting and planning. The following longer term strategic directions provide a summary of key focus areas identified by the school as being of central importance to supporting student learning and school development. These key focus areas also reflect the priorities and target areas of the Department of Education and Training's Office of Schools and Northern Sydney Region.

Our directions include:

- improving literacy and numeracy outcomes for all students
- supporting student learning through a whole school approach to integrating technologies into teaching programs
- creating a learning environment that is engaging whilst building the pedagogical capacity of staff to motivate and respond to the needs of all students
- engaging all teachers in professional learning programs to develop their skills and knowledge at the 'fast follower' stage in literacy, numeracy, use of technology and curriculum differentiation
- maintaining high levels of teacher wellbeing essential to improving outcomes in student learning and student wellbeing
- developing leadership capacity amongst all staff to support and enhance quality teaching
- increasing partnerships and levels of engagement with the parent and wider community to ensure support and enrichment programs continue, and to increase the culture of volunteering, giving, supporting, involvement and belonging for the benefit of all students and the community at large.

Targets for 2010

In Term 4 every year we examine school data from many sources and agree on improvement targets for the next year. These targets are aligned to the School Plan 2009-2011.

Target 1

To improve students' literacy and numeracy skills through explicit, systematic and

research based teaching with a focus on curriculum differentiation.

Strategies to achieve this target include:

- continuation of the P and C funded Reading Support withdrawal program (teaching small groups of targeted students) four days per week in order to maximise literacy success for all children and particularly to prevent children who are experiencing challenges with literacy learning from slipping into a long-term pattern of reading difficulties and associated problems with learning
- inclusion within the teacher professional learning program of curriculum differentiation in Maths with direct links to the Origo Maths program
- partial subsidy (from the school's Teacher Professional Learning budget and the P & C funded Professional Learning budget) made available to teachers completing the University of NSW's Certificate of Gifted Education
- implementation of the Best Start literacy and numeracy assessment and program for Kindergarten students
- evaluation of the Origo Maths K-6 Program to be undertaken as the program will be in its third year of implementation. Decisions will be made (by the School Leadership Team in consultation with the staff) about its ongoing implementation and resources in light of the evaluation and the impact of the impending new National Curriculum
- introduction of computer based resource, *Mathletics*, as a learning tool for students in Years 2-6 to improve their accuracy and recall of number facts. This reinforcement of number facts using the *Mathletics* program to become a regular component of homework for Years 2-6
- planning, implementation and evaluation by the school's Technology Team of a professional learning program for teachers to assist with the implementation of *Mathletics*
- purchase of additional reading resources to support class based programs as identified in this year's review of school's current reading resources
- RFF (Release from Face to Face) program focusing on Writing with students in Years 1- 6 to continue in 2010
- continuing across-grade, needs-based grouping in Years 2 – 6 and curriculum differentiation K – 6 to cater for the varying needs of students in Mathematics

- continuing support for students with learning difficulties through P and C funded Teachers' Aides to provide additional inclass support for targeted Maths groups from Years 2-6
- analysis of data including K-6 school based and standardised assessments, Years 3 and 5 NAPLAN results, University of NSW competitions and trend data, and use of NAPLAN resources.

Our success will be measured by:

- growth in literacy and numeracy, commensurate with Northern Sydney Region's targets, particularly in reading comprehension and writing with no significant discrepancy between the performance of boys and girls
- students reading and writing more effectively through a multiple approach literacy program at a class level
- students gaining meaning from print at a literal and inferential level
- students identifying writer's purpose in own and others' writing
- students' increased ability to articulate correct terminology to describe mathematical ideas
- students' increased ability to explain and demonstrate effectively how solutions are obtained
- students' increased abilities to demonstrate a quick recall of number facts.

Target 2

To ensure an effective and supportive school environment for all students and staff is maintained with a focus on resilience and behaviour management.

Strategies to achieve this target include:

- conducting a multi-phased professional development program for all teachers to ensure the full and ongoing implementation of the resilience program, *Bounce Back*, occurs effectively in all classrooms K-6
- conducting a parent information session about the *Bounce Back* program
- *Bounce Back* program to be taught by every classroom teacher from Kindergarten to Year 6 as part of the PD, Health, PE key learning area
- conducting professional development sessions for all teachers to ensure the full and ongoing implementation of the school's

Student Welfare policy and procedures, and the DET's new Child Protection procedures.

Our success will be measured by:

- pre and post *Bounce Back* survey of staff and students, comparing results from surveys conducted in February and November
- feedback following the *Bounce Back* professional learning program and parent seminar
- survey of teachers and students at the conclusion of the professional learning program focusing on behaviour management.

Target 3

To improve the computer literacy skills of teachers and students and to further embed and integrate technology into teaching and learning.

Strategies to achieve this target include:

- internet and interactive whiteboard technology (Smartboards) to be accessible in every classroom to support learning across all key learning areas
- opportunities for all staff to participate in further SmartBoard training sessions
- opportunities for all staff to participate in video conferencing training sessions
- use of SmartBoard software to support the teaching of Literacy and Numeracy, including Origo Maths
- providing teachers with best practice training through the Macquarie University ICT Centre, collegial stage mentors and implementing a scope and sequence plan to integrate ICT into the K-6 curriculum
- embedding explicit ICT outcomes into teaching programs.

Our success will be measured by:

- work samples reflecting the implementation of ICT scope and sequence and integration into various key learning areas
- extent to which teachers are confident in the use of SmartBoard and other technologies and web services
- extent to which students show willingness, ability and efficiency in using web services

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.

| | |
|--------------------|---|
| Catherine Williams | Principal |
| Deborah Lane | Deputy Principal |
| Marilyn Chisholm | Assistant Principal |
| Margret Hanson | Assistant Principal |
| Fiona Ipsen | Assistant Principal |
| Chris Broockmann | Assistant Principal (Rel) |
| Daniel Zatz | P and C President |
| Andrew Lang | School Council President |
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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>