

2010 Annual School Report Roseville Public School

NSW Public Schools – Leading the way



Principal's message

2010 has been a year of outstanding achievements.

Our \$10.3 million building program funded through the combination of the Commonwealth Government's Building the Education Revolution (BER) and NSW Government funding is well under way. This initiative has required major restructuring of all school timetables to accommodate the restricted outdoor spaces. The school community is to be congratulated on the way in which it has embraced these changes in order to minimise the impact on students' learning and well being during what has been acknowledged as the 'biggest building program in NSW'. Currently all is on track for completion in the first half of next year.

2010 has also been another year of excellent student achievement in a range of areas. The band and sport programs continue to be acknowledged as significant school strengths with exceptional performances at all levels. Roseville Public School also achieved outstanding NAPLAN results with student performances above state and Northern Sydney regional averages with most students making greater or equal to expected growth in literacy and numeracy.

This year saw the start of our 'sister school' program with the rural and indigenous community of Bourke Public School. This program has also been strongly supported by our P & C and wider parent community, and will be continued in 2011.

The school continues to experience high enrolments, with many families moving into the catchment area to enrol their children at Roseville Public School.

2010 has certainly proven to be a year that has clearly demonstrated the unique school community we have at RPS. As I reflect on the year that has past, in addition to those more measurable achievements are those that are equally important yet less tangible. They are the dedication, hard work, quality and professionalism of the teaching, support and office staff, which has been ably matched by the tireless efforts and commitment of so many of our parent volunteers. Our students here at RPS are indeed very fortunate to be part of such a wonderful 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 & C President's message

2010 was a relatively quiet year for the RPS P&C compared to previous years, while the major works happened around us. As most parents are aware, one of the main goals of the P&C is to raise funds that will go towards enhancing our children's educational experience while at the school. With construction work going on at the school, a number of the projects proposed for 2010 such as re-turfing the Duntroon Block and re-surfacing the basketball court, were put on hold or funded by the Federal government's BER funding program, therefore we had less fund raising to do than in previous years.

However, as in previous years, the P&C contributed a substantial sum to the school for assisting with educational initiatives such as maths and reading support and teacher development so fundraising did not come to a complete stop. Other projects funded by the P&C this year included the refurbishment of the school library, including 16 new computers and the new cooling system which was installed during the October school holidays.

The major fundraiser for the year was the Trivia Night which was again, a raging success, both financially, raising over \$30,000, and also in terms of building community spirit within the school. It was a mammoth task to organise and coordinate the night and the various parents who assisted with the planning are to be commended and thanked.

The band program which is organised by the P&C did an outstanding job again this year with 5 bands rehearsing and performing throughout the year. The school is indebted to the band parents and band committee for dedicating so much time to ensure the students get the most out of the program.

A special mention should be made about the relationship RPS has developed with Bourke Public School which saw the RPS P&C donate

\$2500 (matching the staff and school donation) to help Bourke Public School pay for some of the essentials that many of us take for granted here in Sydney. In particular, a special thanks to all those parents who collected Coles tokens which were all donated to Bourke Public School for the purchase of new sporting equipment.

In closing, I would like to thank all the parents who have contributed so much of their time, and effort throughout the year, always with the common goal of making RPS a better place for our children to learn.

Daniel Zatz
P & C President

School Council President's message

I am pleased to report on the activities of the School Council for the 2010 academic year. We checked in at the start of the year by challenging and reconfirming the areas where the activities of the Council can be leveraged to best effect, concluding that in particular the Council acts in an advisory capacity to the Principal and provides oversight to address matters of governance. In this regard our attention has been concentrated on the projects arising from the implementation of the Building Education Revolution. The RPS project, combining as it does, funding derived from both Federal and State governments, is one of the largest (if not the largest) BER constructions in NSW. Much media attention has been focused on problems with various sites around the state, including inflexible construction templates, cost overruns, lack of community consultation and value for money. We have challenged each of these issues and their applicability to Roseville. The completion of the project remains on track (with the revised schedule which was circulated at the September P&C) we are advised that completion is forecast for mid way through next year, less than two months after originally estimated. Due process has been followed to address all other issues. That so few issues have emerged is testament in the greatest part to the determination, tenacity and attention to detail of our Principal, Catherine Williams, who has largely handled the planning for the project and the subsequent liaison with Bovis Lend Lease as the construction has unfolded. I take this opportunity on behalf of the

school and broader community to thank Catherine for her attention to this, a massive additional task to the normal rigours of running the School. While the stresses of the construction and the immediate dislocation to school life should not be underplayed, the legacy for future generations is enormous.

My thanks to my fellow Council representative; Jo Powell and James Harding representing the parents; Daniel Zatz as President of the P&C; Tom Jambrich as community representative; and Skye Surrent, Allison Cocks and Penny Sidwell as teacher representatives together with Catherine Williams. Their commitment to ensuring the best for the school does them proud and I am very grateful for their contribution

Andy Lang
President of School Council

School Captains' messages

What an amazing year to finish off my Roseville Public School experience. Year 6 has been a great adventure for us all and I thank my classmates and teachers for picking me as school captain.

Year 6 has enjoyed being seniors of the school and the many privileges and activities it brings. One of those was the Great Aussie Bush Camp, which was an incredible and really enjoyable experience, allowing us to learn about friendships, cooperation and support for our friends.

This year was the start of the construction of our new school building. One day we walked into school and found the K-2 building demolished and the classrooms replaced by demountables. Our breaks were also changed but it will be worthwhile because the new building is going to be bigger and will include more education resources.

From organising the production, to lending a helping hand at the Cookie Thursday stalls, volunteers have been working extra-hard to do things that we, as kids, sometimes take for granted, but I think it is important to thank everyone who made everything possible. Parents who came to school to help out, as well as teachers giving up their breaks or before school to help us, deserve extra-special thanks. However, our amazing classroom teachers need a

big thank you as well. All the time spent organising classes or sporting strategies are the things for which we really should be grateful. So thank you for making my last year one of the best!

I can see a great future for Roseville Public school. RPS has taught me so much and helped me grow as a person as well as a leader and I know that RPS has been really good for all its students. I know I will definitely miss RPS and its many kind and caring teachers and students. I will have many great memories in my mind as I enter high school and I know that I am so lucky to have experienced such a great school as RPS. Good luck RPS for the following years and thank you so, so much.

Brianna Gibson
School Captain

Sharing 2010 with so many good friends has been a great experience for all of us in Year 6 at RPS. Being School Captain was a privilege and an honour.

Year 6 has been a great year. Going away together on the Great Aussie Bush Camp was hard to beat and Canberra was great also. It was fun getting to bunk with your mates and have so many good times together. All of us would like to thank the teachers who put in hard work organising these camps.

The production this year will be excellent, we are lucky to have so many teachers who put in great efforts and give up their time to make the production work. It's been good fun.

Thank you Mrs Williams and Ms Lane for all of your support and for being such great principals. Thank you also to the Stage 3 teachers that have prepared us for high school, you have done a great job.

My seven years at Roseville have been about friends, fun, learning and of course sport. I will miss everything Roseville has to offer. This year has been indescribably good fun for the whole of Year 6. I am sure that we will all go well in high school.

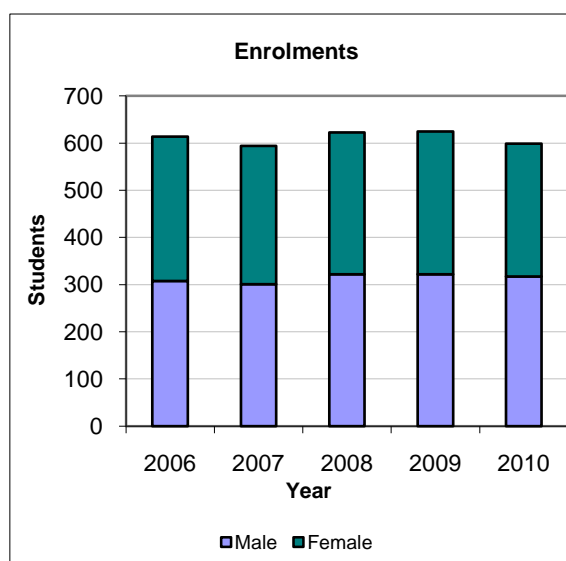
Brendan Smith
School Captain

Student information

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

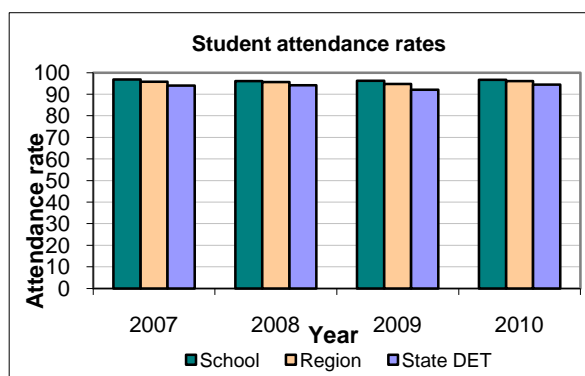
Student enrolment profile

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 2010 class size audit.

Roll Class	Year	Total per Year	Total in Class
K CAMPBELL	K	22	22
K PEARSE	K	21	21
K BROOKMANN	K	22	22
K THOMAS	K	22	22
1 BURNS	1	22	22
1 GELDER	1	23	23
1 O'KEEFFE	1	22	22
1 VILA	1	22	22
2 ANDERSON	2	27	27
2 BASHINSKY	2	26	26
2 CRAWFORD	2	26	26
2 HIGGINS	2	26	26
3 ALEKSANIAN	3	29	29
3 PULLEY	3	27	27
3 SIDWELL	3	27	27
4 CONNOLLY	4	28	28
4 GLEESON	4	25	25
4 WHEELER	4	28	28
4/5 HANSON	4	12	28
4/5 HANSON	5	16	28
5 FERGUSON	5	28	28
5 SURREST	5	27	27
5/6 COCKS	5	15	27
5/6 COCKS	6	12	27
6 BROWN	6	27	27
6 IPSEN	6	30	30

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 30.892 teacher positions allocated in 2010. This included six executive staff, 20 classroom teachers and 4.892 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	20
Teacher of Reading Recovery	Nil
Support Teacher Learning Assistance	Nil
Teacher Librarian	1.2
Release from Face to Face (RFF)	1.092
Teacher of ESL	0.6
Counsellor	0.4
Total	30.892

Teacher qualifications

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

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

Professional learning

The staff at Roseville Public School actively engage in professional learning opportunities throughout the year, aligned to the goals of the school's strategic plan.

In 2010 our key focus areas for the professional learning program included Behaviour Management, mathematics and technology (including SmartBoards and video conferencing). Other areas included literacy; syllabus implementation; quality teaching; supporting teachers in the early stages of their career;

leadership, career development and welfare and equity.

The Department of Education and Training allocated \$18,535.20 for professional learning. This total amount equates to approximately \$488.00 per teacher for professional learning.

Our Behaviour Management professional learning program was based on the work of international presenter and author Dr Bill Rogers. All teachers were involved in action based professional learning, working on behaviour management issues. The teachers were also fortunate to participate in a professional learning day, which was led by Dr Bill Rogers.

Other key areas for professional learning throughout the year included the Best Start program for Kindergarten and Year One teachers; School Environment Management Plan; RPS Occupational Health and Safety; the National Curriculum; the Code of Conduct; Child Protection; anaphylaxis and asthma training as well as emergency care and CPR training.

During 2010 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 Staff 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 are committed to developing their teaching skills in order to achieve best practice, which positively impacts on the quality of our teaching programs.

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:	30/11/2010
Income	\$
Balance brought forward	281 615.50
Global funds	254 731.56
Tied funds	98 628.94
School & community sources	368 629.78
Interest	14 816.49
Trust receipts	72 083.45
Canteen	0.00
<i>Total income</i>	<u>1 090 505.72</u>
Expenditure	
Teaching & learning	
Key learning areas	89 714.66
Excursions	85 579.81
Extracurricular dissections	83 058.66
Library	4 465.36
Training & development	925.13
Tied funds	96 036.39
Casual relief teachers	78 393.03
Administration & office	78 556.25
School-operated canteen	0.00
Utilities	54 224.49
Maintenance	36 523.08
Trust accounts	71 557.95
Capital programs	56 938.82
<i>Total expenditure</i>	<u>735 973.63</u>
Balance carried forward	<u>354 532.09</u>

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 2010 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 2010

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 of a highly successful and innovative Artist-in-Residence

program in Term 1. It is hoped that the program will recommence in 2011 and continue throughout the year with the return of our dedicated and talented artist, Stephanie East-Ryan. Drawing workshops for interested students from Years 3-6 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, 'Follow the Yellow Brick Road' 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 showcased the creative and performance skills of 148 students from Years 5 and 6.

Dance Group workshops for interested students from Kindergarten, Year 1 and Year 2 continued to meet at lunchtimes throughout the year under the direction of a teacher volunteer.

Music

The RPS Band Program was formed in 1980 and has steadily grown in size to over 160 students in 2010. It demonstrates what can be achieved when a committed team of students, parents, conductors and teachers work together. Without the support of everyone the program and the opportunities for our students would simply not exist. The Band has 4 highly professional and enthusiastic conductors who are supported by volunteer parents (Band Coordinators, Camp Conveners, Musicale Production Team, Treasurer and Assistant Treasurer, Secretary, Instrument Coordinator and Co-Presidents) who generously give their time and support to the program.

The Band provides children with a chance to socially experience the impact of teamwork to produce an amazing sound. It has been shown around the world that children learning instrumental music benefit in all areas of their school work. Concentration and focus of attention steadily improve in children studying music. In addition children gain confidence through the opportunities they have to perform and will continually develop a sense of

commitment, teamwork and responsibility. The school community has a pride in seeing children discover their musical skills in the Year 3 Junior Band that in a few years develop into a truly impressive collective sound.

Every Year 2 student is exposed to music and an instrument when they learn the recorder with their classroom teacher. They have a special performance in Term 4 with the Concert Band and are given the opportunity to look, listen and touch instruments during a special introduction evening in Term 4.

Some highlights of 2010:

- Over 160 children from Year 3-6 participated in the 2010 Band Program.
- There are 4 main Bands – Junior (Conductor – Mr Votano), Intermediate (Conductor – Mr Staines), Senior (Conductor – Ms Lewis) and Concert Band (Conductor – Mr Steinmann). With senior students involved in our 2 extension ensemble groups – Stage Band and Contemporary Wind Ensemble (Conductor – Mr Steinmann).
- The Stage Band, Contemporary Wind and Junior Band experienced weekend workshops in Term 1 with enthusiastic professional tutors.
- Early Term 2, 57 Junior Band members enjoyed their successful camp at RPS. 107 students from the senior bands – experienced some intensive tutorials with great tutors and fun at their 2 night camp at Narrabeen Fitness Centre.
- In June, all the children from the Band Program performed at the Yamaha Festival. The Junior and Stage Band received Gold Awards; Intermediate, Senior and Concert Bands received Silver Awards. Participation in music festivals such as this provides great incentive for the children to practice their music and to focus on their contribution to the whole band in a performance situation.
- Eight children from Concert Band were fortunate enough to attend the Department of Education State Band Camp for five days at the end of the July school holidays. The band captains reported that it was an 'awesome' experience.

- The annual Musicale Concert: Theme 'Rock the Galaxy' was held at Killara High School in Term 3. It was a fantastic night, with lots of atmosphere and great enthusiasm from the children and families alike.
- The Contemporary Wind Ensemble and Stage Band entertained parents attending the Kindergarten 2012 Orientation evenings and at the Father's Day Breakfast.
- All RPS Concert Bands participated in the North Shore Primary Schools Festival at Chatswood High School in September. The Junior Band won the Grade 'D' section.
- Concert Band performed at the NSW Department of Education, Performing Arts Unit Concert: Primary Proms in the Sydney Town Hall in September. The experience was incredible; the acoustics in the Town Hall were superb.
- Senior and Concert Bands; Stage and Contemporary Wind ensemble performed at Warringah Mall in Term 4.
- All bands had the opportunity to entertain the school community during assembly performances, Education Week and at the End of Year Christmas Party.

Debating and Public Speaking

Interest in debating and public speaking remained strong in 2010. 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 hosted by the Member for Ku-ring-gai. 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 14 students were able to participate as a result of two teachers volunteering to coach and coordinate the program, with the support of parents. The two teams comprised students from Year 4 and Year 5. They represented the school at the Regional Tournament of Minds Challenge in the divisions of Maths and Engineering and English Literacy. The Maths and Engineering team were awarded Honors.

Sport

All students from Kindergarten to Year 6 have the opportunity to participate in competitive, non competitive and skill building sporting activities.

In 2010 our sporting programs had to be modified because of the building works being carried out in the school grounds. Timetabling of hall time and the available outside spaces has ensured that all grades have access to the spaces available for sport lessons.

The 3-6 sporting program has included skills and games lessons led by the class teacher; selection and training for PSSA teams in modball, cricket, netball, soccer and AFL; tennis lessons, which are provided by an external coach; European Handball, touch football and other games skills taught by expert sport coaches; practice of skills required for cross country and athletics events and the participation by all students in the Roseville Public School's annual Swimming, Cross Country and Athletics carnivals.

Participation in our carnivals was very high with more heats being run in Swimming and Athletics than ever before. A number of students represented Roseville at the Zone carnivals: 39 at zone swimming, 48 at cross country, 38 to Athletics track events and 27 participated in zone field events.

In the Ku-ring-gai Zone carnivals this year, Roseville Public School was very successful, coming third in Swimming and winning the handicap points trophy, third in cross country and first in athletics and first in the athletics handicap trophy. Many of our students were representatives in these sports at Area and State level.

Our PSSA teams have had successful seasons, with many playing through to semi finals and finals. Our soccer and softball knockout teams qualified through the first few rounds of the competition.

Students not playing in PSSA teams either joined a tennis program run by a tennis coach, or travelled out of school to a local sports ground where they played high energy team games under the tuition of sports specialists from Sportspro.

The Highlander Shield, an annual rugby and soccer competition between Lindfield Public School and Roseville, was held in August. A junior and senior rugby game and a senior girls' soccer game provided many students with an opportunity to try new sporting experiences in friendly competition.

During 2010 Kindergarten, Year 1 and Year 2 were involved in many areas of sport and physical education. Year 2 have consolidated their gross motor skills with a focus on the specific team sports of soccer, netball, modball and cricket. Each sport is introduced with warm-up activities, followed by the teaching and practice of the skills used. Each unit concludes with the playing of the game. The final activity for the year was the development of the fundamental movement skills used in skipping and associated gross motor activities such as bouncing, catching, dodging, jumping and throwing. Year 2 also took part in an intensive nine day swimming school at the Warringah Aquatic Centre.

Year 1 developed their fundamental movement skills with weekly sessions of rotating gross motor activities. Each week the students were grouped in to sports houses and undertook two activities. They focused on ball skills, and both locomotion and non-locomotion activities. These included parachute play, balancing, throwing and catching, bouncing and hitting.

Kindergarten were introduced to gross motor activities, as well as practising the skills needed in the playing of modified games such as hockey, soccer and tennis. The development of hand-eye coordination, locomotion and ball skills were the focus for weekly sessions.

A significant amount of funding has been available this year through the Premier's Sporting Challenge and from Rebel which has enabled us to purchase a range of K-6 sports equipment as well as the replacement PSSA soccer uniforms.

Academic

School based Assessments

Results from internal assessments using norm referenced assessments are congruent with results from the National Assessment Program (NAPLAN) confirming 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 which is consistent with 2009 results. As in 2009 there was a slight discrepancy in results between boys and girls, with boys slightly outperforming girls. The Learning Support Team and School Leadership Team will continue to monitor the data closely and provide advice on future directions as necessary.

In the PAT Mathematics Test 16.1 percent of students recorded results in the top three stanines, an increase of 2% on 2006 and 2007 and consistent with results from 2008. There was a slight decrease from results recorded by students in 2009. This year the gap between the performance of girls and boys at the higher end was consistent with 2009 results. There was no gender difference evident in the other 83.9% of students. The number of students performing in the average stanines and the lower stanines was consistent with 2006, 2007 and 2008 results.

The mean Spelling age for students in Year 3 was 9.4 years, Year 4 was 11.11 years, Year 5 was 10.5 years and Year 6 was 13.3 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

Science

173 students from across Years 3-6 chose to participate in the competition. One student received the University Medal, 3 were awarded High Distinctions, 26 were awarded Distinctions and 64 were awarded Credits.

English

176 students from across Years 3-6 chose to participate in the competition. 61% of these students were placed in the top 25% of the Australasia wide candidature. Three were awarded High Distinctions, 25 Distinctions and 80 Credits.

Mathematics

182 students from across Years 3-6 chose to participate in the competition. 53% of these students were placed in the top 25% of the Australasia wide candidature. Twenty-eight were awarded Distinctions and 69 were awarded credits.

Computer

158 students from across Year 3-6 chose to participate in the competition. Five students were awarded High Distinctions, 21 Distinctions and 54 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, 88% of our students were placed in the top three bands in Reading compared to the state average of 72%. In Writing, 99% of our students were placed in the top three

bands, compared to the state average of 78%. RPS boys were notably stronger in this area than the general trend for boys across all schools and Northern Sydney Region. In Spelling, 88% of our students were placed in the top three bands, compared with 70% across the state. In Grammar and Punctuation, 86% of our students were placed in the top three bands, compared with 73% across the state.

Numeracy – NAPLAN Year 3

In Year 3 this year 84% of our students were placed in the top three bands of overall Numeracy. Across NSW, 60% of Year 3 students were placed in the top three bands. In the area of Measurement, Data, Space and Geometry, 83% of our students achieved in the top three bands, compared with 65% across the state. In the area of Number, Patterns and Algebra, 86% of our students performed in the top three bands, compared with 60% of students across the state.

Literacy – NAPLAN Year 5

In Year 5 this year, 85% of our students were placed in the top three bands in Reading compared to the state average of 55%. In addition the average growth in Reading from Year 3 to Year 5 was 10 points above the average growth across the state. In Writing, 82% of our students were placed in the top three bands, compared to the state average of 65%. The average growth from Year 3 to Year 5, in Writing, was congruent with state growth. In Spelling, 74% of our students were placed in the top three bands, compared with 63% across the state. The average growth in Spelling from Year 3 to Year 5 in our students was 5 points above the average growth across the state. In Grammar and Punctuation, 85% of our students were placed in the top three bands, compared with 63% across the state. The average growth from Year 3 to Year 5, in Grammar and Punctuation, was congruent with state growth. School based analysis of this year's NAPLAN results will see the school intensify its focus on the area of Writing and in particular Grammar and Punctuation next year with an aim to see average growth in these two areas greater than average growth across the state in the coming years.

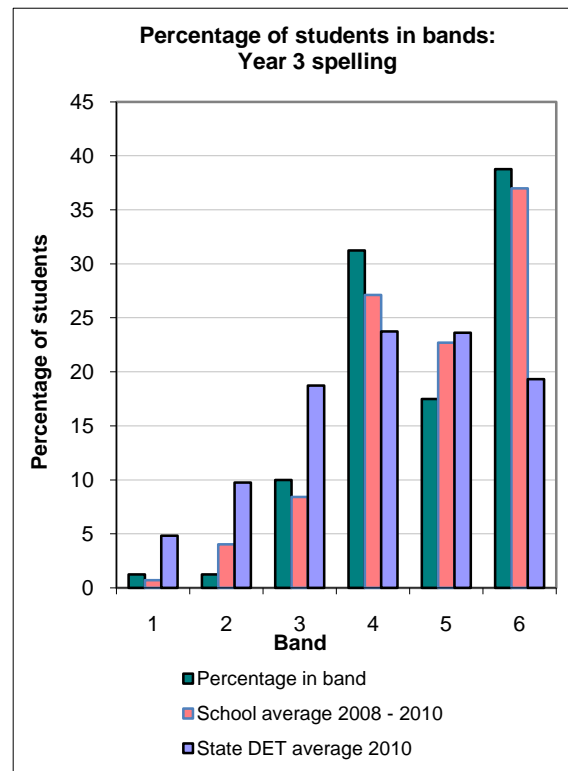
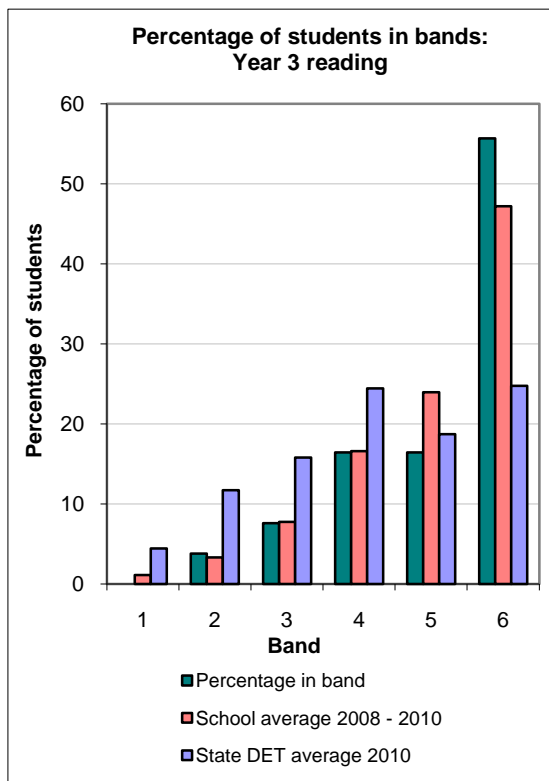
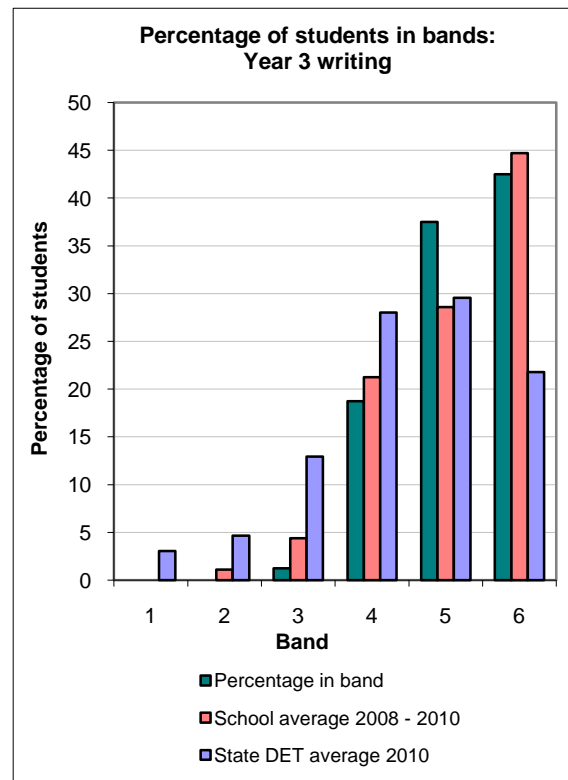
Numeracy – NAPLAN Year 5

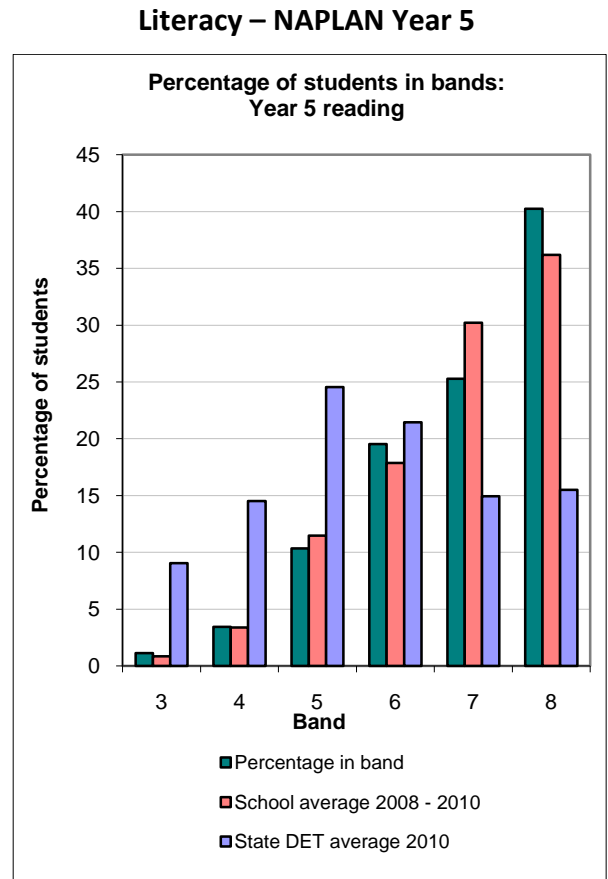
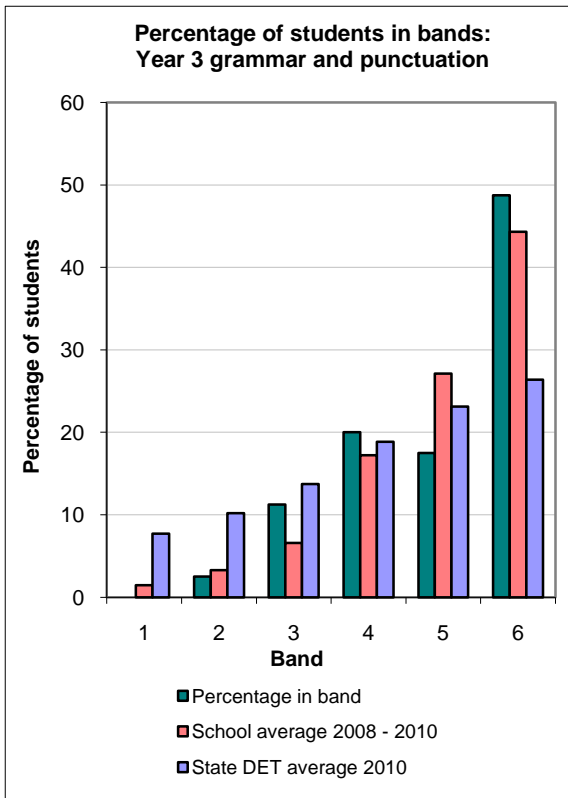
In Year 5 this year 75% of our students were placed in the top three bands of overall Numeracy. Across NSW, 57% of Year 5 students

were placed in the top three bands. In addition the average growth in overall Numeracy from Year 3 to Year 5 was 23 points above the average growth across the state. In the area of Measurement, Data, Space and Geometry, 75% of our students achieved in the top three bands, compared with 54% across the state. The average growth for students from Year 3 to Year 5 in Measurement, Data, Space and Geometry was congruent with state growth. In the area of Number, Patterns and Algebra, 73% of our students performed in the top three bands, compared with 53% of students across the state. The average growth for students from Year 3 to Year 5 in Numeracy and Patterns and Algebra was 34 points above the average growth across the state.

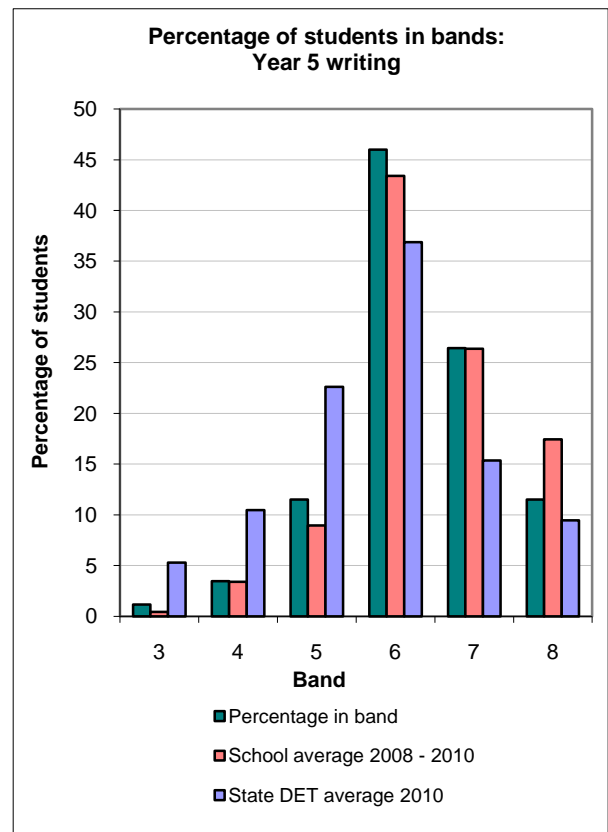
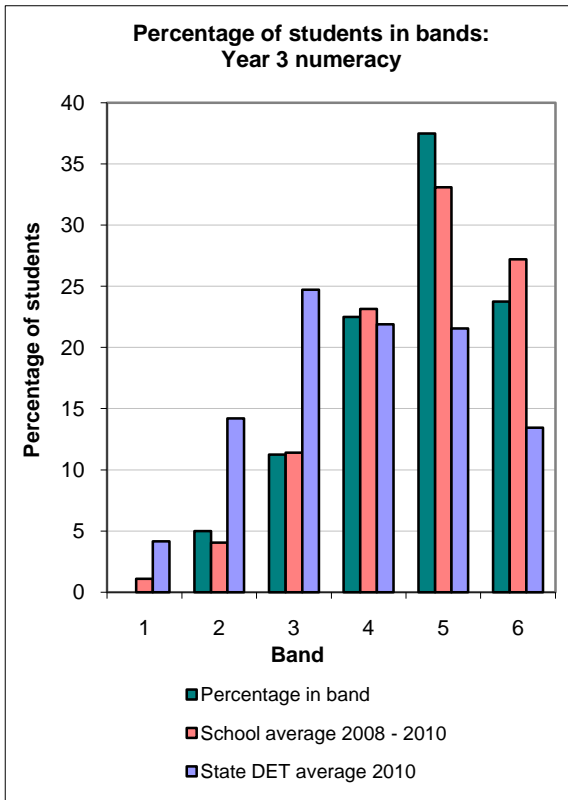
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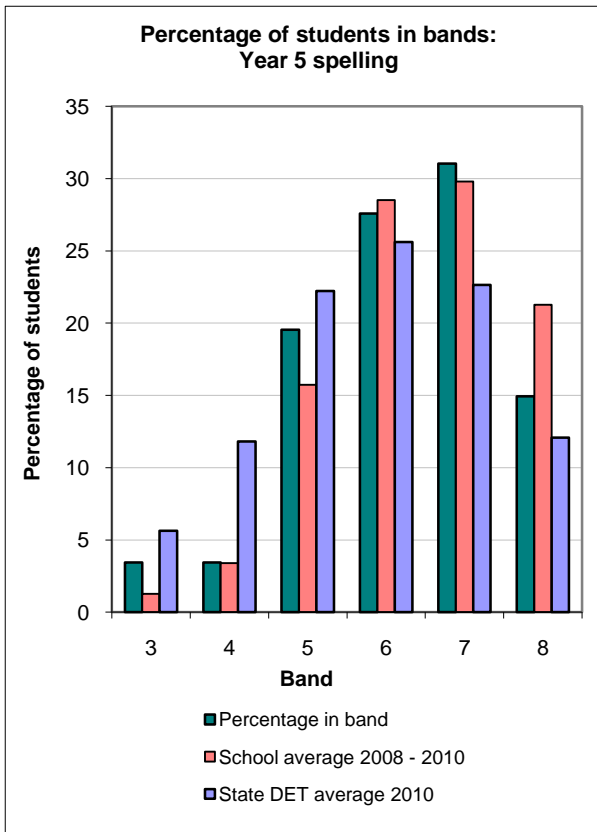
Literacy - NAPLAN Year 3



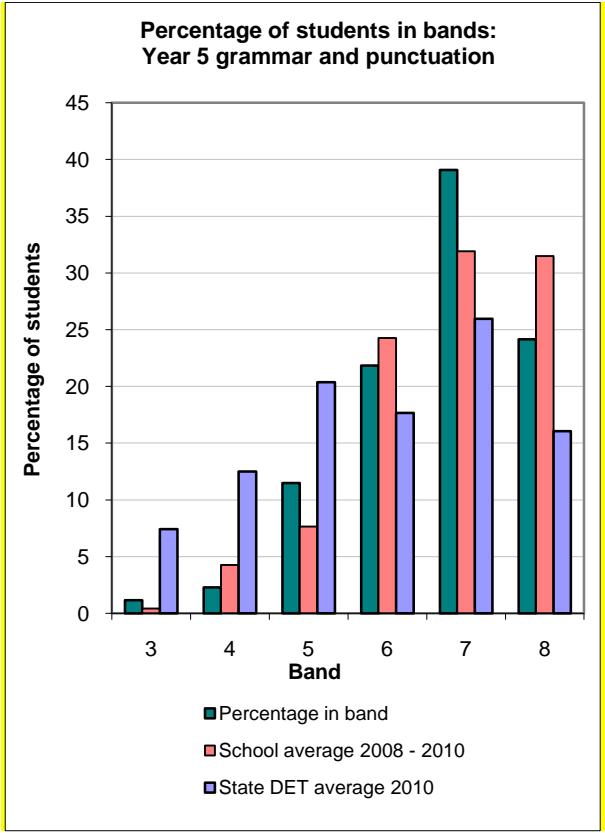
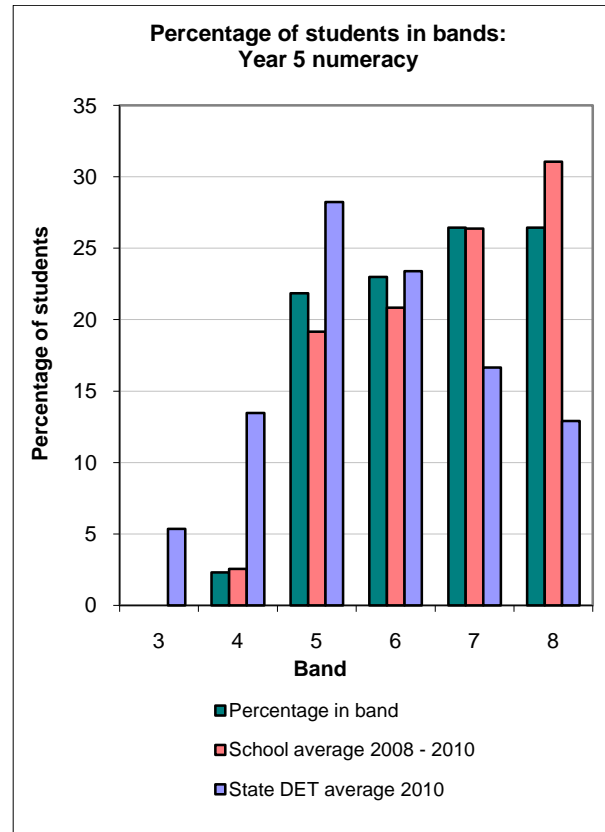


Numeracy – NAPLAN Year 3

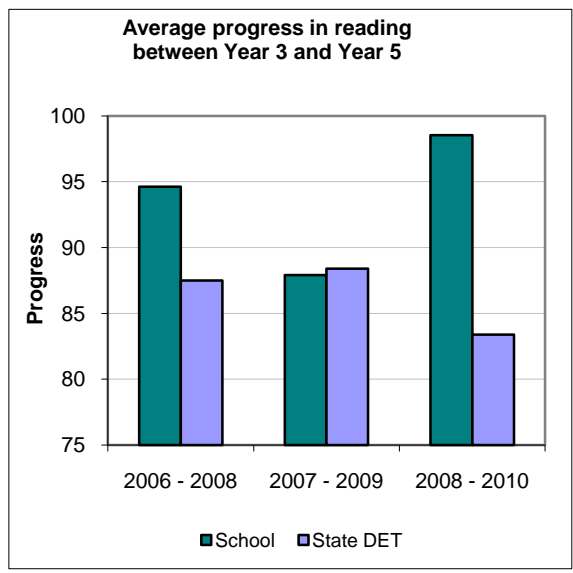


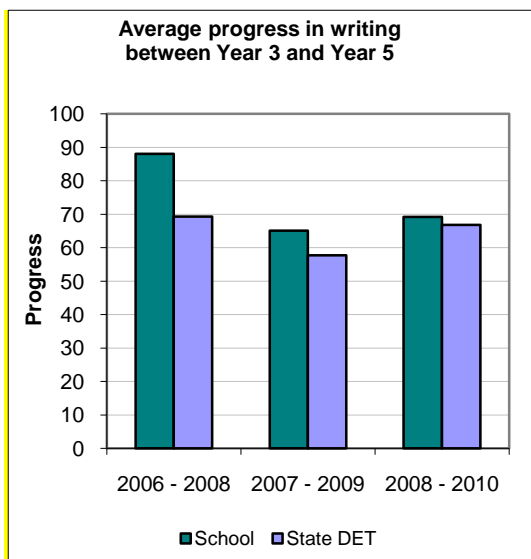


Numeracy – NAPLAN Year 5

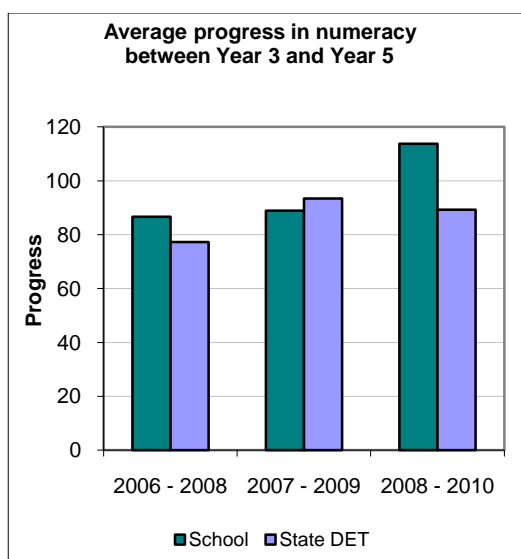


Progress in literacy





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 2010

Percentage of Year 3 students achieving at or above minimum standard	
Reading	100
Writing	100
Spelling	99
Punctuation and grammar	100
Numeracy	100

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2010

Percentage of Year 5 students achieving at or above minimum standard	
Reading	99
Writing	99
Spelling	97
Punctuation and grammar	99
Numeracy	100

Significant programs and initiatives

The school conducted a number of programs to give students extra educational support throughout 2010. These included:

- Reading Support Program
- Artist in Residence / Classroom 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

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 within the teaching and learning programs. All school assemblies begin with an Acknowledgement of Country.

A program initiated this year was the establishment of a 'sister school' relationship with the school community of Bourke Public School. Classes from the same grades in each of the schools have established and maintained contact through video conferencing, email or by becoming 'pen pals'. This project, although only in its first year of implementation, has done much to increase our school community's understanding of life in an isolated, rural NSW town and the challenges faced particularly by indigenous students and families. Our school community also felt strongly that they should provide additional support for the students in this isolated community by the sharing of funds raised at our Trivia Night and Mothers' Day Stall with Bourke Public School. Roseville Public School community also participated in the Coles' Sports for Schools program to provide sporting equipment for Bourke Public School. Plans are already in place to raise further funds next year through our participation in the Jump Rope for Heart campaign which will see funds raised going to the Heart Foundation and to Bourke Public School.

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 21.07% 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. Thirty-one 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, specific events (eg. ANZAC Day assembly) and explicitly taught through the Bounce Back program. As an outcome of the Teacher Professional Learning program which focused on behaviour management, a whole school program, Roseville's 'Respect and Regard for Ourselves and Others', was developed and implemented in the second half of this year. This initiative has been highly successful in refocusing students' behaviour and in developing consistency across the school.

Students are also encouraged and supported in organising activities to support the school's nominated charities as part of their social responsibility. In 2010 students raised money for Sarita and Victor, the two children the school supports through the World Youth International sponsorship program. Students were also involved in fundraising to support our 'sister school', Bourke Public School.

Learning Support

The school's Learning Support Team (LST) has held a prominent role in supporting and enhancing student learning over the 2010 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 fortnightly and has acted upon 59 individual student referrals from Kindergarten through to Year 6. Of that number, 21 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 81 students from Year 1 through to Year 6 in 2010.

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, Mrs Titmarsh and Miss Ahern. This initiative was also funded by our P and C.

School progress on 2010 targets

This section of the report describes the progress made towards achieving improvement targets set for 2010.

Target 1

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

Our achievements include:

- Improvement on this year's average matched growth in literacy and numeracy as measured by 2010's NAPLAN results:
 - the average growth for our Year 5 students generally in Reading was ten points more than the state average growth and eight points more than the average growth for schools in Northern Sydney Region. More specifically, for our boys the average growth was 14 points more than the state average growth and 13 points more than the average growth for schools in Northern Sydney Region. And for our girls, the average growth was five points more than the state average growth and two points more than the average growth for schools in Northern Sydney Region.

- average growth for our students in overall Numeracy and Number, Patterns and Algebra in particular was outstanding.
- average growth for our Year 5 students generally in Numeracy was 23 points more than the state average growth and 18 points more than the average growth for schools in Northern Sydney Region.
- average growth for our Year 5 students generally in Number, Patterns and Algebra was 34 points more than the state average growth and 25 points more than the average growth for schools in Northern Sydney Region.
- average growth in the area of Data, Measurement, Space and Geometry was also more than for the state, particularly for the boys with their average growth in this area being 21 points more than average state growth and 17 points more than the average growth for schools in Northern Sydney Region. The girls were above state by two points and on par with Northern Sydney Region.
- successful implementation of Origo Maths program across K-6 which included the 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.
- successful continuation of across grade needs grouping in Years 2 – 6 and curriculum differentiation K – 6 to cater for the varying learning needs and pace of students in Mathematics.
- successful 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.
- successful continuation of the P & C funded Reading Support Program which involved 81 students.

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.

Our achievements include:

- Continuation of the current Bounce Back program being taught by every classroom teacher from Kindergarten to Year 6 as part of the PD, Health, PE learning area.
- The planned multi-phased professional learning for the resilience program, Bounce Back, was rescheduled to 2011 when the updated Bounce Back resources become available.
- The planned parent information session was rescheduled to 2011.
- A series of successful action based professional learning sessions on behaviour management based on the work of international presenter and author, Dr Bill Rogers. Teachers successfully implemented many preferred practices and core skills of behaviour management through individual and grade / stage based action learning plans. RPS was very fortunate to have Dr Bill Rogers at our school for a day where he provided consultancy advice to all teachers on their action learning plans, preferred practices and core skills. Teachers also participated in a professional learning session on developing a whole school approach to behaviour management linking our current Student Welfare policy and procedures and DET's new Child Protection procedures.
- Ongoing reflection on individual and grade / stage action learning plans for behaviour management in regular grade / stage based meetings and whole staff meetings focusing on improving whole school consistency.
- Introduction of 'Roseville Respect', which is a whole school focus on different manners each fortnight.

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:

- 17 new PCs installed on teachers' desks to replace the ageing laptops. This has meant that the Smartboards have run more effectively and there have been significantly fewer maintenance issues, freeing up our technician for other tasks.
- The installation of nine additional Smartboards funded by voluntary donations made by the parent community to the P & C's Building Fund. As a result interactive whiteboard technology is now available in every classroom, the library and Tiered Learning Area providing equity for students and teachers.
- Installation of a new server funded by the DET. Since the new server was installed, the school has had no service interruptions.
- \$53 000 received from the P & C as a result of parents' voluntary donations to the Library Fund as well as fundraising activities resulted in significant modification of the library. Modifications include installation of 16 desktop computers, new shelving for print resources, Smartboard, computer tables and chairs for students and circulation desk.
- Successful introduction of the staff mentor program. This was attended by many teachers to enhance their skills using the Smartboard's Notebook software. The program was designed to differentiate staff professional development. By using small group structures, teachers were able to develop specific skills which were then used within their lessons, resulting in a more positive and confident approach when integrating ICT within lessons.
- A range of professional development opportunities have been offered and were well attended. These included a Smartboard User Group, run by Electroboard, as well as sessions run by the Technology Team. These sessions covered topics such as the use of Kahootz, Wiki's, Notebook, finding interactive resources, Smart Response Clickers, email, the student portal and using the school's scope and sequence plan.

- Continuation of the development of interactive resources which are stored on the school server enabling access for all teachers across all subject areas.
- The development of a new school website was an unforeseen issue which arose this year, after drastic issues with the website host. The new website is currently under construction and a new host has been found.

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 2010 our school carried out evaluations of Learning and Mathematics.

Educational and management practice

Learning

Background

Strong and effective learning is recognised as an integral part of high performing schools. Students, parents and teachers were surveyed in Term 3, 2010 using School Map Planning surveys. The surveys utilised best practice statements to gather the school community's perception of Learning 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.

53 parents, 27 teachers and 347 students returned surveys.

Findings and conclusions

In the parents' survey, 98% indicated that they almost always or usually agreed that their child's classroom is an interesting place to learn; 40% indicated that they almost always or usually agreed that teachers talk to them about their child's learning; 91% indicated that they almost always or usually agreed that their child has access to good equipment that helps him/her to learn; 62% indicated that they almost always or usually agreed that people other than my child's teacher help him/her to learn; 96% indicated that they almost always or usually agreed that the school expects students to achieve to the best of their ability; 92% indicated that they almost

always or usually agreed that students at the school demonstrate pride in their learning; 90% indicated that they almost always or usually agreed that in class, their child's teachers provide a balance of independent and group learning activities; 76% indicated that they almost always or usually agreed that their child tries to do things in the classroom that are new and different.

In the students' survey, 84% indicated that they almost always or usually agreed that their classroom is an interesting place to learn; 39% indicated that they almost always or usually agreed that their teacher talks to their parents about their learning (though the response from students in Year 2 and Year 3 was much higher, ie 90%); 86% indicated that they almost always or usually agreed that our school has good equipment that helps them to learn; 60% indicated that they almost always or usually agreed that people other than their teacher help him/her to learn; 93% indicated that they almost always or usually agreed that the school expects them to do their best; 92% indicated that they almost always or usually agreed that they try to do their best and take pride in their learning; 60% indicated that they almost always or usually agreed that in class there is a balance between working on their own and working with other students (though the response to this was much higher with the students from Years 5 and 6, ie 82%); 76% indicated that they almost always or usually agreed that they try to do things in their classroom that are new and different; 83% indicated that they almost always or usually agreed that samples of their work over time helps them to see how they have improved; 85% indicated that they almost always or usually agreed that their teacher finds new ways to help them understand; 78% indicated that they almost always or usually agreed that their teachers share ideas about teaching and learning with other teachers; 90% indicated that they almost always or usually agreed that the way their teacher manages the class helps them to learn.

In the teachers' survey, 100% indicated that they almost always or usually agreed that they provide learning opportunities within a secure and stimulating environment; 100% indicated that they almost always or usually agreed that the school supports communication about student learning between home and school; 100%

indicated that they almost always or usually agreed that they use a wide range of appropriate resources to assist students with their learning; 82% indicated that they almost always or usually agreed that their students have access to guidance from people other than themselves to assist their learning; 100% indicated that they almost always or usually agreed that the school community has high expectations of students; 88% indicated that they almost always or usually agreed that their students take responsibility for their own learning; 89% indicated that they almost always or usually agreed that they provide a balance of independent and group learning activities; 100% indicated that they almost always or usually agreed that their students try to do things that are new and different.

Future directions

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

It was pleasing to see the improvement in the students' response rate to the last item, ie the way in which my teacher manages the class helps them to learn. When surveyed at the same time last year only 72% of students from Years 3-6 indicated that they almost always or usually agreed that the way their teacher manages the class helps them to learn. The increase to 90% in this year's survey reflects the effectiveness of this year's Teacher Professional Learning (TPL) program which focused on behavior management strategies as well as the commitment of teachers to improve their practice. In 2011 the school will continue its focus on effective behavior management strategies to ensure the gains made this year are maintained.

The aspect showing some inconsistency from the responses was related to teachers talking to parents about their child's learning. Age did seem to be a factor of students' responses. It seems the younger the child the higher the response which could be the result of them being more aware of when their parents and teachers spoke about their learning and these meetings being more visible, rather than by phone or email as with communication involving older students and more parents returning to the workforce as their children moved into the higher grades. School based anecdotal evidence of the number of parent-teacher interviews, phone conversations

and email communications would suggest that there are a large number of parents accessing various forms of communication with their child's teachers about a range of matters including their child's learning. As a result of the surveys' results, parents will be reminded through the Parent Bulletin, term newsletters and at parent information evenings that they may make an appointment to see their child's teacher at any time of the year and as often as needs be. This currently occurs however the survey results would suggest that it needs to be highlighted to all parents.

Curriculum

Mathematics

Background

Analysis of the 2007, 2008 and 2009 Basic Skills Test and NAPLAN results indicated a decreasing trend in the school's general performance levels in Mathematics for the average and above average student. 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 four 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 multi-phased professional learning program that focused on the explicit teaching of mathematics.

As a means to address this downward trend the school developed a three year plan which had four key strategies:

1. on-going, comprehensive professional learning for all teachers;
2. introduction of a school wide maths program, Origo, to ensure consistency in content, teaching approach, assessments and delivery;
3. 'locking' maths lessons into the school timetable to help protect it to a greater degree from daily disruptions that occur in all schools;

4. implementation of across grade needs based grouping in Mathematics for students in Years 2-6.

This year saw those strategies fully implemented for the third consecutive year.

Findings and conclusions

The NAPLAN results this year in Mathematics showed a **distinct** turn around. The average growth for our students in the two years from when they were in Year 3 to now, when they are in Year 5, in overall Numeracy and Number, Patterns and Algebra was **outstanding**.

The average growth for our Year 5 students generally in Numeracy was 23 points more than the state average growth and 18 points more than the average growth for schools in Northern Sydney Region. The average growth for our Year 5 students generally in Number, Patterns and Algebra was 34 points more than the state average growth and 25 points more than the average growth for schools in Northern Sydney Region. Average growth in the area of Data, Measurement, Space and Geometry was also more than for the state, particularly for the boys with their average growth in this area being 21 points more than average state growth and 17 points more than the average growth for schools in Northern Sydney Region. The girls were above state by two points and on par with Northern Sydney Region.

Future directions

As students' results this year indicate that current practices are effective and as a new national curriculum for mathematics is expected mid way through next year which will involve a great deal of change and professional learning to support its implementation, we plan to maintain our 2010 practices and organisational strategies until the release of the new national curriculum after which time all schools will be required to review current curriculum. There will also be a teaching and program focus on the specific areas of Measurement and Data, Space and Geometry as these areas are not treated to the same level of detail as the Numeracy area in the Origo program.

Parent, student, and teacher satisfaction

Roseville Public School strongly believes that education is 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.

School development 2009 – 2011

Roseville Public School has developed a three year School Plan (2009-2011) which is designed to result in 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 a cycle of self assessment is completed in conjunction with 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 2011

In Terms 3 and 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

Improved student performance in literacy as measured by at least 85% of students demonstrating expected growth in writing from Year 3 to Year 5; and in increase in the number of students demonstrating *beyond* expected stage outcomes in school based assessments in Writing, ie achieving in the *top two* bands from 34% to 44%.

Strategies to achieve this target include:

- implementation of the Best Start literacy assessment and teaching strategies in Kindergarten, Year 1 and Year 2 students
- survey of students in Year 2-6 to ascertain their underlying attitudes to writing
- explicit, systematic and research based teaching of writing skills with a focus on grammar and punctuation supported by school based teacher professional learning program
- developing and using rubrics (similar to Years 3 & 5 NAPLAN rubrics) for assessment with Kindergarten to Year 6 in the areas of punctuation, grammar, spelling
- use the Board of Studies' work samples as a basis and examples during teacher moderation sessions to assist teachers to more accurately assess against a state wide standard / benchmark
- purchase of additional resources to support class based programs
- RFF (Release from Face to Face) program focusing on Writing for students in Years 1- 6 will continue in 2011 to complement class based writing programs
- 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:

- NAPLAN results in 2011 showing students' growth in writing, punctuation and grammar commensurate with Northern Sydney Region's targets and school targets
- School based assessments showing increase in the number of students demonstrating achievement at and beyond stage outcomes based on data from Semester 1 and Semester 2 student reports
- improvement in students' attitude to writing reflected in end of year student survey as compared to results in Term 1, 2011 student survey

Target 2

Improved student performance in numeracy as measured by increasing the percentage of students achieving in the top two bands (proficiency standard) in the area of Measurement and Data, Space and Geometry in Year 3 from 44% to 50% and in Year 5 from 44% to 50%.

Strategies to achieve this target include:

- implementation of the Best Start numeracy assessment and teaching strategies in Kindergarten, Year 1 and Year 2 students
- explicit, systematic and research based teaching of measurement and data, space and geometry supported by school based teacher professional learning program
- continued use of across grade needs based grouping in Mathematics with minor modification
- continued implementation of the Origo mathematics program and teaching strategies with minor modification to accommodate increased focus on measurement and data, space and geometry
- 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:

- NAPLAN results in 2011 showing students' performances and growth in measurement and data, space and geometry commensurate with Northern Sydney Region's targets and school targets

Target 3

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

Strategies to achieve this target include:

- introduction of a multi-phased professional development program for all teachers to ensure the full and ongoing implementation of the updated version of the resilience program, Bounce Back, occurs effectively in all classrooms K-6
- 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
- school-based review of the school's current Student Welfare policy and procedures, with inclusion of a continued professional learning focus on the behaviour management strategies acquired by teachers in 2010

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

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
Margret Hanson	Assistant Principal
Fiona Ipsen	Assistant Principal
Chris Broockmann	Assistant Principal (Relieving)
Fabiola Vila	Assistant Principal (Relieving)
Allison Cocks	Assistant Principal (Relieving)
Daniel Zatz	P and C President
Andrew Lang	School Council President
Louise Yeomans	School Education Director Northern Sydney Region

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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>