



# Roseville Public School Annual School Report



# 2011



## **Principal's message**

2011 has been a year of pleasing achievements and the completion of grand developments.

This year has seen the completion of the \$10.3 million major capital works project jointly funded through the Commonwealth Government's Building the Education Revolution (BER) and NSW Government funding. Flexibility on behalf of all members of the school community has again enabled timetabling changes to ensure the safe use of the outdoor spaces during ongoing construction. Although the building schedule indicated a completion date early in 2011, the building project, inspections and associated infrastructure installation and removal was finalised in late Term 4. The staff, students and whole school community should be commended for their patience and positive approach throughout the building timeline. The new building and refurbished classrooms now provide Roseville Public School students with exemplary facilities to support their ongoing learning into the 21<sup>st</sup> century.

2011 has again provided a range of opportunities for our students to pursue their interests and talents. The representative debaters achieved pleasing results in their competitions. The competitive sporting teams have excelled across the range of sports and our bands have again entertained audiences at school and in the wider community. In NAPLAN our students have overall demonstrated pleasing skill levels in literacy and numeracy. Our students have again demonstrated a high level of growth, especially in numeracy.

Roseville Public School continues to attract enrolments, with families moving into the catchment area to ensure enrolment. The dedicated staff and active parent community are assets to the school which assist in attracting families.

In 2011 Mrs. Catherine Williams, after 5 years as Principal and 10 years as Deputy Principal, left the school in June to pursue other interests. I would like to formally acknowledge Mrs Williams' dedication and commitment to her role as Principal at Roseville Public School. Her outstanding educational skills and vision was an asset to the school. In 2012, Mr. Sean Moran will take up the position of Principal at Roseville

Public School leading the school community into the future.

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.

**Caroline English**  
**Relieving Principal**

## **P & C President's message**

2011 has been an interesting year to say the least.

Firstly I wasn't expecting to be President but here we are and it's my time to put a bit into the school. I think as Parents we should all at the very least consider doing something within the P&C at some stage of our time at Roseville Public School.

Having said that the job is made a lot easier with an excellent Executive Committee. Michelle Carmody my Vice President, Julie Wilks, Secretary and Tim Haddow as Treasurer. I would also like to make special mention at this point of the contribution to the P&C made by David Grimes the previous Treasurer. All these roles we take on are voluntary, sometimes family and work come before the P&C but we all do our very best for the betterment of the school but most importantly the children, so thank you David. This voluntary work extends to the many committees, sub committees and P&C Members, most of them you never see they are just doing their bit, thank you to you all.

Those of you that have been good enough to join this year, some 40 odd, we encourage you to come to more than just one meeting. The meetings run smoothly, are informative and we do our best to have them finished by 9pm. So please we encourage you to come along, meet some other parents, chat with the Principal, and be proactive in the school community. Your voice will be heard and it is encouraged.

Clearly the new building works have taken up a lot of time during the year. I think the community should be congratulated on their patience. Personally I think the wait was worth it,

and really the children didn't seem to be affected by it all that much and the teachers from a lot of the chats I have had, really enjoy their new classrooms.

Fundraising and other activities continue throughout the year. Re-FRESH was a great success, the Retro ball, I felt like a young man trapped inside an older persons body, what a blast it was, working bees, band concerts both internal and external, skipping competitions, the lolly drive the list goes on but a lot of the money raised goes to P&C educational initiatives and clearly we are saving up now to continue those programs but also getting in place, plans to return the school grounds to good for the children post building works.

We are all looking forward to 2012 with the fair looming and the School Centenary the year after.

**Charlie Powell**  
**P & C President**

### **School Council President's message**

The School Council team started the year reconfirming the Council's roles and responsibilities. As a result a summary document was prepared to give the School community a better understanding of the Council's objectives, which include assisting the Principal and Staff to enrich the educational opportunities for the students of the School, formalising School Community participation in decision making and providing a forum for discussion and representation for some decision making.

The BER construction was still one of the key focuses in the first half of 2011. Other priorities throughout the year included the Council assisting in the assessment of a number of community applications to utilise the school facilities and making recommendations on 'out of area' enrolment applications. In the second half of 2011 the key objective was to collect and collate the parental input to the three year school plan. Thank you to all parents who contributed, the key findings have been consolidated with the teachers, staff and students responses and the core themes and key initiatives have been included as part of the planning process.

The School Council would like to thank Andy Lang for his work as a member and President of the

School Council for 2009 and 2010. I would also like to thank my fellow Council members for their enthusiasm and invaluable contributions; James Harding and John Banks representing the parents; Charlie Powell as President of the P & C; Tom Jambrich as community representative; and Skye Surrest, Allison Cocks and Penny Sidwell as teacher representatives. I would also like to thank Caroline English for her contribution to Roseville Public School.

Lastly I would like to extend a huge thank you to Catherine Williams, without her dedication and persistence we would not have the amazing new and refurbished building facilities through the BER program.

**Jo Powell**  
**President of School Council**

### **School Captains' messages**

2011 has been an enjoyable year for everyone. We've had responsibilities and are so lucky to be proud with such a great education from a fantastic school. I would like to thank all my friends and teachers for giving me the honour of being school captain.

This year has been a lot of fun with different camps and other Year 6 privileges. I think the biggest privilege is our education. I've been here for seven years and the teachers from every year have been excellent. We have modern equipment like Smartboards, computers and of course the new building. We haven't just been provided with great teachers, we've been lucky enough to have an excellent environment to learn. The new buildings are amazing and have definitely helped me in my studies.

There are many opportunities for sport at Roseville. There are carnivals such as swimming, athletics and cross country. There are also PSSA teams which include a range of sports such as soccer, cricket, AFL, netball and modball. I think the biggest sporting occasion is the Highlander Shield. This event includes three different games against Lindfield Public School. There are junior boys' rugby, Year 6 girls' soccer and senior boys' rugby. We won two games out of three which is a big achievement for Roseville.

Roseville has taught my friends and I that this is an amazing school. I was lucky enough to go to

this school and was given the honour of being School Captain.

### **Will Harding, School Captain**

My final year at Roseville Public School has been fantastic. Roseville has achieved my expectations in all areas and made every experience enjoyable. Thank you to everyone who elected me school captain and I hope I have made you all very proud.

The students of Roseville Public School are given excellent opportunities. Being able to represent our school in so many different ways helps us strive to achieve and gives us a sense of belonging. This can only be put down to the teachers and parents who give up their time so we can be part of the band, the debating team, PSSA teams, the skipping team and so much more. For these opportunities and generosity we say a huge thank you.

Year 6 students at RPS have the opportunity to have Kindergarten buddies. We help them settle into school life. All Year 6 love this experience and continue to talk to and give their buddies a hug long after their buddies no longer need them.

*Facta non verba*, deeds not words, is our school motto and means a lot to the students. We relate it to so many things and knowing what it means and how to use it in our lives shows others that we are proud to be Roseville students.

Our school song is something we will remember for a very long time, as I learnt at the 60s reunion where some of the ex-students sang our school song to me while telling me how different RPS is now. At the reunion some of the Year 6 students showed the ex-students around and talked to them about our school. We all enjoyed hearing about our school through war times and listening to all their stories.

The new building benefits the students and teachers incredibly as there is more room for them to all fit and space to do experiments while others find a quiet place to work. In the breakout room, which is between classrooms, students are able to complete group projects, practice speeches or just work independently. In the new classroom we are able to all fit on the floor to do activities such as combined novel studies and

creative thinking. Being able to do these activities as a whole class is more engaging for students and more fun.

During the time the new building was being built there was a lack of playground and grass surfaces, but everyone knew it would be worth it in the end. We managed with a split timetable and worked with what we had. This resulted in us learning to play sports such as soccer, AFL and modball on a basketball court and still Roseville students played as a team and with a lot of skill.

Roseville Public School gives everyone so many opportunities and gives us friends we will cherish for the rest of our lives. Good luck Roseville Public School.

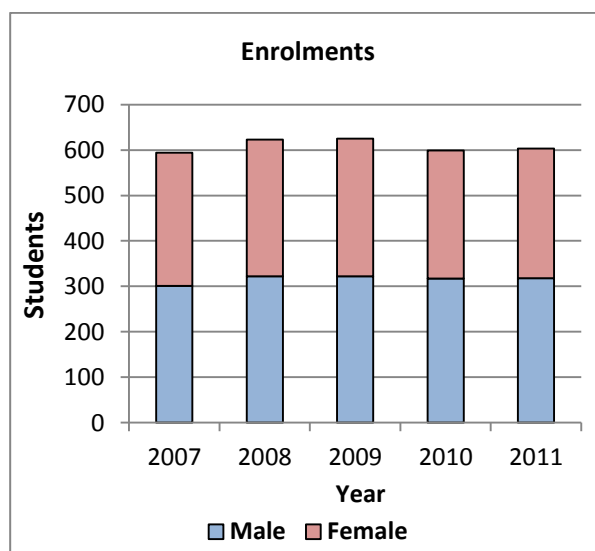
### **Maddy Beard, School Captain**

## **Student information**

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

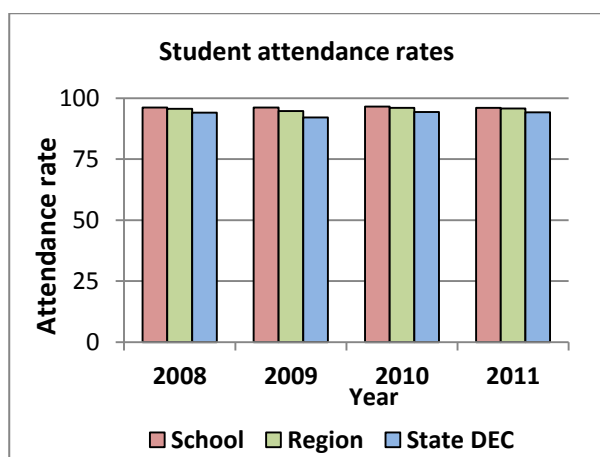
### **Student enrolment profile**

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 playground space and resources.



### **Student attendance profile**

Student attendance continues to be aligned with 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 2011 class size audit.

Roll Class	Year	Total per Year	Total in Class
K BASHINSKY	K	20	20
K CHISHOLM	K	20	20
K GATT	K	21	21
K O'KEEFE	K	20	20
K PEARSE	1	21	21
1 ANDERSON	1	23	23
1 BURNS	1	23	23
1 GELDER	1	19	19
1 VILA	2	23	23
2 COCKS	2	30	30
2 MILLEDGE	2	30	30
2 HIGGINS	2	29	29
3 ALEKSANIAN	3	31	31
3 PULLEY	3	29	29
3 SIDWELL	3	30	30
4 CONNOLLY	4	25	25
4 GLEESON / WHEELER	4	27	27
4 HANSON	4	27	27
5 ANTRIM	4	23	23
5 FERGUSON	5	24	24
5 SURREST	5	25	25
6 BREADY	6	28	28
6 BROWN	6	28	28
6 IPSEN	6	28	28

### 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 30.692 teacher positions allocated in 2011. This included six executive staff, 20 classroom teachers and 4.692 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 three Teachers' Aides funded through the State Disability Funding Program and P and C's 'Educational Initiatives' supporting Literacy and social skills.

### 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	0.4
Counsellor	0.4
Total	30.692

### 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	30%

### 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 2011 our key focus areas for professional learning program included literacy, focusing on writing, grammar and punctuation, numeracy, focusing on the strands of Measurement and Data, Space and Geometry, technology, including the implementation of Mathletics, Smartboard and video conferencing and student welfare, focusing on the Bounce Back program and behaviour management.

Other key areas included the Best Start program for Kindergarten, Year One and Year Two teachers; supporting teachers in the early stages of their career; leadership and career development; RPS Occupational Health and Safety; the Code of Conduct; Child Protection; anaphylaxis, asthma and Type 1 diabetes training, as well as emergency care and CPR training.

The Department of Education and Communities allocated \$18,415 for professional learning. This total amount equates to approximately \$614 per teacher. The school's Parents and Citizen's Association also contributed \$5000 to professional learning.

During 2011 all staff 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, staff meetings and specific professional learning workshops throughout the year. Staff also attended workshops and seminars organised by DEC 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.

### 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:	30/11/2011
<b>Income</b>	<b>\$</b>
Balance brought forward	354 532.09
Global funds	292 040.11
Tied funds	79 612.70
School & community sources	371 443.00
Interest	20 652.97
Trust receipts	77 053.65
Canteen	0.00
<i>Total income</i>	<u>1 195 334.52</u>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	86 374.78
Excursions	101 437.37
Extracurricular dissections	90 727.45
Library	1 127.56
Training & development	6 120.00
Tied funds	104 775.25
Casual relief teachers	96 629.25
Administration & office	64 248.92
School-operated canteen	0.00
Utilities	55 158.60
Maintenance	35 252.64
Trust accounts	77 305.65
Capital programs	22 572.00
<i>Total expenditure</i>	<u>741 729.47</u>
<b>Balance carried forward</b>	<b><u>453 605.05</u></b>

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

A full copy of the school's 2011 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 2011

#### 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.

The highly successful and innovative Artist-in-Residence program continued in 2011. It is envisaged that the program will remain a part of the school in 2012 and continue in Terms 2 and 3 with the return of our dedicated and talented artist, Stephanie East-Ryan. Drawing workshops for interested students from Years K-2 and 3-6 met at lunchtimes throughout the year under the direction of teacher volunteers.

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

An end of year musical production, 'Dare to Dream' 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, directed and choreographed by the Stage 3 teachers, the production showcased the creative and performance skills of 156 students from Year 5 and Year 6.

## Music

Roseville Public School is fortunate to have access to an exemplary school band program which was formed in 1980 and has been running for over 30 years. The Band Program is open to all students in Years 3-6 with over 160 participants in 2011. As a precursor to this program, all students in Year 2 participate in a classroom-based recorder program to ensure their exposure to a tuned instrument and experience the enjoyment of performing as a class and grade group.

There are four main Bands which include Junior, Intermediate, Senior and Concert Band. Senior students may also become involved in our two extension ensemble groups – Stage Band and Contemporary Wind Ensemble. The Band program is a successful co-operation between committed parents, students and staff working together, with the outstanding conductors, to provide opportunities for our students.

## Some highlights of 2011:

- We have four main bands – Junior (Conductor – Mr Josh Mann), Intermediate (Conductor – Mr Mike Kenny), Senior (Conductor – Mr Phil Rees & Mr Mitchell Staines) and Concert Band (Conductor – Mr Gavin Staines). Senior students are involved in our two extension ensemble groups – Stage Band (Conductor – Mr Tim Ferrier and Contemporary Wind Ensemble (Conductor – Miss Gill Williams).
- Junior Band experienced weekend workshops in Term 1 with enthusiastic professional tutors.
- Early Term 2, (over 60) Junior Band members enjoyed their successful camp at RPS. 100 students from the senior bands – experienced some intensive tutorials with great tutors and fun at their two night Camp at Narrabeen Fitness Centre.
- In June, all the children from the Band Program performed at the Yamaha Festival. The Junior, Concert and Stage Band received Gold Awards; Intermediate received a Silver Award and Senior Band a Bronze Award. 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.
- Nine 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. An incredible experience for all the children involved.
- In August the Stage Band performed at the 2011 Festival of Choral Music Endeavour Concert at the Sydney Opera House.
- Senior and Concert Bands gave a wonderful performance at Education Day.
- The annual Musicale Concert: Theme 'Monster Madness' 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 the fathers attending the Fathers' Day Breakfast.
- Late Term 3 the Stage Band had the opportunity to entertain many old scholars of RPS at Dick Smith's Reunion at the school.
- All RPS Concert Bands performed at the North Shore Primary Schools Festival, Chatswood High School in September. The Concert Band winning a new manuscript in their Grade 'A' section.
- Concert Band performed at the Year 2 Recorder evening in Term 4 – providing families with an a great introduction to the Band Program
- Contemporary Winds performed at the Kindergarten 2012 Orientation evening
- Concert Band and Senior Band also performed in the inaugural Hornsby North Band Festival in October
- All bands had the opportunity to entertain the school community during assembly performances and at the End of Year / Christmas Party.

### **Debating and Public Speaking**

2011 has been a highly successful year in both public speaking and debating.

A team of students were entered in the Ryde District Debating Competition, run during Terms 2 and 3. The competition gave the opportunity to eight Year 6 students to participate, seeing one team successfully achieve to semi-final level.

Nine enthusiastic novice debaters from Year 5 gained experience in the Ryde District Friendly Debating Rounds in Terms 3 and 4.

It has become a RPS tradition that a Year 5 and Year 6 team meet in The Annual Debating Challenge at the end of Term 4.

The tradition of the Annual Debating Challenge between Year 5 and Year 6 continued this year. Students were keen debaters, sharpening skills and strategies for this friendly debate.

Public speaking is also fostered through the internal, class-based Public Speaking Competition. Individual students are also selected for external competitions, where appropriate. 2011 saw one student from Year 4

and Year 6, respectively, participate in the Multicultural Perspectives Public Speaking Competition, run by the NSW DEC Performing Arts Unit. One talented student came third in the Public Speaking Competition for Year 6 students, held in the NSW Legislative Chamber and hosted by the Premier, Barry O'Farrell. The final event for 2011 was the Roseville Rotary Club Primary Schools Public Speaking competition, where a Year 6 boy successfully demonstrated exemplary skills and won the competition.

### **Sport**

All students in years K-6 have the opportunity to participate in a variety of sporting activities.

In 2011 our sporting programs were modified to cater for 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.

This year, a major focus for all students and staff was our involvement in the 'Jump Rope for Heart' program. A skipping team was formed and learnt innovative routines. The team provided demonstration lessons, inspiring all students to learn new tricks. Skipping was taught in all grades as part of sport lessons and skipping ropes were made available to students for use at recess and lunch. These activities culminated in a 'jump off' day where every grade had the opportunity to display their skills.

In K-2 each grade worked as a team planning grade appropriate activities for their students. Kindergarten students were involved in weekly gross motor sessions, focusing on coordination, locomotion and ball skills. The students worked in rotating groups assisted by teachers and parents. Year One developed their fundamental movement skills with weekly sessions of rotating activities. They learnt skipping, throwing, catching, kicking and minor games. In Year Two, students learnt basic gymnastics skills, attending Swim School, learnt skipping routines and played minor games.

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 most students participating in the heats in Swimming and Athletics and running in the Cross Country Carnival. A number of students represented Roseville at the Zone carnivals. 34 went to swimming, 48 went to Cross Country and 56 went to Athletics events.

In the Ku-ring-gai Zone carnivals this year, Roseville Public School was very successful, coming fourth in Swimming, first in Cross Country and second in Athletics. We also won the Athletic Girls' Champion trophy and 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. Students not playing in PSSA teams, travelled out of school to a local sports ground where they played high energy team games under the tuition of Sports teachers from Sportspro, or joined a tennis program run by a tennis coach.

The Highlander Shield, an annual rugby and soccer competition between Lindfield Primary School and Roseville, was held in August. A junior and senior rugby game and a senior girls' soccer game are played under friendly conditions, encouraging the two school communities to come together and to provide an opportunity for boys, to play rugby and girls to play soccer in a friendly inter-school competition. All teams undergo training sessions led by teachers with a few parent helpers and the competition is played after school. This year, our senior rugby team regained the shield, the girls' soccer team won and our junior rugby team ran a close second.

The last allocation of funding through the Premier's Sporting Challenge and from Rebel enabled us to purchase and update a range of equipment needs for K-6.

## **Academic**

### **School based Assessments**

Results from internal 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 standardised reading comprehension assessment 50.4 percent of our students recorded results in the top three stanines. As in 2010 there was a slight discrepancy in results between boys and girls. However, the results were congruent with 2009 results. A second standardised reading comprehension assessment was also administered this year and painted a different picture of achievement, 31.6% of students achieved in the top three stanines, with twice as many girls achieving in these stanines as boys. The Learning Support Team and School Leadership Team will continuously monitor the data closely and provide advice in terms of future directions.

In the standardised mathematics assessment 11.5 percent of students recorded results in the top three stanines. There was a slight decrease from results recorded by students in 2010. This year the gap between the performance of girls and boys at the higher end was less than 2010 and 2009 results. There was no gender difference evident in the other 88.5% of students. The number of students performing in the average stanines increased from 2010 and 2009 results. The number of students performing in the lower stanines was consistent with 2010 results.

The mean Spelling age for students in Year 3 was 9.6 years, Year 4 was 10.6 years, Year 5 was 12.7 years and Year 6 was 12.9 years. There was little or no difference in the results of boys and girls in the standardised spelling test.

### **External Assessments**

#### **University of NSW Competitions**

##### **Science**

170 students from across Years 3-6 chose to participate in the competition. 50% of these students were placed in the top 25% of the Australasia wide candidature. 4 students were

awarded High Distinctions, 23 were awarded Distinctions and 58 were awarded Credits.

### **English**

159 students from across Years 3-6 chose to participate in the competition. 64% of these students were placed in the top 25% of the Australasia wide candidature. 23 were awarded Distinctions and 75 were awarded Credits.

### **Mathematics**

173 students from across Years 3 - 6 chose to participate in the competition. 45% of these students were placed in the top 25% of the Australasia wide candidature. 3 were awarded High Distinctions, 19 were awarded Distinctions and 56 were awarded Credits.

### **Computer**

152 students from across Year 3-6 chose to participate in the competition. 57% of these students were placed in the top 25% of the Australasia wide candidature. 4 students were awarded High Distinctions, 23 were awarded Distinctions and 37 were awarded 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 8.

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, 89% of our students were placed in the top three bands in Reading compared to the state average of 68%. In Writing, 87% of our students were placed in the top three bands, compared to the state average of 82%. In Spelling, 87% of our students were placed in the top three bands, compared with 72 % across the state. In Grammar and Punctuation, 92% of our students were placed in the top three bands, compared with 74% across the state.

### **Numeracy – NAPLAN Year 3**

In Year 3 this year 91% of our students were placed in the top three bands of overall Numeracy. Across NSW, 67% of Year 3 students were placed in the top three bands. In the area of Measurement, Data, Space and Geometry, 85% of our students achieved in the top three bands, compared with 61% across the state. In the area of Number, Patterns and Algebra, 90% of our students performed in the top three bands, compared with 64% of students across the state.

### **Literacy – NAPLAN Year 5**

In Year 5 this year, 82% of our students were placed in the top three bands in Reading compared to the state average of 56%. In addition the average growth in Reading from Year 3 to Year 5 in our students was 12 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 57%. In Spelling 84% 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 congruent with the average growth across the state. In Grammar and Punctuation, 89% of our students were placed in the top three bands, compared with 64% across the state. The average growth form Year 3 to Year 5, in Grammar and Punctuation, was 15 points above the average growth across the state.

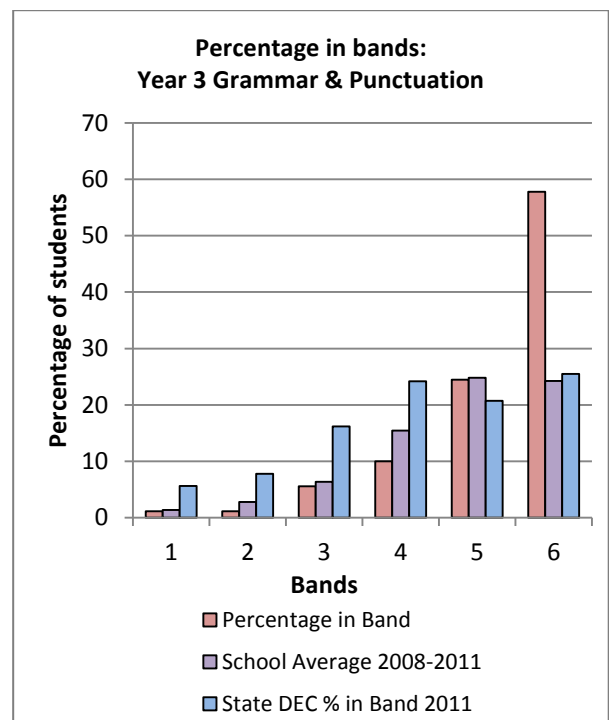
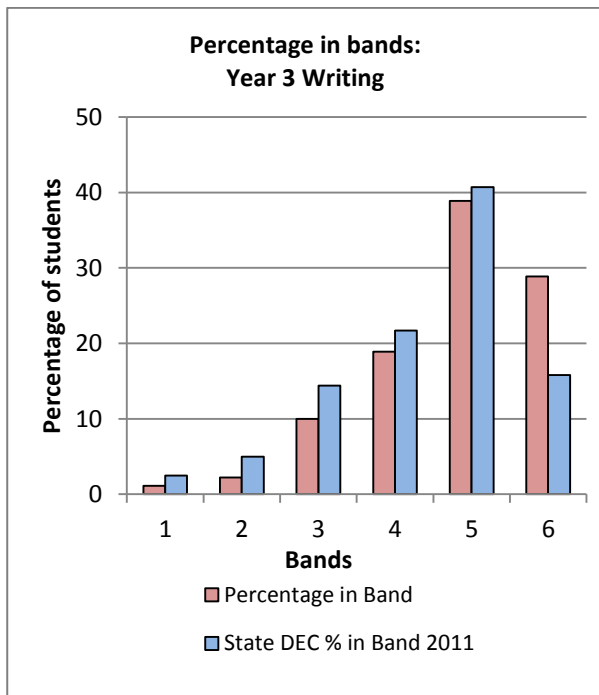
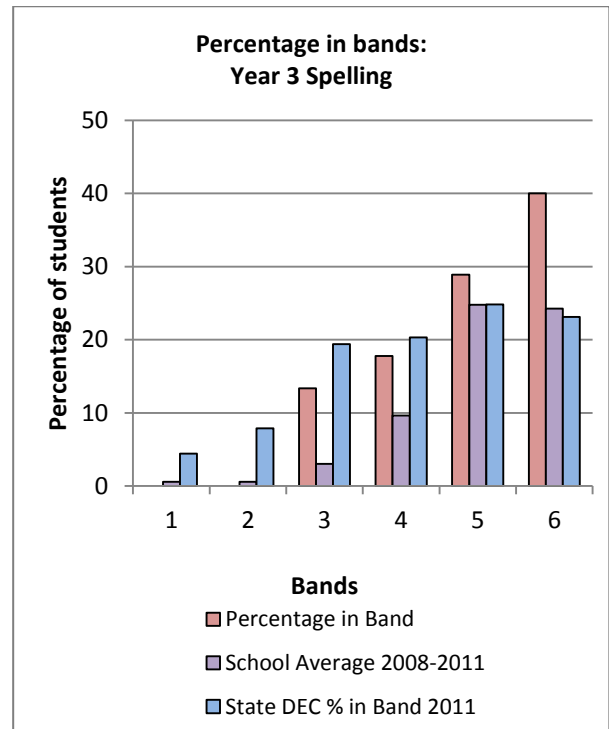
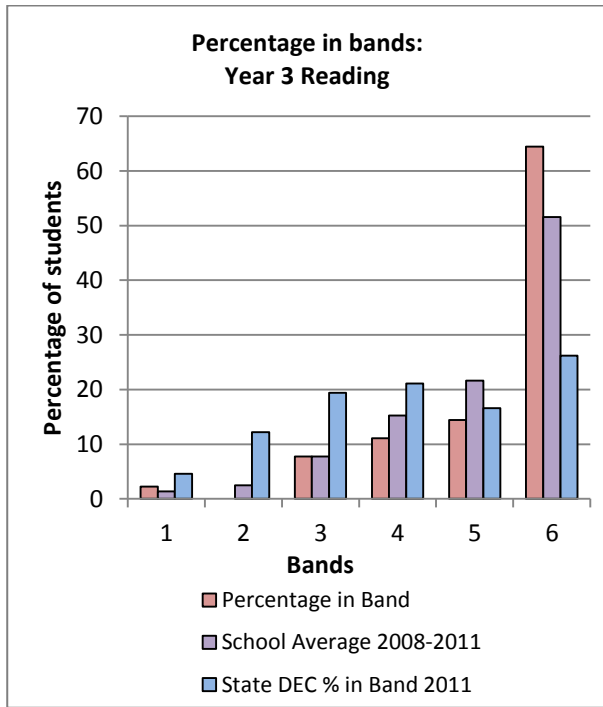
### **Numeracy – NAPLAN Year 5**

In Year 5 this year 82% of our students were placed in the top three bands of overall Numeracy. Across NSW, 54% of Year 5 students were placed in the top three bands. In addition the average growth in Numeracy from Year 3 to Year 5 was 16 points above the average growth across NSW. In the area of Measurement, Data, Space and Geometry, 82% of our students achieved in the top three bands, compared with 61% across the state. The average growth for students from Year 3 to Year 5 in Measurement, Data, Space and Geometry was 13 points above the average growth across the state. In the area of Number, Patterns and Algebra, 83% of our students performed in the top three bands, compared with 61% of students across the state. The average growth for students from Year 3 to Year 5 in Number and Patterns and Algebra was

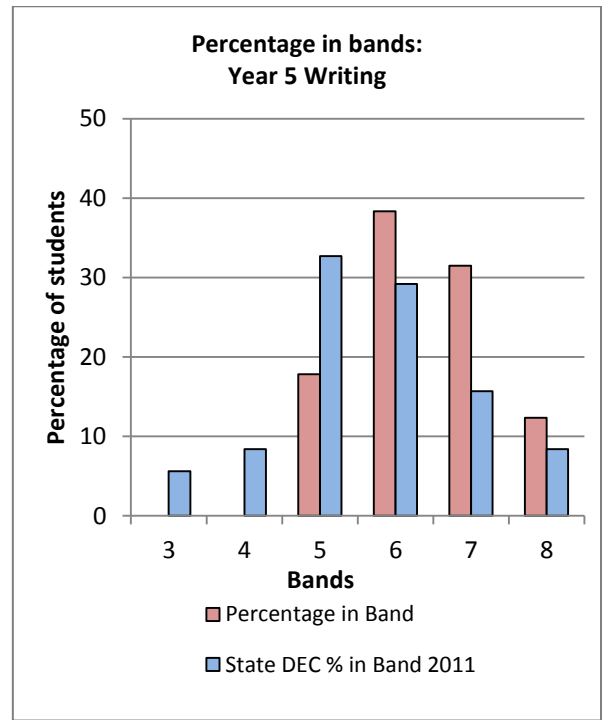
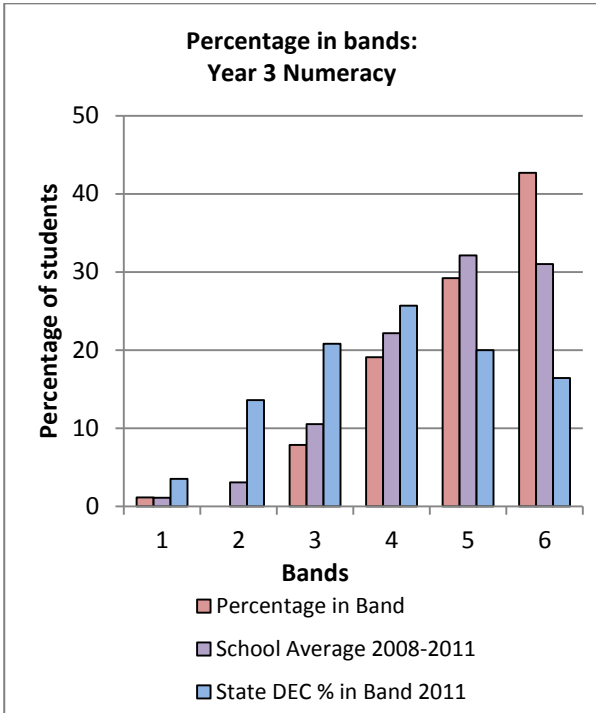
13 points above the average growth across the state.

(See the following pages for graphical information.)

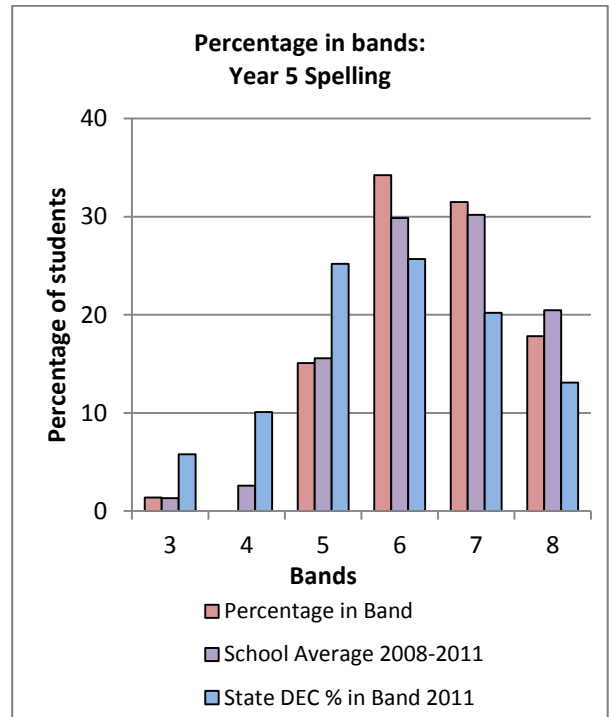
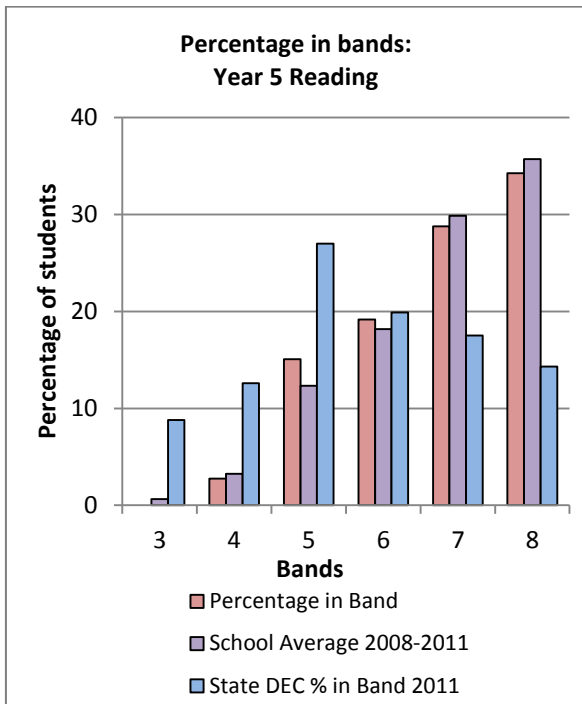
**Literacy - NAPLAN Year 3**

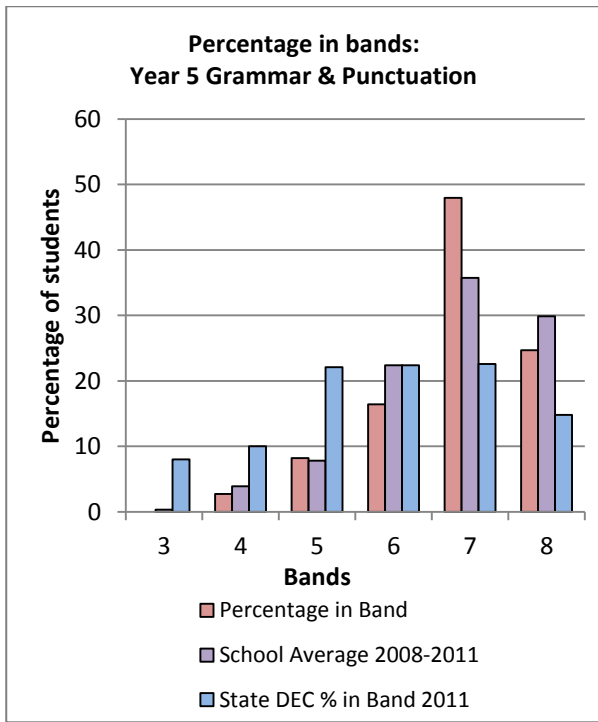


### Numeracy – NAPLAN Year 3

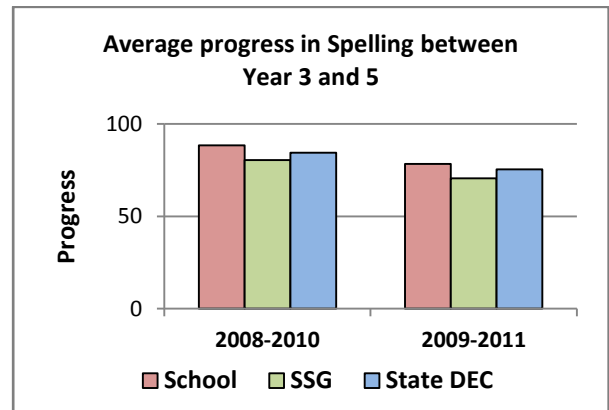
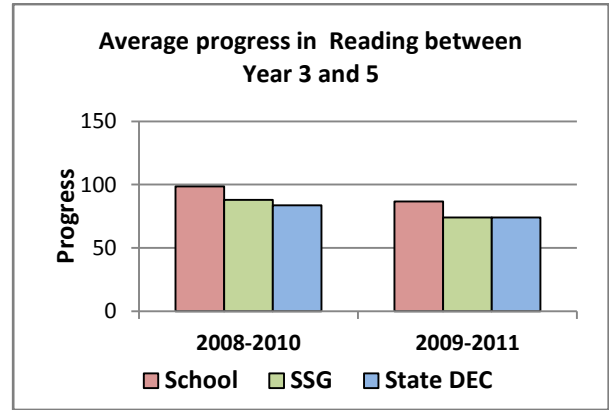


### Literacy – NAPLAN Year 5

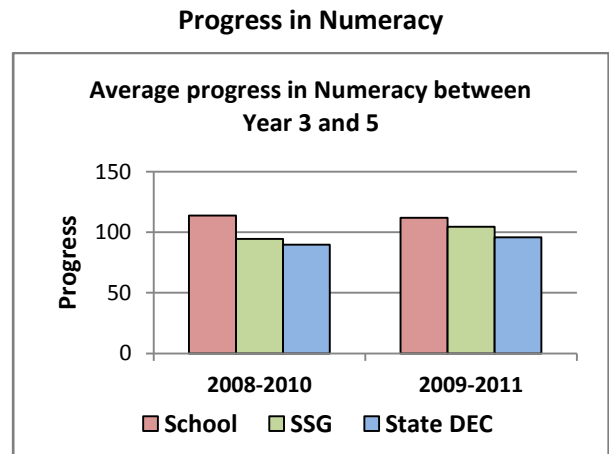
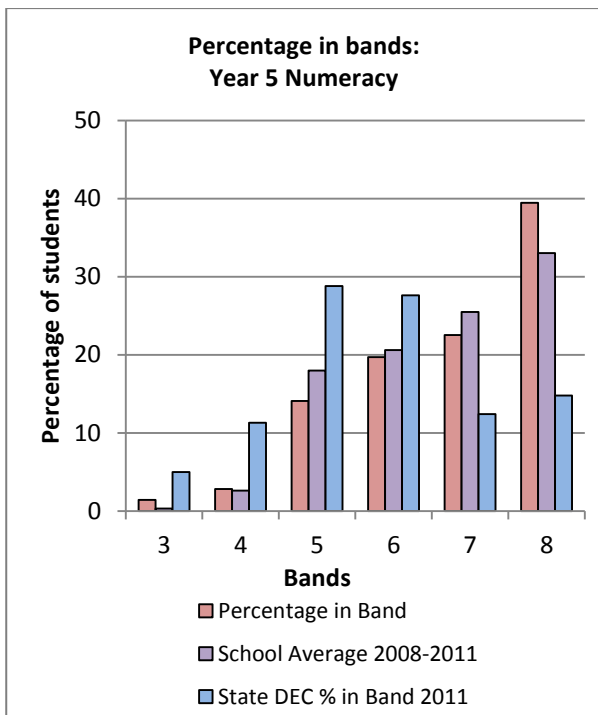




### Progress in Literacy



### Numeracy – NAPLAN Year 5



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 2011.**

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	97.8
Writing	98.9
Spelling	100.0
Grammar & Punctuation	98.9
Numeracy	98.9

**Percentage of Year 5 students in our school achieving at or above the minimum standard in 2011.**

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	100.0
Spelling	98.6
Grammar & Punctuation	100.0
Numeracy	98.6

**Significant programs and initiatives**

The school conducted a number of programs to give students extra educational support throughout 2011. These included:

- Reading Support Program
- Artist in Residence / Classroom Program
- Enrichment programs, including Debating, and Dance Groups
- Band Program

- Student Leadership, including the Buddy Program and SRC (Student Representative Council)
- English as a Second Language (ESL) Program
- Staged introduction of Wizard Writing

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. Students at Roseville Public School have learnt the Aboriginal language for the National Anthem and perform this version of our anthem at special end of term assemblies.

The ‘sister school’ relationship with Bourke Public School, initiated in 2010, has continued this year. The school community of Bourke Public School were most grateful for the financial support provided through the donation of Roseville Public School’s ‘Jump Rope for Heart’ fundraising. Roseville Public School community also participated in the Coles’ Sports for Schools program to provide sporting equipment for Bourke Public School. Mrs Pennell, Principal of Bourke Public School, indicated that the funds and Coles vouchers were sincerely appreciated and would be applied to support students across a range of school programs. The project, although only in its second year of implementation, has started to raise awareness within our school community of life in an isolated, rural NSW town and the challenges faced particularly by indigenous students and families.

**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 (LBOTE) form 19.06% of the school population. The variety of backgrounds is widespread.

Currently the annual English as a Second Language (ESL) allocation is one teacher two days a week. Students who access this resource were provided with small group and individual support to assist in their literacy skill development.

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. As a component of Book Week celebrations students participated in Multicultural events and a parade for the 'One World, Many Stories' focus.

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 with particular emphasis on the Roseville 'Respect and Regard for Ourselves and Others' initiative, anti-bullying strategies, social justice programs, specific events (eg. ANZAC Day assembly) and explicitly taught through the Bounce Back program. The Roseville 'Respect and Regard' initiative has demonstrated continued success with an emphasis on positive student behaviour and the demonstration of student's interpersonal skills. This initiative will again be a focus in 2012 as staff development and classroom implementation continues.

Students are also encouraged and supported in organising activities to support the school's nominated charities and projects as part of their social responsibility. In 2011 students raised money for 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 2011 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 on 73 individual student referrals from Kindergarten through to Year 6. Of that number, 30 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 60 students from Year 1 through to Year 4 over the 2011 school year.

Volunteer programs, which included the St John's Pal Program to aid literacy, and individual parent tutors also supported individual students in reading across Years 2 through to 6.

Students in Years 2-6 were grouped for Mathematics across the grade again this year. This assisted in catering for individual differences in learning.

### **School progress on 2011 targets**

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

Our achievements include:

- The change in NAPLAN assessment in 2011 meant there was no growth data available for comparison.

- Best Start literacy strategies have been implemented in Kindergarten, Year 1 and Year 2.
- staged introduction of narrative focused *Wizard Writing* program by key staff has included teacher professional learning to support program implementation. This has resulted in explicit teaching of skills for writing and feedback to students regarding how to improve written texts. Communication and discussion has inspired staff and students to engage with the program. Board of Studies work samples have been displayed as models to demonstrate expected skills for students to achieve in each stage in writing.
- The RFF (Release from Face to Face) program continued to support students in Years 1 – 6 and to complement class based writing programs.
- NAPLAN results in 2011 demonstrate pleasing student growth in grammar and punctuation with 82% of students in the top two bands compared to 71% of students in the Northern Sydney Region and 50% of the state.
- In NAPLAN Year 5 writing, student growth is aligned with regional results with 44% of students placed in the top two bands at Roseville Public School.
- Targeted Professional learning was undertaken to raise expectations in relation to student writing in literary texts and promote student engagement.
- Writing will remain a focus in 2012 and is part of the strategic 2012 – 2014 plan in Literacy.
- The results of 2011 NAPLAN indicated that in Year 3, 72% of our students achieved the top two bands in the area of Measurement and Data, Space and Geometry compared with 44% in 2010. This exceeded our target of 50% by 22%.
- The results of 2011 NAPLAN indicated that in Year 5, 65% of our students achieved in the top two bands in the area of Measurement and Data, Space and Geometry compared with 44% in 2010. This result exceeded our target of 50% by 15%.
- In overall Numeracy 72% of our Year 3 students were in the top two bands compared with 40% for the state and 61% for the North Sydney Region. This is an improvement from 2010 when 62% of our students were in the top two bands.
- In overall Numeracy 62% of our Year 5 students were in the top two bands compared with 33% for the state and 57% for the Northern Sydney Region. This is an improvement from 2010 when 52% of our Year 5 students were in the top two bands. The girls' average growth rate in overall Numeracy was outstanding, 29 points above the state average growth rate and 21 points above Northern Sydney Region average growth rate. The boys' average growth rate was 5 points above the state average growth rate and 3 points above Northern Sydney region average growth rate.
- In Number, Patterns and Algebra 72% of our Year 3 students were in the top two bands compared with 37% for the state and 50% for the Northern Sydney Region. This is an improvement from 2010 when 68% of our Year 3 students were in the top two bands.
- In Number, Patterns and Algebra 63% of our Year 5 students were in the top two bands compared with 33% for the state and 57% for the Northern Sydney Region. This is congruent with our 2010 results.
- Stage Two staff took part in a Community of Schools project in Term One that focused on developing skills in the teaching and learning of Measurement.

## 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%.**

Our achievements include:

- A whole school focus on the teaching of Measurement and Data, Space and Geometry in Term One.
- Continuation of across grade needs grouping in Years 2 - 6 and curriculum differentiation, including partial acceleration, K - 6 to cater for the varying learning needs and pace of students in Mathematics.
- Successful ongoing implementation of the Origo Mathematics program across K - 6 which included the use of the Origo Student Journal in which students articulate and reflect on their learning, incorporating the elements of intellectual quality and use of Origo student assessment book to track student progress effectively.

### 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.**

Our achievements include:

- 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
- Exploring our understanding of student welfare in the light of the current DEC Student Welfare Policy and seeing how we can incorporate it into our Whole School Behaviour Management Plan.
- School-based review of the school's current Student Welfare policy and procedures.
- 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 revised and implemented many preferred practices and core skills of behaviour management through

individual and grade / stage based action learning plans.

- 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.

### Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of Learning and Mathematics.

### Educational and management practice

#### Culture

#### Background

A positive culture is recognised as an essential requirement of high performing schools. Students, parents and teachers were surveyed in Term 4, 2011 using a School Map Planning survey. The survey utilised best practice statements to gather the school community's perception of Culture at Roseville Public School. Questionnaires were distributed randomly to 150 parents, all teachers and randomly to students in every class from Years 2 - 6.

63 parents, 26 teachers and 127 students returned surveys.

#### Findings and conclusions

In the parents' survey, 86% indicated that they almost always or usually agreed that the school knows about the families and community; 87% indicated that the school leaders have a positive influence on the school culture; 89% indicated that they almost always or usually agreed that the school often praises and rewards successful individuals; 49% indicated that students are almost always the school's main concern; 88% indicated that they almost always or usually agreed that the parents support what is happening at the school; 86% indicated that they almost always or usually agreed that parents are proud of their child's school; 83% indicated that they almost always or usually agreed that the

school encourages new students and their families to be involved in the school; 88% indicated that they almost always or usually agreed that the school encourages students to achieve their best.

In the students' survey, 77% indicated that they almost always or usually agreed that the school knows about the community in which it serves; 85% indicated that they almost always or usually agreed that the school leaders have a positive influence on the school culture; 91% indicated that they almost always or usually agreed that our school often praises and rewards students who are successful; 84% indicated that they almost always or usually agreed that The students are the school's main concern; 75% indicated that they almost always or usually agreed that the students support what is happening at the school; 96% indicated that they almost always or usually agreed that students are proud of their school; 97% indicated that they almost always or usually agreed that new students are made to feel welcome; 96% indicated that they almost always or usually agreed that the school encourages students to achieve their best; 98% indicated that they almost always or usually agreed that all students are encouraged to learn; 88% indicated that they almost always or usually agreed that the school caters for the learning needs of all students (however this increased to 96% in Year 4 student responses); 86% indicated that they almost always or usually agreed that the school is continually finding ways to improve what it does.

In the teachers' survey, 100% indicated that they almost always or usually agreed that the school celebrates achievement; 96% indicated that they almost always or usually agreed that the school leaders have a positive influence on the school culture; 96% indicated that they almost always or usually agreed that meeting the needs of students is the school's main priority; 100% indicated that they almost always or usually agreed that as a staff they are proud of the school; 100% indicated that they almost always or usually agreed that the school culture supports a sense of ownership of the school; 92% indicated that they almost always or usually agreed that the school encourages everyone to be a continuing learner; 88% indicated that they almost always or usually agreed that the school's

curriculum caters for the learning needs of all students.

### **Future directions**

Parents, students and staff are consistently and generally very positive about the school Culture at Roseville Public School.

It was pleasing to see that the students believe that they are all encouraged to achieve their best and encouraged to learn. The teacher professional learning program has supported students when 88% indicate that all students' learning needs are catered for and then this increases to 96% in Year 4. In 2012 the school will continue its focus on effective behavior management strategies to ensure the gains made this year are maintained. The parents, student and staff results all indicate that the school culture is supportive of student learning as its core business. The leaders within the school encourage a positive school culture and this is indicated by the staff, students and parental responses.

The aspect showing some inconsistency from the responses was related to the school continually finding ways to improve what it does. There has been considerable pressure on staff during the building works and the necessity to undertake split lunch and recess breaks. When these pressures cease, there will be renewed opportunities for changes to be enacted which will support all members of the school community. This was indicated by all sectors surveyed. In the three year planning survey there were some suggestions indicated including opportunities for choir and music. There are plans to act on these suggestions in the future with a Stage 3 choir organised for 2012.

## **Curriculum**

### **Science**

#### **Background**

The three year planning surveys indicated that students and staff were interested in the curriculum area of Science.

#### **Findings and conclusions**

Surveys and discussions indicated that:

1. staff are keen to participate in renewed and current research based teacher professional learning in this curriculum area;
2. students are interested in all areas of science;
3. high achieving students require encouragement to engage and demonstrate their range of skills and knowledge;
4. students indicated they could be provided with more opportunities to participate in group learning activities in science.

### **Future directions**

Student and staff interest in Science indicates it requires significant focus in 2012. As an Annual School report target science will be a focus for all students and staff. As students' results this year identify that current practices are effective and as a new national curriculum in science is expected within the next three years, the knowledge and professional learning will enhance and support science implementation, practices and organisational strategies until the release of the new national curriculum, after which time all schools will be required to review current curriculum.

### **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 sub committees 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

increasing levels of parent involvement in the school. The vast majority 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. In the three year survey instrument used for planning, all three stakeholder groups, parents, staff and student, indicated that they are very proud of the school and its achievements.

### **Targets for 2012**

In Terms 3 and 4 every year school data from many sources is examined and agreement on improvement targets for the next year are set. These targets are aligned to the School Plan 2012-2014.

#### **Target 1**

**Improved student performance in writing as demonstrated by increased growth in the top two NAPLAN bands by 3% for matched students in Year 3 and Year 5; and increased numbers of students achieving in the high and outstanding bands in school reports.**

Strategies to achieve this target include:

- implementation of the Best Start literacy assessment and teaching strategies in Kindergarten, Year 1 and Year 2 students
- explicit, systematic and research based teaching of writing skills with a focus on implementing and adapting Wizard Writing aligned with the school based teacher professional learning program
- developing and using rubrics for each grade / stage to assess student writing samples (similar to Years 3 & 5 NAPLAN rubrics) to enhance consistent teacher judgment
- 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 grade based writing initiatives

- 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 2012 demonstrating a 3% increase in the top two NAPLAN bands in writing for matched students.
- School based assessments showing increase in the number of students demonstrating achievement in the top two report categories based on data from Semester 1 and Semester 2 student reports

## Target 2

**Improved student performance in numeracy as measured by increasing the percentage of matched students achieving in the top two bands in Patterns and Algebra by 5% in Years 3 and 5 using NAPLAN results.**

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 patterns and algebra supported by school based teacher professional learning program highlighting the range of suitable resources available for staff access
- continued use of specified grade times for mathematics and across grade needs based grouping in Mathematics with modifications for composite classes
- continued implementation of the Origo mathematics program and teaching strategies with minor modification to accommodate increased focus on patterns and algebra
- 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 2012 demonstrating students' performances and growth in patterns and algebra commensurate with school targets.

## Target 3

**Increase student engagement through differentiation in Science for identified high achieving students.**

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 scope and sequence occurs in classrooms K-6
- teacher professional learning sessions to enhance knowledge of current research based practice
- Introduction of activities to enhance science focused students, e.g. Double Helix and science mentors
- Development of a range of assessment tasks to ensure differentiation for all students in science and enhanced opportunities for high achieving students to reach their potential
- resourcing to provide suitable materials for effective teaching and learning in this curriculum area.

Our success will be measured by:

- high achieving students participating in a range of activities eg. Curriculum based learning, Science mentoring or Double Helix clubs.
- Improved student assessment and reporting practices with clearly differentiate learning for students
- Increased teacher knowledge of science teaching and learning strategies as demonstrated through focus groups and/or surveying techniques

## 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.

Caroline English	<b>Relieving Principal</b>
Deborah Lane	<b>Deputy Principal</b>
Margret Hanson	<b>Assistant Principal</b>
Fiona Ipsen	<b>Assistant Principal</b>
Marilyn Chisholm	<b>Assistant Principal</b>
Fabiola Vila	<b>Grade Co-ordinator</b>
Allison Cocks	<b>Assistant Principal (Relieving)</b>
Charlie Powell	<b>P and C President</b>
Jo Powell	<b>School Council President</b>
Kerri Brickley	<b>School Education Director Northern Sydney Region</b>

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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>**