

Roseville Public School Annual Report



2016



2994

Introduction

The Annual Report for **Roseville Public School** is provided to the community as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Sean Moran

Principal

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Message from the school community

2016 School Council Overview

School Council met regularly throughout the year and the members for 2016 were Reverend Laurel Barr (community representative), Andrew Geoghegan, Karen Beder, Eloise Smith and Kate Cooper (parent representatives), Jennifer Willard and Mike Ferguson (teacher representatives) and Sean Moran (Principal). Matt Englund (parent representative) was a member throughout the year ending August. Laurel Barr will also be leaving the panel at the end of 2016.

As always a variety of topics were presented to School Council throughout the year. Three main topics identified were Out of Area Applications, Traffic / Safety of Our Community and later in the year, the whole school survey about the Bullying Policy and Student Welfare within Roseville Public School (RPS).

Out of Area Applications: School Council was presented with a steady amount of applications from families wishing to send their children to RPS. Each situation was considered on an individual basis and the results differed accordingly.

Traffic / Safety of Our Community: this has been an ongoing topic for many years passing down from panel members to new panel members. This year Sean Moran and Kate Cooper met with a selection of employees from RMS and Ku-ring-gai Council. This was the first time all parties met together to discuss traffic and road safety improvement options on Duntroon Ave and Addison Avenues (Ku-ring-gai Council's jurisdiction) and the Archbold Rd/Addison Ave intersection (RMS jurisdiction). The result was positive with the RMS supporting RPS areas of concern and producing a report that was distributed to both RPS and Ku-ring-gai Council. Slowly over the course of the second half of the year, changes have been made to some areas along Duntroon and Addison Avenues within the school zone. Police presence in general has been increased around the school providing a clear reminder to drivers about road safety particularly during school peak traffic periods. Whilst these improvements have helped with road safety and keeping the community safe, the school will continue to campaign for a red light camera on the Archbold/Addison Ave intersection.

Bullying Policy Survey: it was decided that a whole school approach be taken to gain feedback regarding the current Bullying Policies of RPS. The parent representatives compiled a survey for the families to complete whilst staff were also surveyed. The response was varied and contained constructive feedback to the school. This topic will be further discussed in 2017.

Other topics discussed throughout the year included the implementation of the School App, Roseville Kids Care temporarily using the grounds whilst their building underwent maintenance, the 2017 year 6 camp to Bourke and a review of some items of the school uniform. This topic will also be readdressed in 2017.

Overall during 2016 School Council addressed the many topics above and worked well together to resolve some issues. I would like to thank the current members of the School Council and in particular thank Laurel Barr and Matthew Englund

for their time given to the panel over the past 5 years. Their contribution has been valuable and their collaborative approach to topics discussed insightful.

Kate Cooper

President

RPS School Council

School background

School vision statement

Roseville Public School is committed to developing each and every student to their maximum potential. Individual interests and talents are identified and targeted as are required areas of development. A broad curriculum is addressed and students are given the opportunity to experience the benefits of the latest technology across all Key Learning Areas. We strive to ensure that the focus of our school involves providing quality teaching and learning programs, a strong sense of social awareness and responsibility as well as clear, consistent and efficient communication, which ultimately improves student outcomes. The continual development and strengthening of a partnership between home, school and the wider community is paramount at Roseville Public School and all stakeholders recognise the importance of and strive to embed appropriate values and manners. They underpin everything we do.

School context

Roseville Public School is located on Sydney's North Shore and has a current enrolment of 627 students, including 24% from a Non-English Speaking Background. The school enjoys and benefits from an extremely strong sense of community which is actively promoted and valued. It provides a comprehensive education which caters for the specific needs of individual students and endeavours to develop responsible, socially aware, critical thinking and respectful students. The school has a strong reputation as a highly performing school and focuses upon delivering quality teaching across a broad curriculum. The school is a member of the Killara Schools Partnership.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In 2016, one of our key areas of focus in the domain of Learning was Student Performance Measures. Our analysis of data led us to defining curriculum areas where focus was warranted. Due to this type of focus, most of our students achieve at high levels of performance on external performance measures and the performance of our equity groups is comparable to the performance of all students within our school. In addition, our new reporting system has ensured that the performance of students can be accurately measured across a wide range of areas. This has led to teachers being able to identify very specific areas of individual and cohort need.

In the domain of Teaching, one area of particular focus has been: Effective Classroom practice. teachers are moving towards providing more explicit and specific feedback and teachers are now regularly reviewing learning with each student, ensuring all students have a clear understanding of how to improve their learning. This will further be enhanced in 2017 with the introduction of a Learning intention/Success Criteria program. Our pedagogical initiatives and reforms are based on the modelling of effective, evidence-based practice. This was evident this year with the commencement of our focus upon embedding a new approach to the teaching of Writing within the school.

In the domain of leading, we have focussed heavily upon improving in the area of School Resources. This year, more than ever, we have focussed upon succession planning, leadership development and workforce planning with a goal to drive whole-school improvement. The continued success of our recently implemented and refined curriculum and welfare programs relies on experienced classroom teachers and leaders being deployed throughout the school so that they can continue to drive and monitor implementation and best practice. Recently with a number of staff accessing maternity leave or retiring we have had to have been particularly strategic when forming our teaching teams and assigning staff with particular expertise to certain areas within the school.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Quality Teaching and Learning

Purpose

The purpose of this strategic direction is to ensure that RPS delivers a range of outstanding teaching and learning programs across a broad curriculum which are underpinned by high level, strategic professional learning. Whilst the whole curriculum should be focussed upon, areas of development should be identified and targeted accordingly.

Overall summary of progress

Throughout 2016 we planned to refine and embed our pedagogical approach in regards to Spelling, Writing and Mathematics. Some of the methods we utilised to achieve this goal were: coordinating a Staff Development Day that was facilitated by our external literacy partner, Joanne Dooner. The day focussed upon further embedding our recently developed Spelling program and also signalled the commencement of our three year Writing focus. This day was followed by a series of planning lessons and demonstration lessons. Significant improvement has already been noted and a lot more work is being planned in these areas for 2017. In regards to Mathematics, a series of professional learning sessions were scheduled for staff and we coordinated our concrete resources ensuring that each class has a separate kit ensuring that these resources are more easily accessible for teachers and hence more widely utilised with students. In addition to these areas, we also reviewed our processes with regards to creating and utilising Personalised Learning and Support Plans and Gifted and Talented Education identification processes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A highly skilled staff who can clearly articulate the school's and their own current strategic focuses and professional learning goals.	As per external and internal assessment results, our data analysis highlighted that Writing is now the primary area that we need to focus upon. Results are high. However, not as consistently high as other areas. All teaching staff have completed a Professional Development Plan and have engaged in the required collegial observations.	Grade staff meetings and teacher observations. • Quality Teaching, Successful Students (QTSS) (\$13000.00) Teacher Professional Learning: Teacher release time to conduct observations. – \$10 000
Increased student achievement in internal and external assessment results, related to identified required areas of development. In particular Spelling and Writing where we would like to increase our percentage of students entering the top bands of NAPLAN by 5% over the course of 3 years.	Student performance continues to improve in regards to Spelling and Writing. Roseville Public School is on track to meet the three year goal of increasing the percentage of students entering the top bands of NAPLAN assessment by 5%.	Teacher Professional learning conducted by external literacy expert. Including whole staff sessions, numerous demonstration lesson and planning sessions with executive staff and literacy committee members. \$8000

Next Steps

In 2017, one of our major areas of curriculum focusses will be on improving our delivery of Writing instruction. Plans have been made to continue to provide high level Teacher Professional learning and demonstration lessons. In addition, a new K–6 Scope and Sequence will be developed which incorporates the Super Six strategies that our recent professional learning has been based upon. In regards to Spelling, teacher observations are the key focus of this area to ensure that the specific program we have developed recently is on track and is being implemented effectively. Teacher professional learning will continue to take place in Mathematics and a new middle years (Year 5 and 6) program will be investigated.

Strategic Direction 2

Engaged Community and Embedded Values

Purpose

The purpose of this strategic direction is to ensure a high level of community involvement to assist in improving student outcomes and to ensure that an explicit focus from all levels of the community is placed upon developing respectful, happy, socially aware and responsible students who can think creatively about a range of current issues.

Overall summary of progress

This year, we focussed upon reviewing and improving the two major Welfare programs associated with our school: Roseville Respect and Regard and Bounce Back. Following a review, it was decided that both programs were still effective and relevant to our school. However, it had been some time since any refining of either program had taken place. Supporting resources were developed and upgraded and a greater emphasis on utilising the programs most effectively by staff has been facilitated.

In addition, we focussed heavily upon implementing Indigenous perspectives into curriculum areas at a higher level as well as generally increasing our students knowledge of indigenous history, culture and current issues. Ways in which we achieved this goal included: inviting students and staff from Bourke Public School to RPS to facilitate the major part of our NAIDOC celebrations as well as conducting a range of Teacher Professional Learning sessions which focussed upon embedding Indigenous perspectives into our delivery of the new History and Geography Australian curriculums.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A continued and improved high level of community involvement throughout all aspects of the school.	Performance in delivering Bounce Back and Roseville Respect and Regard has improved. It has been decided that both programs are still relevant and worthwhile and will be continued in 2017. However, continued focus and improvements are planned including an increase in Teacher Professional Learning opportunities. An outline of a proposed itinerary has been released to parents with an indication of indicative dates and costs. A parent meeting has also been planned for 2017. Queries have been welcomed and encouraged.	
Increased awareness of current domestic and international issues and culture.	This year we have focussed primarily upon increasing awareness of current domestic indigenous issues. This has been achieved by an increase in classroom focus.	Teacher Professional Learning in preparing units of work for the History and Geography Australian curriculum. \$3000
An increase in the awareness and use of our school wide respect/social skill development program, as detailed by regular survey and anecdotal feedback.	Throughout the year we have communicated our focus upon Roseville Respect and Regard and Bounce Back extensively. We have purchased supporting resources to ensure that our community is aware of what these programs entail so that they can be supported and embedded by parents, at home.	Supporting resources and displays: \$8000

Next Steps

In 2017, a Year 6 camp to Bourke Public School has been planned. It's primary purpose is for our students to develop relationships with indigenous students as well as being exposed to life in a rural, largely indigenous community.

A Teacher Professional Learning session has been planned with regards to our Bounce Back program. It will be delivered by an external expert. This session will be followed by an review of how the program is facilitated at RPS, ensuring that enough time is dedicated and that it is delivered systematically across the school.

In 2017, the school will also be spending time and resources responding to issues raised as a result of our 2016 Anti-bullying survey. Amongst other things, greater amounts of student, staff and parent education sessions are planned as well as adapting our current policy into a more parent friendly version.

Strategic Direction 3

Clear, Consistent and Efficient Communication

Purpose

The purpose of this strategic direction is to improve student outcomes by building, developing and maintaining links with the community via high levels of home–school collaboration and regular and consistent teacher–parent communication.

Overall summary of progress

Our key focusses this year have been on further reviewing and embedding our recently implemented reporting system and formal parent teacher interview format, communicating and responding to feedback regarding our email policy, releasing an RPS App, streamlining our newsletter correspondence and improved delivery of Personalised Learning and Support Plans. As a result, all of these aspects are now firmly embedded within our school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increase in and clear outline of required parent–teacher communication.	The major factors initially identified by parents and staff as needing improvements within our 3 year school plan survey have been identified. These include: a more uniformed approach to utilising individual teacher email; a report format which clearly highlights strengths and required area of development; a more efficient way of communicating short form communication and a more formalised parent–teacher interview system.	RPS reporting format \$3500
A shift in the methods of how the school communicates with community to incorporate methods which relate to current technology and lifestyle. The success of which will be defined by survey results and various anecdotal data sources.	Throughout the year changes have continued to occur as to how we communicate with parents. As per feedback suggestions, a greater range of methods are now utilised. Especially, with regards to communicating information regarding student achievement. Our communication methods can now be accessed through both traditional formats such as newsletters and bulletins but can also be accessed quickly from remote locations as well	RPS App: \$1300

Next Steps

In 2017, we will be reviewing our approach to assessment. This will include ensuring that it is accurately communicated to parents in addition to the formal reporting process. Further work will also be conducted regarding communicating about and involving parents with the formation and delivery of Personalised Learning and Support Plans and Individual Education Plans for students who identify as Gifted and Talented.

Key Initiatives	Impact achieved this year	Resources (annual)
English language proficiency	All students who identify as requiring support because they are from backgrounds who speak English as an Additional Language or Dialect have been catered for. In order to achieve this, the school utilised increased Department of Education and global funds to provide additional teachers.	On average, 5 days per week of teaching time was utilised to provide EALD support to students and classroom teachers.
Low level adjustment for disability	The majority of funding has been spent on additional teacher support or designated support from School Learning and Support Officers. This support has targeted individual students, groups of students and teachers. Support varied depending upon the identified areas of need.	\$23 567 In addition, the school is provided with a Learning and Support Teacher for 2.5 days per week. This teaching resource is used to support students and teachers with Literacy and Numeracy and Welfare issues.
Quality Teaching, Successful Students (QTSS)	Funds were spent on providing Assistant Principals with increased release from face to face time so they could more fully support their teams. Funds were also used to facilitate planning days amongst each grade. During this time grades focussed upon a particular curriculum area and planned and evaluated various Teaching and Learning programs.	\$24 000
Socio-economic background	These funds were used to support families in hardship. All students were able to participate in all excursions and activities.	2 957.56
Support for beginning teachers	Funding was used to support individual teachers and groups of Early Career Teachers. Some of the strategies used included: providing teachers with additional time to complete administrative duties and lesson preparation; mentoring from more experienced teachers; observations of other teachers and attendance of regional network meetings.	\$48 255
Literacy Support	Students are nominated by the Learning and Support team and by individual teachers. The program is designed to offer intensive, small group support. Once completing the program students re-enter their class at the required level or experience further support. In 2016 more than 50 students accessed the program. The program is primarily P&C funded.	The hiring of a specialist Reading Support teacher for 3 days per week. \$50 055

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	313	333	331	337
Girls	271	287	289	292

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.4	97.2	96.9	96.7
1	96.4	96.9	95.9	96.1
2	97.2	96.9	96.2	96.7
3	97.2	97.2	96.5	96
4	97.4	97.4	97.2	97
5	96.8	98.1	97.2	97.3
6	96.6	97.3	96.9	96.3
All Years	97	97.2	96.6	96.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.09
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

Roseville Public School currently has one staff member who identifies as Aboriginal

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	70
Postgraduate degree	30

Professional learning and teacher accreditation

In 2016 the Teacher Professional Learning budget for Roseville Public School was \$27 760. This was supplemented with \$5000 from the P&C and \$12000 from the school's global budget. These funds were spent on the provision of external curriculum experts, projects and initiatives which involved our local schools, individual teacher courses and joint planning and development days.

In 2016, two of our teachers commenced working through the process of gaining their accreditation at a proficient level. All remaining teachers, who commenced employment post October 2004 are accredited at a proficient level of the Australian Professional Standards for Teachers and are working at maintaining that status. A number are also forming a network to consider the possibility of working towards a highly accomplished level of accreditation.

Throughout 2016, Roseville Public School were involved in four Staff Development Days as per NSW Department of Education protocol. The focusses of these days were: Spelling and Writing; Visible Thinking, Emergency Carer and First Aid, collaborative programming and Implementation of the new Australian History and Geography units. All teaching staff were in attendance throughout.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	468 901.78
Global funds	451 504.01
Tied funds	172 345.75
School & community sources	402 948.24
Interest	5 926.00
Trust receipts	97 843.67
Canteen	0.00
Total income	1 599 469.45
Expenditure	
Teaching & learning	
Key learning areas	103 993.67
Excursions	108 661.95
Extracurricular dissections	177 964.75
Library	352.50
Training & development	11 052.45
Tied funds	164 951.96
Short term relief	111 541.90
Administration & office	81 698.74
School-operated canteen	0.00
Utilities	56 602.32
Maintenance	62 040.58
Trust accounts	98 994.52
Capital programs	7 125.00
Total expenditure	984 980.34
Balance carried forward	614 489.11

	2016 Actual (\$)
Opening Balance	0.00
Revenue	769 195.91
(2a) Appropriation	678 507.77
(2b) Sale of Goods and Services	7 665.00
(2c) Grants and Contributions	81 512.46
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 510.68
Expenses	-400 677.57
Recurrent Expenses	-400 677.57
(3a) Employee Related	-182 767.31
(3b) Operating Expenses	-217 910.26
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	368 518.34
Balance Carried Forward	368 518.34

	2016 Actual (\$)
Base Total	3 854 834.30
Base Per Capita	33 494.14
Base Location	0.00
Other Base	3 821 340.16
Equity Total	176 631.61
Equity Aboriginal	0.00
Equity Socio economic	2 957.56
Equity Language	99 096.61
Equity Disability	74 577.44
Targeted Total	0.00
Other Total	106 476.88
Grand Total	4 137 942.79

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

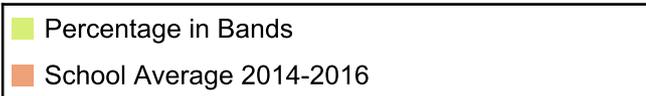
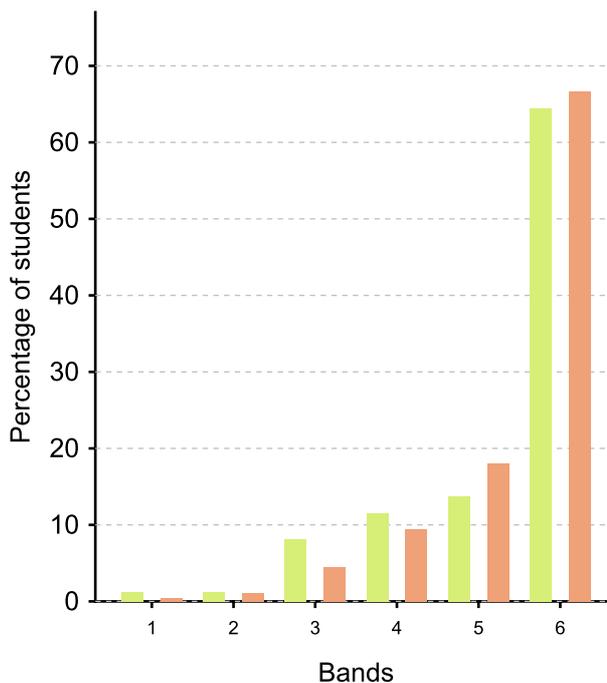
School performance

NAPLAN

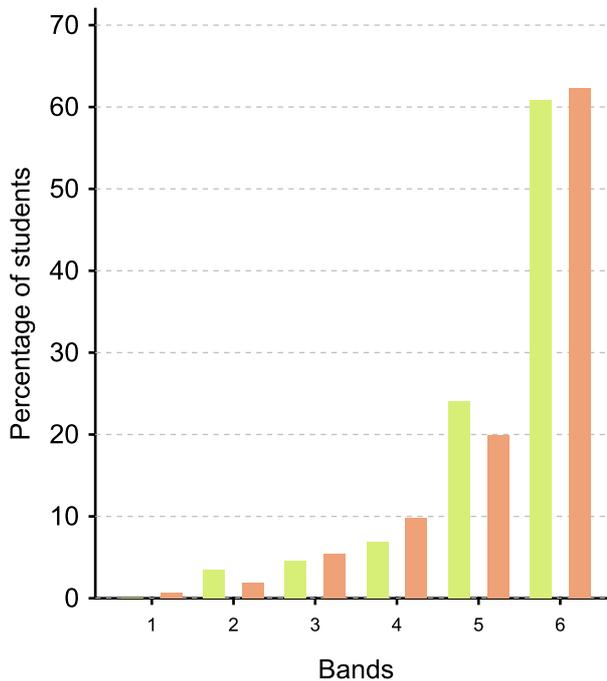
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2016, Roseville Public School again performed strongly in all of areas of Literacy which were assessed via NAPLAN. A particularly strong performance in Spelling was pleasing to see given our recent focus on improving results in that area. This was particularly the case with year students who have been exposed to our program since they entered Year 1. Results indicate that the area of Writing requires additional focus and this has subsequently been included within our School Plan.

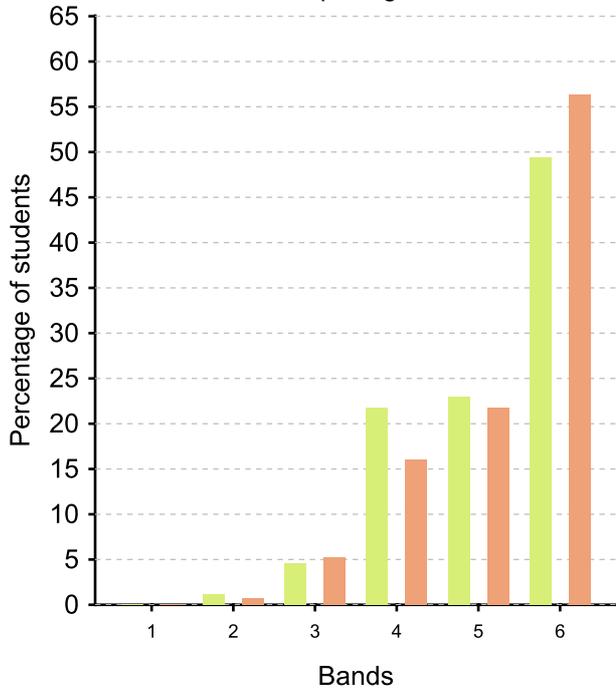
Percentage in bands:
Year 3 Grammar & Punctuation



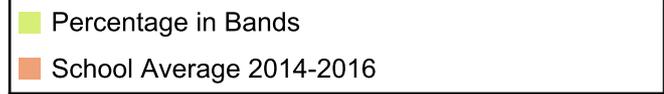
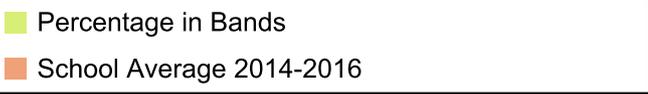
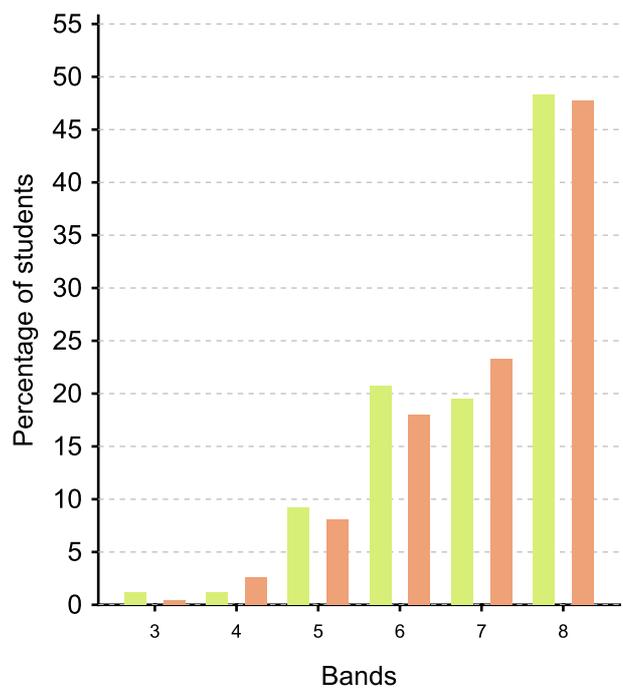
Percentage in bands:
Year 3 Reading



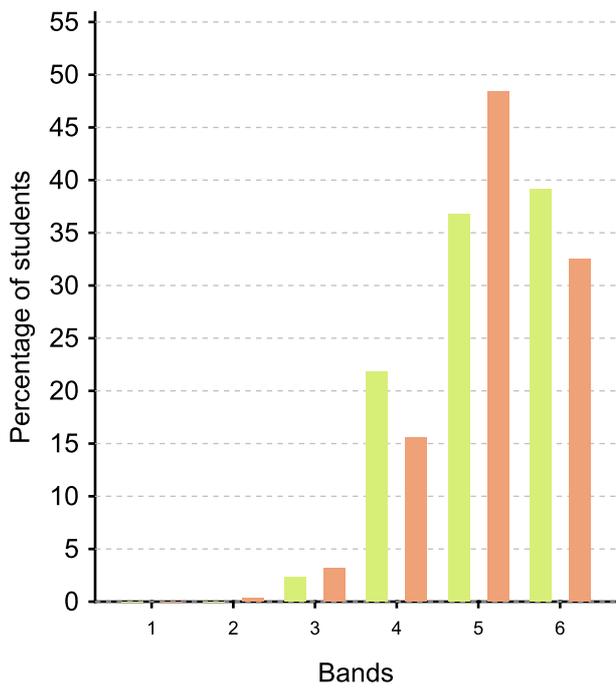
Percentage in bands:
Year 3 Spelling



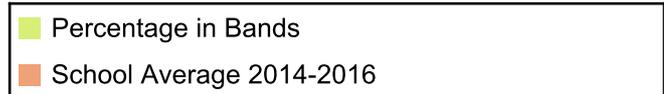
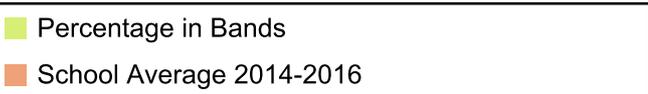
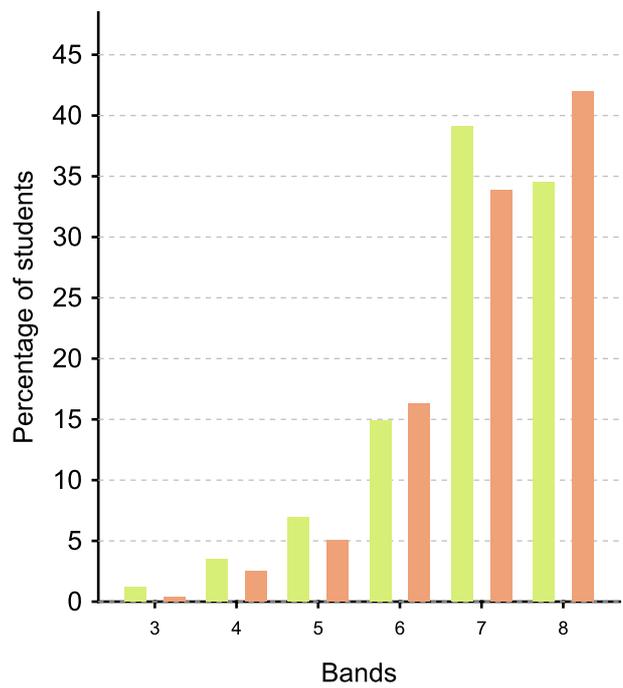
Percentage in bands:
Year 5 Grammar & Punctuation



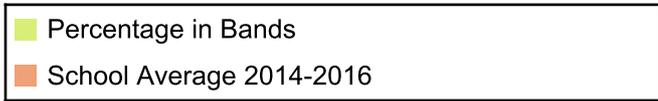
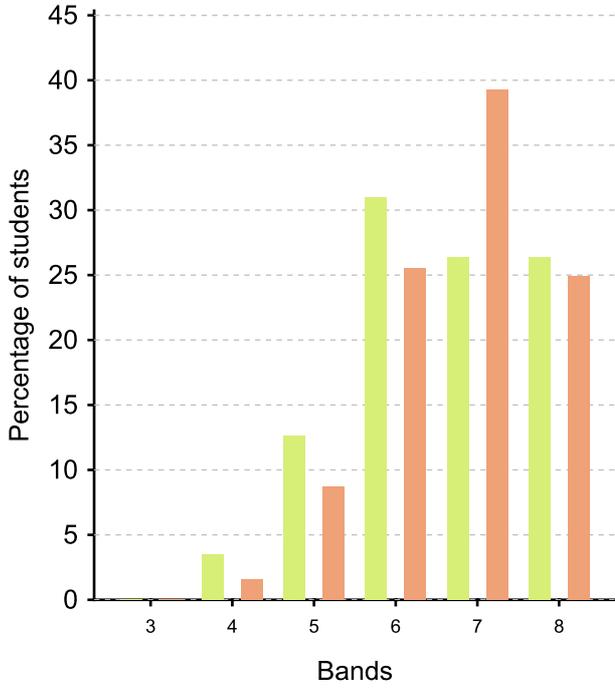
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading

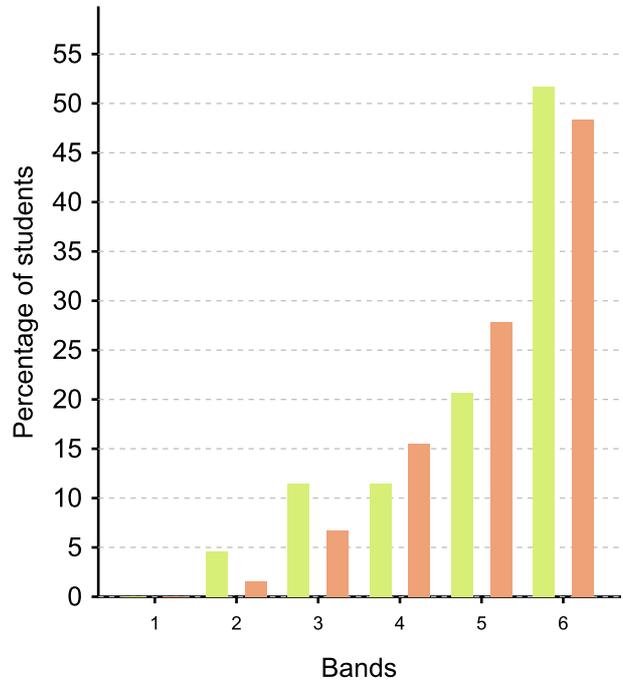


Percentage in bands:
Year 5 Spelling

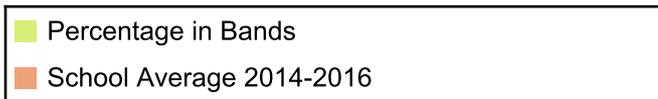
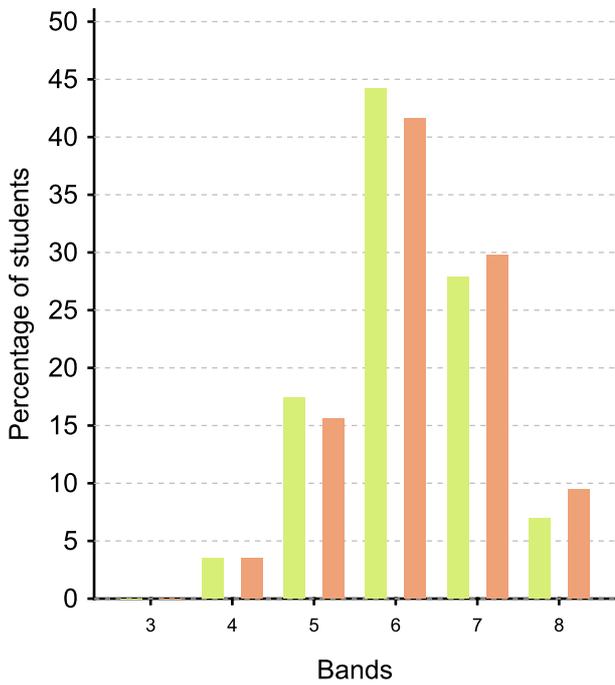


Roseville Public School has performed very strongly in Numeracy assessment for many years. We continue to implement Maths groupings across Year 2-6 and also coordinate a whole school program to ensure a high level of consistency. It was reassuring to continue to see such a high percentage of students within the top two NAPLAN bands.

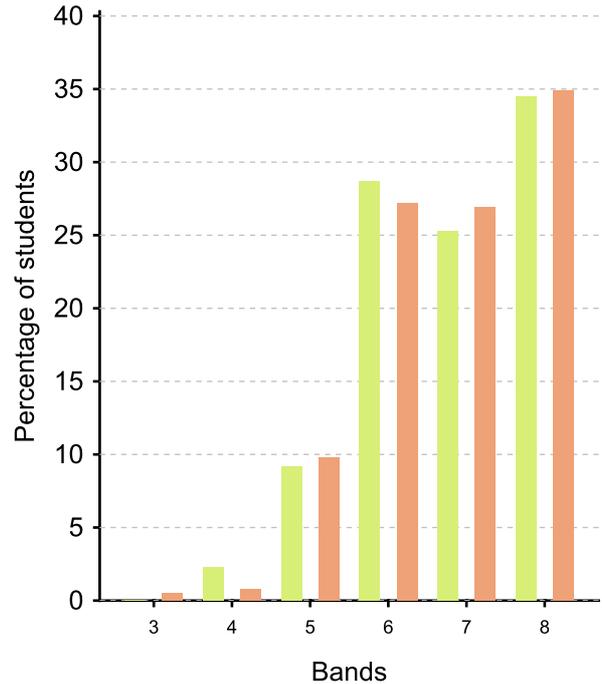
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Roseville Public School's 2016 NAPLAN results indicated that in excess of 85% of Year 3 students are within the top two bands of Reading results as are 74% of our Year 5 cohort.

In Numeracy, 73% of students fall within the top two bands as do 60% of Year 5 student.

Parent/caregiver, student, teacher satisfaction

In 2016 the School Council of Roseville Public School conducted an anti-bullying survey. 114 responses were recorded in total. 50% of these indicated that one of their children had experienced some form of bullying over the last three years. Of the responses which indicated that their children has experienced some level of bullying during the last three years, more than 75% reported that it was well handled by the school. The remaining 25% indicated that more could have been done to resolve the situation more effectively. Overall, the survey responses indicated a high level of satisfaction with the school in this area. However, responses also pointed to a range of key areas to focus upon for the future. Some of these areas included: simplifying the current policy so that it is more user friendly for parents; explicitly teaching students how to report and deal with bullying issues and to make our parent body more aware of how our major Welfare program, Bounce Back was implemented as well as highlighting the key themes contained. As a result, a Welfare Project Team has been created to work on these focus areas.

Policy requirements

Aboriginal education

The 2016 school year commenced with the coming together of Roseville Public School and its sister school, Bourke Public School at the Young Leaders Conference in Sydney. Student leaders from Bourke Public school and their teacher were billeted by RPS families during their stay in Sydney. This annual visit gives the students from RPS an invaluable insight into life within a remote rural community such as Bourke.

Students from Early Stage One and Stage One watched a very entertaining, interactive and informative production by an Aboriginal Dance troupe which focused on dances and music which mimicked Australian fauna. Later in the year, both stage groups listened and responded to an interesting presentation regarding the origin of Aboriginal words and phrases.

Aboriginal cultural and history is studied by students at Roseville Public School, primarily within the Key Learning Areas of Human Society and its Environment. Leading up to NAIDOC Week, Aboriginal authors were featured within all Library lessons. Aboriginal craft and art activities were also integrated into classroom lessons.

Excursions to Kurnell and the Gibberagong Kalkari National Park during the year have provided Stage Two students with a greater insight and understanding of Aboriginal life, in and around Sydney, prior to European settlement.

Student and school leaders at Roseville Public School commence all assemblies and major events with the traditional Welcome to Country as a sign of respect and

recognition of the Aboriginal people. An Aboriginal version of Advance Australia Fair is learnt by students from Kindergarten to Year Six and sung on a regular basis. Boards depicting the National anthem, written in both languages, are also displayed in the school hall.

One major addition to this year's program was a visit from a cultural group of students and staff from Bourke Public School. RPS students experienced a range of indigenous activities and customs including: dance performances and workshops; Aboriginal cooking and art seminars and participation in a smoking ceremony. It was truly a wonderful week and a great way to celebrate NAIDOC week.

Multicultural and anti-racism education

Roseville Public School continues to identify and embed multicultural perspectives across the school. One of our key focusses is on ensuring that we produce a harmonious community who are aware of and respectful towards differing cultures and beliefs.

Anti-racism is promoted through school policy, Bounce Back lessons, personal development programs and assemblies.

Other school programs

Each year at Roseville Public School our staff and parents offer a wide range of enrichment activities in addition to our core curriculum based Key Learning Areas. Please find an outline of our 2016 options below. Further information can be found via the school's website:

<http://rosevillepublicschool.net.au/index.php>

- Student Leadership experiences
- An extensive Primary School Sporting Association representative sports program
- An acclaimed Band program
- An Enviro Kids club
- A large Dance program
- A String Group
- A Robotics Club
- A K-2 and 3-6 Choir
- A Debating team
- A Philosophy club
- A Chess club
- A Coding club
- Public Speaking opportunities