

Roseville Public School Annual Report



2017



2994

Introduction

The Annual Report for **2017** is provided to the community of **Roseville Public School** 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 Principal

It gives me great pleasure to present the Roseville Public School 2017 Annual School Report to our hardworking and involved community. Throughout the year we've worked hard to achieve the goals contained within each of our strategic directions. We're proud of our academic achievements. In particular, in those areas that we have focussed upon improving in. However, our school is much more than these outstanding results alone. Ensuring that our students receive an excellent all-round education is paramount and we know that to achieve this we need to constantly strive to involve our community. This year we've continued to focus heavily upon respect, anti-bullying and global citizenship. We have developed programs and initiatives which have explicitly focussed upon each of these areas. We're proud of our students and what they've achieved throughout the year. Many thanks to everyone for their continued support and for continuing to work collaboratively to further enhance our proud traditions and history.

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.

Learning:

Collectively we assessed ourselves as Excelling in this domain. The only exception was in the area of Assessment and Reporting where we assessed ourselves as Sustaining and Growing. Comments indicated that whilst our new reporting format has been successful we now need to modify our assessment methods focussing upon a more formative approach which is embedded into Teaching and Learning programs. The area that we performed strongest in was 'Learning Culture.'

Teaching:

Throughout these elements we assessed ourselves as falling into the Sustaining and Growing category. The exception was in the area of Professional Standards where the result was Excelling. This was our strongest performing area. One aspect that was highlighted as an area for potential improvement was the area of Collaborative Practice. In particular comments highlighted that it would be beneficial to increase teaching observation opportunities as well as ensuring that our collective approach to this practice is consistent.

School Planning, Implementation and Reporting

Results indicated that RPS is excelling in all or these elements with the exception of School Planning, Implementation and Reporting where we are Sustaining and Growing. In particular, the area of Reporting was mentioned and again was strongly linked to improving our assessment methods. Our strongest area was Leadership.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

Our results in Literacy and Numeracy continue to be of a high level. Continued focus in the area of Spelling has seen a continuation of improvement levels and sustained success. Results indicate that our performance in Writing improved slightly this year with more students moving into the top two NAPLAN bands, particularly in Year 3. This focus will continue in 2018 and beyond. Following our improvement in Spelling, it is clear that our Writing results now require the primary amount of focus.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A highly skilled staff who can clearly articulate the school's and their own current strategic focuses and professional learning goals.	Teacher Professional Learning Budget: \$10 500.	As a staff we became much more confident and efficient when formulating and implementing our own Performance and Development Plans. All staff submitted these plans in a timely manner and goals were negotiated and assessed with supervisor input. Teaching observations became more specified and meaningful.
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.	Teacher Professional Learning budget: \$12 000 School Global Budget: \$7000	Throughout the year we spent a lot of time facilitating Teacher Professional Learning which focussed upon Writing. This focus will continue into the next School Plan cycle. Results have begun to improve, in particular in regards to Year 3 students, with students moving into the top two NAPLAN bands. The school has also strived to increase the profile of Writing within the school and has exhibited quality work wherever possible including the publication of an RPS Poetry book.

Next Steps

Throughout 2018 we will develop an RPS approach to formative assessment. This will involve observing practice in other schools as well as linking our approach to the NSW Department of Education Literacy and Numeracy progressions.

We will continue to focus upon improving student performance in the area of Writing. This will be achieved by the release of a whole school scope and sequence as well as associated Teacher Professional Learning and demonstration lessons conducted by an external Literacy expert.

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

Throughout 2017 a lot of time was spent planning and initiating a Year 6 camp to Bourke. The purpose of this camp was to increase students knowledge of the challenges associated with living in a remote community which contains a high percentage of indigenous people. To achieve this a high level of interaction with our sister school, Bourke Public School was vital. The camp was fantastic and achieved its goals. Some modifications are planned for 2018 to ensure that time spent within Bourke is maximised.

Throughout 2017 we revisited the implementation of our resilience/welfare program: Bounce Back. Teacher Professional Learning was facilitated and teaching teams re-defined their approach to delivering this program.

Another major focus was analysing results from the RPS Anti-bullying survey and formulating related strategies. One initiative that was worked through was simplifying the Anti-bullying policy into a two page parent version which clearly outlined processes and the responsibilities of students, parents and staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A continued and improved high level of community involvement throughout all aspects of the school.		Communication methods were reviewed and adapted to ensure that community involvement remained at a high level. Whilst levels of engagement were positive in 2017, feedback indicated that we need to continue to focus upon actively involving all components of our community as our demographic has changed dramatically in recent years and indications are that it will continue to do so
Increased awareness of current domestic and international issues and culture.	\$3000	As well as the successful implementation of the Year 6 Bourke Camp and continuation of the relationship between the two schools, we also initiated a fundraising event which supported a school and local community in the Solomon Islands. This initiative provided our community with a lot of first-hand information and exposure to what life in this community was like. Plans are in place to develop this relationship into another sister school arrangement.
An increase in the awareness and use of our school wide respect/social skill development program, as detailed by regular survey and anecdotal feedback.	\$5000 – displays around the school.	Survey feedback indicated a greater level of awareness of our Roseville Respect and Regard program. This followed a concerted effort to make the features of the program more visible around the school and via various communication methods.

Next Steps

Throughout 2018 the plan is to develop two further sister school relationships. One of these will be in the Solomon Islands and the other with a school based in Sydney which has a cultural setting which is significantly different to Roseville Public School.

The continuation of the school's respect based program continues to take priority and has been supported by community survey feedback. Despite success in this area, a review of continuing to strengthen existing strategies will take place.

Community forums and focus groups will be held in an attempt to gain strategies with which to sustain and increase whole community engagement.

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

One of our key focus areas for this year has been on reviewing our approach to assessment at both a whole cohort and individual student level. Our Learning and Support Team has refined the process of identifying students who require Personalised Learning and Support Plans as well as the process of formulating and implementing these plans.

Throughout the year we also sought feedback and reviewed our approach to whole cohort assessment for reporting purposes. Whilst we were happy with the thoroughness of our processes, staff feedback indicated that we needed to ensure that our assessment practice was more informative and was included directly within Teaching and Learning programs.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in and clear outline of required parent–teacher communication.	\$3500 – RPS reporting format.	Following a three year approach, survey results suggest that all stakeholders are more aware of systems and expectations relating to direct parent–teacher communication. This relates to appropriate and efficient use of personal emails, a formalised parent–teacher interview and a more detailed reporting process which clearly outlines strengths and areas of required development.
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.	RPS App: \$1300	Survey and focus group feedback suggested that the community is responsive to the recently implemented communication strategies including: a formal email policy, the introduction of a school App and increased school tours and information sessions. Moving forward, a review of the school bulletin format will be conducted and methods to communicate with and engage differing sections of our community will be explored.

Next Steps

Communication in all forms continues to be a major focus at Roseville Public School. Future directions include investigating how to effectively communicate with differing sections of our community as our demographic has changed recently, increasing personal comments within our new reporting system and reviewing the use of the school bulletin.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	\$90 393: Includes allocated English as An Additional Dialect teacher as well as flexible funding.	Combining our two funding sources in this area we were able to provide EALD teachers for four days per week. These teachers worked in class, with small groups or with individual students based upon need. They provided direct instruction support for teachers as well as strategies for Classroom Teachers. Assessment results indicated that students exposed to the program progressed as expected along the ESL Scales. In total 60 students accessed the EALD program.
Low level adjustment for disability	\$81 271: Includes funding for a 0.5 Learning And Support Teacher as well as flexible funding which was primarily used to employ Student Learning and Support Officers.	<p>In 2017 our Learning and Support Teacher supported students with their learning, both within the classroom and via withdrawal groups. Generally students were clustered into groups who all accessed support. In addition, this teacher supported a range of individual students who were experiencing social and emotional or behavioural difficulties.</p> <p>Student Learning and Support Officers supported identified students or groups of students within classrooms primarily in the area of Mathematics. Student Learning and Support Officers are also trained in the area of Multi-Lit which is a program designed to reinforce successful reading strategies. Individual students accessed this program throughout the year, based on assessed need.</p>
Quality Teaching, Successful Students (QTSS)	\$46 622	<p>Throughout the year we utilised this funding in two specific ways. The bulk of the funds were used to provide staff with a team planning day in Semester 1 and Semester 2. The remaining funds were used to provide our Assistant Principals with additional Release from Face to Face time.</p> <p>As well as ensuring Collective Teacher Efficacy and a common and shared approach to programming and lesson delivery, the team planning days ensured a high level of collaboration. The additional time for Assistant Principals ensured that more teacher mentoring and support could occur which improved overall student learning outcomes.</p>
Socio-economic background	\$2 719	Throughout the year, this funding was used to support families who were experiencing financial hardship. The funds were used to pay for school camps and other excursions, ensuring that all students had appropriate access to all activities which were endorsed by the school.
Support for beginning teachers	\$25 639	Teachers within their first two years of full-time employment had access to funds via the Department of Education. The purpose of these funds was to reduce some components of the workload associated with beginning teachers as well as to provide more

Support for beginning teachers	\$25 639	opportunity for mentoring from more senior colleagues and supervisors. Each teacher accessing these funds collaboratively formed a plan with their supervisor.
Literacy Support	\$20 518	In 2017, these funds were used to employ additional Student Learning and Support Officers. These staff assisted students who had been identified by the Learning and Support Team who required support in various areas of Literacy. This support primarily was conducted within the classroom, following the Classroom Teachers program. However, SLSOs were also trained in Multilit which is a program designed to improve student reading levels. Students accessing this program were withdrawn from class and were worked with individually.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	333	331	337	313
Girls	287	289	292	311

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.2	96.9	96.7	97.6
1	96.9	95.9	96.1	96.4
2	96.9	96.2	96.7	97.4
3	97.2	96.5	96	97.2
4	97.4	97.2	97	95.9
5	98.1	97.2	97.3	96.1
6	97.3	96.9	96.3	96.5
All Years	97.2	96.6	96.6	96.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Roseville Public School follows all NSW Department of Education policies and expected procedures regarding the monitoring of student attendance. Where necessary, plan are made to support chronic non-attendance and these can involve the School Counsellor and the Home School Liaison Officer.

We strive to ensure that our community are fully aware of attendance requirements and procedures and we are well supported in this area.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	22.55
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher of ESL	0.6
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 2017 the Teacher Professional Learning budget for Roseville public School was \$33 335. This was also supplemented by the school's global budget. These funds were spent on the provision of external curriculum experts, projects and initiatives which involved local schools, individual teacher courses, joint planning and development days and the implementation of staff Performance and Development Plans..

In 2017 four 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 their status.

Throughout 2017, Roseville Public School was involved in four staff Development days as per NSW Department of education protocol. The focusses of these days were: Spelling and Writing; Emergency Care and First Aid; Collaborative Programming and catering for students born in the millennial generation.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	368,518
Revenue	5,416,783
Appropriation	4,446,293
Sale of Goods and Services	116,164
Grants and Contributions	848,395
Gain and Loss	0
Other Revenue	0
Investment Income	5,932
Expenses	-5,588,660
Recurrent Expenses	-5,588,660
Employee Related	-4,371,882
Operating Expenses	-1,216,778
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-171,876
Balance Carried Forward	196,642

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,930,061
Base Per Capita	96,128
Base Location	0
Other Base	3,833,933
Equity Total	174,383
Equity Aboriginal	0
Equity Socio economic	2,719
Equity Language	90,393
Equity Disability	81,271
Targeted Total	0
Other Total	151,358
Grand Total	4,255,802

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

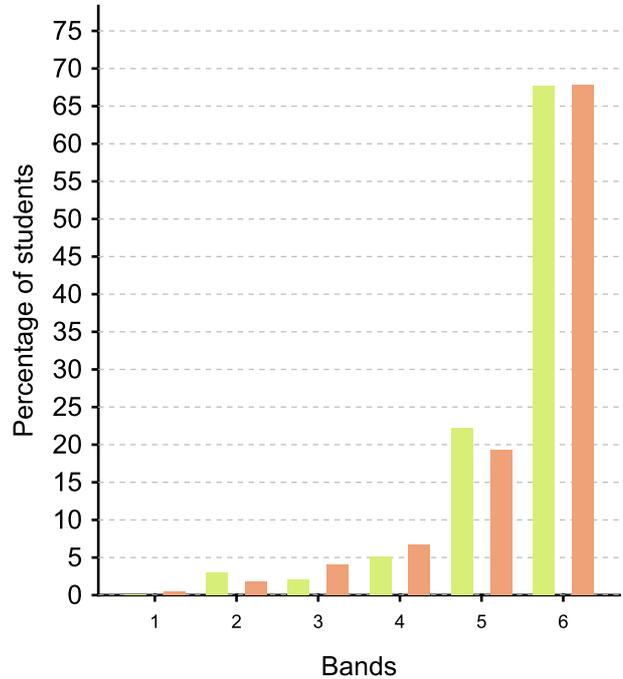
School performance

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 2017, Roseville Public School again performed strongly in all areas of Literacy which were assessed via NAPLAN. Once again, we recorded particularly pleasing results in the areas of Spelling and Reading. Moving forward, one clear goal that has emerged is moving a greater percentage of our Year 5 students into the top two Writing bands.

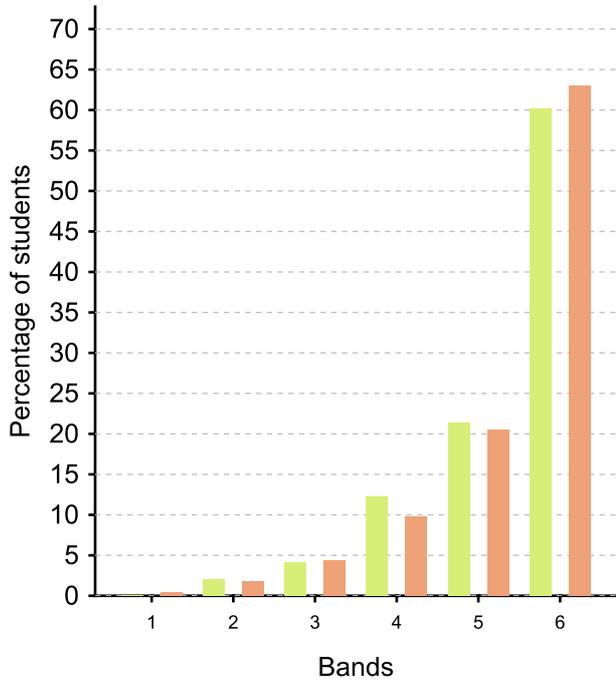
Percentage in bands:
Year 3 Grammar & Punctuation



■ Percentage in Bands
■ School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	3.0	2.0	5.1	22.2	67.7
School avg 2015-2017	0.4	1.8	4.1	6.7	19.3	67.8

**Percentage in bands:
Year 3 Reading**

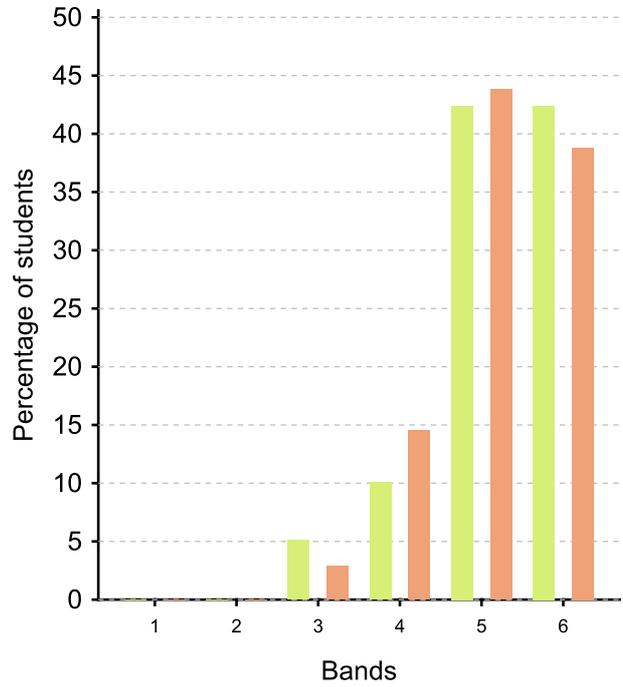


Band	1	2	3	4	5	6
Percentage of students	1.0	1.0	2.0	9.1	27.3	59.6
School avg 2015-2017	0.3	0.7	4.9	12.2	23.7	58.2



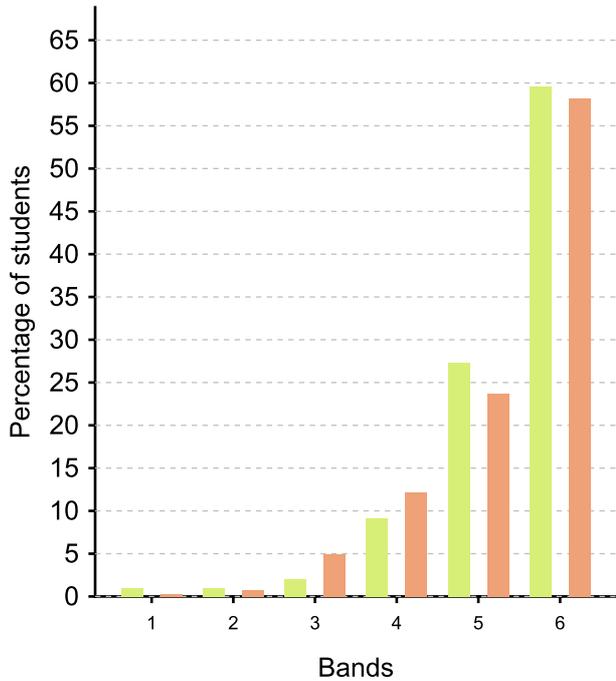
Band	1	2	3	4	5	6
Percentage of students	0.0	2.0	4.1	12.2	21.4	60.2
School avg 2015-2017	0.4	1.8	4.4	9.8	20.5	63.0

**Percentage in bands:
Year 3 Writing**

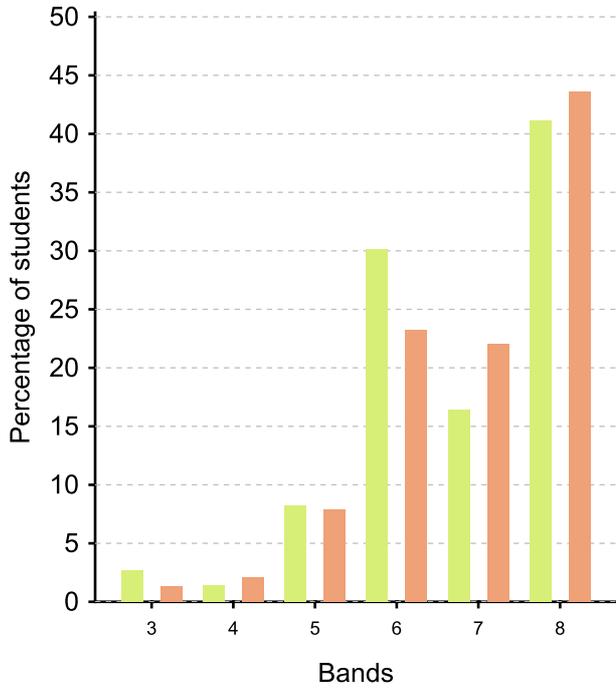


Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	5.1	10.1	42.4	42.4
School avg 2015-2017	0.0	0.0	2.9	14.5	43.8	38.8

**Percentage in bands:
Year 3 Spelling**



Percentage in bands:
Year 5 Grammar & Punctuation

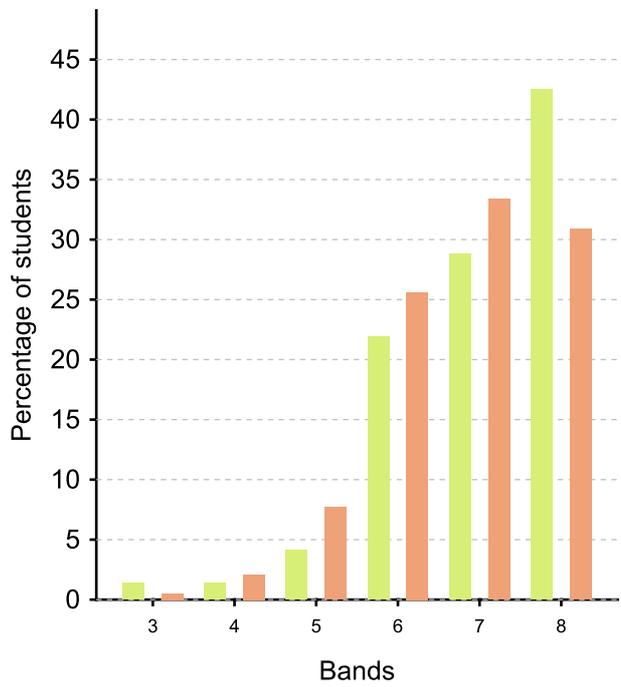


■ Percentage in Bands
■ School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	2.7	1.4	8.2	30.1	16.4	41.1
School avg 2015-2017	1.3	2.1	7.9	23.2	22.0	43.6

Band	3	4	5	6	7	8
Percentage of students	1.4	1.4	4.2	21.1	29.6	42.3
School avg 2015-2017	0.9	2.5	5.0	19.5	31.7	40.6

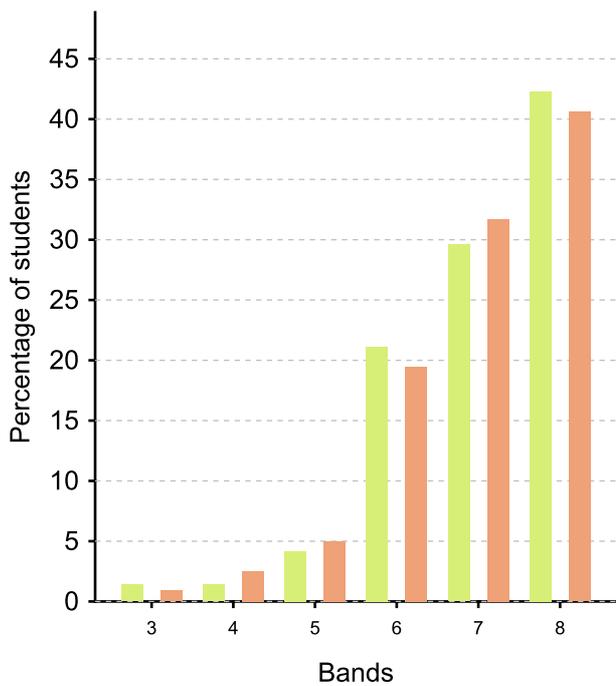
Percentage in bands:
Year 5 Spelling



■ Percentage in Bands
■ School Average 2015-2017

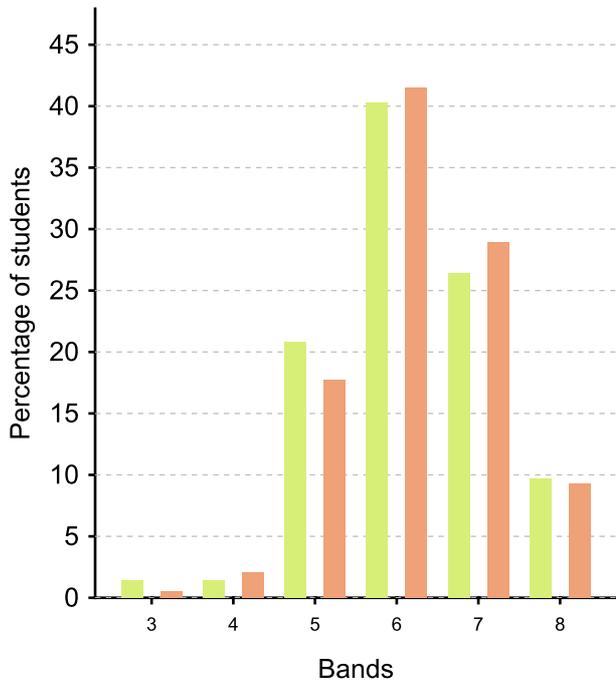
Band	3	4	5	6	7	8
Percentage of students	1.4	1.4	4.1	21.9	28.8	42.5
School avg 2015-2017	0.5	2.1	7.7	25.6	33.4	30.9

Percentage in bands:
Year 5 Reading



■ Percentage in Bands
■ School Average 2015-2017

Percentage in bands:
Year 5 Writing

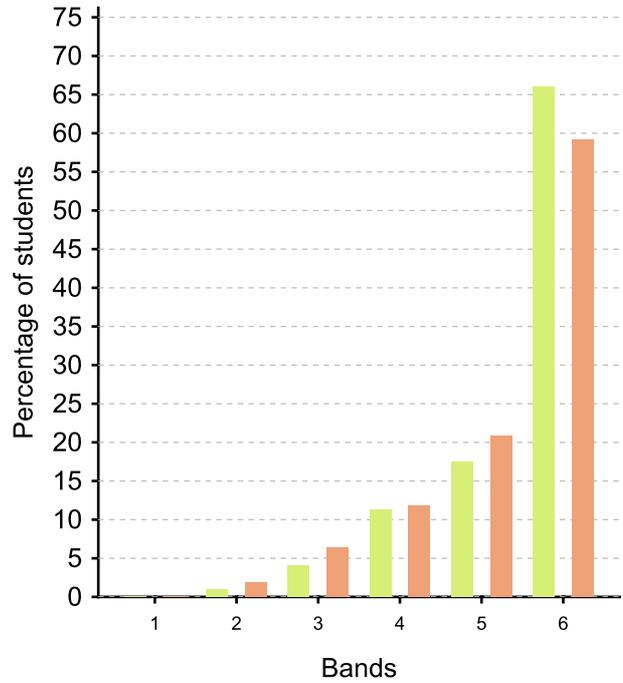


■ Percentage in Bands
■ School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	1.4	1.4	20.8	40.3	26.4	9.7
School avg 2015-2017	0.5	2.1	17.7	41.5	28.9	9.3

Roseville Public School continues to perform very strongly in the area of Numeracy. We continue to implement Maths groupings across Years 2-6 and also coordinate a whole school program to ensure a high level of consistency. The tables below demonstrate how many students fall within the top two bands of NAPLAN assessment. This is a great result. However, in the quest to continually improve we will be aiming to further increase this percentage for Year 5 students.

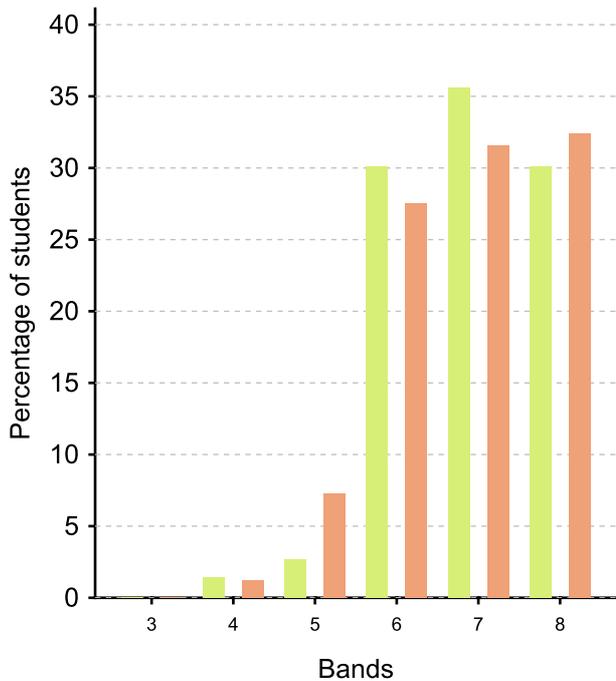
Percentage in bands:
Year 3 Numeracy



■ Percentage in Bands
■ School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	1.0	4.1	11.3	17.5	66.0
School avg 2015-2017	0.0	1.9	6.4	11.8	20.8	59.2

Percentage in bands:
Year 5 Numeracy



■ Percentage in Bands
■ School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	1.4	2.7	30.1	35.6	30.1
School avg 2015-2017	0.0	1.2	7.3	27.5	31.6	32.4

Parent/caregiver, student, teacher satisfaction

Towards the end of 2017 the RPS School Council facilitated a Community Survey in preparation for the upcoming 2018–2020 School Plan. The survey assessed: What RPS does well; What areas the school could improve upon; Our current approach to Literacy and Numeracy; What our future focusses should be; Overall satisfaction with the school and how our school is performing in relation to a range of statements contained within the Melbourne Declaration.

Overall the responses from community were extremely positive and thankful. Our staff, our level of teaching practice, our leadership and our approach to curriculum and extra-curricula activities was praised extensively and were assessed at a high level. There was no statistically significant feedback required improvement areas. However, things that had the most references included: increasing support for Gifted and Talented students; increasing personal detail in reports; continuing the focus on global citizenship and continuing the relationship and camp with Bourke Public School and improving our approach to facilitating Sport.

Policy requirements

Aboriginal education

The 2017 school year commenced with the coming together of Roseville Public School and it's Sister School, Bourke Public School at the Young Leaders Conference in Sydney. Student leaders from Bourke PS and their teacher were billeted by RPS families during their stay in Sydney.

Students from Early Stage One and Stage On 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 groups listened and responded to an interesting presentation regarding the origin of Aboriginal words and phrases.

Aboriginal history and culture is studied by students at Roseville Public School, primarily within the Key Learning Area of Human Society and Its Environment – History and Geography. Leading up to NAIDOC Week, Aboriginal authors were featured in 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 2 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 Aboriginal people. An Aboriginal version of Advance Australia Fair is learnt by students from

Kindergarten to Year 6.

In 2017, Roseville Public School conducted its first Year 6 Bourke Camp. All of Year 6 travelled to Bourke and worked with the students of our Sister School. Bourke is situated in a remote part of the NSW/Australian Outback and the school population contains a significant number of indigenous families. This experience was an invaluable opportunity for our students to experience, first hand, what life is like for Aboriginal people living in remote Australia.

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. One of our future goals is to establish sister schools in the Solomon Islands as well as another culturally diverse part of Sydney. Our community has expressed that they are supportive of our students becoming more globally aware.

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