



Education &  
Communities

# Roseville Public School Annual School Report 2014



## Our School at a glance

### Principal's message

Many thanks to our entire school community for making 2014 another successful year at Roseville Public School. Following on from such an involved Centenary year was always going to bring challenges. However, once again, all of the staff, parents, students and wider community members connected with this amazing school rose to the occasion and ensured that all of our goals were met and that our students were provided with the very best.

As always, our primary focus has been on the welfare of our students and their families and on providing a quality, well-rounded education where students are provided with the opportunity to achieve their maximum potential across all Key Learning Areas. The school's academic results in various internal and external literacy and numeracy assessments were again outstanding and we are always proud of this. This success will be highlighted throughout this report. However, this is only one aspect of our approach to recognizing and developing the individual talents that our students possess. Many of the enrichment programs that we coordinate are discussed throughout the course of this report. Our teachers thoroughly deserve an enormous amount of praise and recognition for the work they dedicate each and every day to ensuring that these opportunities occur. However, Roseville Public School is all about teamwork and without the efforts of an incredibly committed and supportive parent and wider community body many of the programs that are offered would not be delivered to the current high standard, if at all.

There are a number of outstanding whole school and community events which spring to mind this year. These included: the Walkathon; the Readathon; the Year 3 Fundraising event; Swimming, Athletics and Cross Country carnivals, McGrath Foundation, World Vision and Refugee fundraising drives, the Book Parade, the Musicale and the Stage 3 Production. As I've commented to many people, they all were extremely well organized and supported by our local community.

I would also like to make special mention of and thank the people who coordinate a range of P&C led committees including: Canteen, School Banking, School Watch, Clothing Pool,

Community Noticeboard and many more. They all play an integral role in maintaining the culture of the school. They are all overseen by our dedicated P&C Executive who have again done

Thanks again to everyone to everyone for such a memorable year. It is with a great deal of pride that I present the 2014 Roseville Public School Annual School Report.

**Sean Moran**  
**Principal**

### P&C President's message

The RPS parent community, that the P&C serves, is truly unique in its strength and support. It not only provides this for the children and teachers at RPS but it also provides strength and support beyond the school walls. For those of you who have been involved with the school for a number of years you will know what I am talking about. RPS is not only a centre of learning, it is also special place. It is the focal point of a community, with strong friendships not only being forged between children but also parents and teachers.

2014 was a great year with this sense of school community coming to the fore. We had a number of great events this year with so many new activities and initiatives. Works also continued on the Landscape Master plan to finalise the planning for Stage 3 of the project – the addition of a new artificial grass playing field, construction of new outdoor classrooms and an adventure playground area.

Recapping the year term by term:

#### Term 1

The year started well with Jo Powell and team coordinating the book day. The welcome BBQ run by Year 6 was a great night. Term 1 also saw Sophie Thomas and team introduce a kids' disco which was a hit by all accounts. Boy, those CDs had a workout at my place. Then it was down to the Flat Rock Brewery for a lesson in home brewing to kick off the RPS Men's Shed. Well done to Val Maguire, Julia Re and Michael Stone for setting up the Men's Shed. Some great events during the year including the Rugby Night in the hall (Term 2) and the RPS Annual Golf Day (Term 4) were hits.

## Term 2

The grounds had a year of stability with the major event being the working bee attended by 120 people to finish off the planting on the edge of the Duntroon block. The free BBQ at the end was great and we need to get a drink and coffee sponsor going forward for this day.

The Readathon led by Gabbie Aurisch was a fantastic new event. I still recall some of the extra donations made by parents who enjoyed a Sunday afternoon of snoozing on the couch because their kids were too busy reading to play with the Play Station.

Band camp rolled around again. Well done to Michelle Carmody and Megan Entwistle for arranging this camp with our band committee led by Kate Ney.

## Term 3

Our Fathers' Day breakfast was a hit with the Dads and kids alike and well done to Vicki Taylor and the Year 2 parents for putting this day on with the help of the Roseville Chase Rotary Club. Next year I am keen to see a Mothers' Day event again! Something for the dads to pick up?

The 'Back to the Eighties' Year 3 fundraiser produced a peculiar number of men wanting to dress up in tight tennis shorts and long hair. What an awesome night and well done to Anthony and Kim Hughes and their team for putting this night together. It was also the first gig for the Men's Shed Band. Awesome!

## Term 4

The walkathon was a great morning, and it was just fantastic to see some 200 people all hanging back after the walk enjoying breakfast and a coffee. Well done again to Rochelle Speldewinde for arranging this event.

Then the year rapidly moved to a close with Musicale, the Production, year-end concerts and the year-end BBQ with the raffle. Well done to the Kindy team and Tim Ford for running these events and Sean Moran for judging the Christmas Lights competition.

## Essential services

The canteen and clothing pool had fantastic years with some great initiatives in both. Thank you to coordinators Penny Morris (Clothing Pool), Gabbie Aurisch and Vic Muller (Canteen) and their army of volunteers who make it all happen.

Our band programme continues to go from strength to strength with great performances at the Opera House and at local events. Our School banking team also kept the coins rolling in.

That was about it, but back to the community spirit - the role that our School Watch, Allergy, Community Notice Board, Website, Sports Committee, Hall Hire and Tucker Box volunteers make are sometimes missed but these roles and community support functions are very, very special. It is also wonderful that during the year the various classes and Year group parents get together socially, this community is special and I hope these traditions will continue into the future.

Finally, a special thanks to the P&C executive (Anthony Hughes, Tim Ford, Phil Barfield, Vicki Taylor and Niall Conlon) and all the teachers and volunteers who make this such a great school community. In 2015, we look forward to working with Sean Moran and the RPS teaching staff and front office to make RPS an even greater school in its 102<sup>nd</sup> year.

**Tim Haddow**  
**P&C President**

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

Discussions were held across a wide variety of topics throughout the year including;

- School Safety
  - Both in the school and the surrounding roads
- Uniform changes
  - All changes to school uniform must be approved by School Council. The yellow sloppy joe that was worn with sports uniform was replaced with a track suit top.
- Grounds
  - Assessment of trees and subsequent removal of those deemed unsafe
- Out of Area enrolment applications
- School Survey
- Constitution review

Once again, one of the key focus areas for School Council was school safety. At every meeting throughout the year, there was always discussion about recent events / incidents and what we could do to provide a higher level of safety for the students, staff and general community.

After many years of campaigning and lobbying local council and RMS for a Safety Camera at the Archbold Rd / Addison Rd intersection, RMS officially declined our application due to the low number of incidents at that intersection over the past five years. School Council will never the less continue to lobby both RMS and the government for better safety around the school.

Early in the year, a neighbouring property (6 Duntroon Ave) came on the market and due to the ongoing issues with space at the school, as President of RPS School Council I wrote a letter to the DEC on behalf of the School requesting them to urgently investigate and release funds to enable us to purchase this property to allow for the expansion of the school grounds. Unfortunately, the department declined stating that there were insufficient funds available at this time.

As is required by DEC, every three years the school must undertake a survey of the school community. 2014 was that year so the School Council drafted a survey that was eventually sent out to all families and staff members of the school. The response was excellent and has provided valuable information to assist the school with developing the plan for the next three years.

A final task of note that was undertaken in 2014 was re-writing the School Council constitution. While a summarised version was created a few years ago, it was felt it didn't encompass everything that the School Council did so it was expanded and forwarded to DEC for review and ratification.

I would like to thank all the members of the School Council this year including parent representatives (Kate Cooper, Matthew Englund, and Tim Haddow), staff representatives (Fiona Ipsen, Sarah Petrou and Mike Ferguson), our community representative (Laurel Barr) and finally our Principal, Sean Moran, who continues to inspire and strive for a better learning experience for our children. Much work goes on behind the scenes to ensure the school operates at its optimal performance and capability and it is

a credit to those who so willingly give of their time and resource to create such a nurturing environment for our children.

**Daniel Zatz**  
**President, School Council**

## **School Captains' messages**

There have been many wonderful opportunities in Year 6 as School Captain. One of the most memorable ones was hosting the leaders from our sister school Bourke Public. While they were visiting, we went to The Young Leaders Conference and had a guided tour around Parliament House.

The teachers at Roseville Public are always providing us with great opportunities and support. It was amazing to be able to learn hip hop and perform at the Opera House in the Ryde Schools Spectacular. I also enjoyed being a part of the production each year. Band gave me the opportunity to learn an instrument and I intend to continue learning next year.

Being the School Captain has given me so many opportunities to speak in front of an audience. I used to be quite nervous about doing this but now I am much more confident.

Roseville Public encourages everyone to open their 'circle of friends' and let others join in. I have made many friends at Roseville and am looking forward to still seeing them on the train platform on the way to High School.

I will always be thankful for the many different teachers who helped and guided me along the way on my Primary school journey. Roseville Public is a unique school I will never forget.

**Angus Sloane, School Captain**

Wow, what an incredible year 2014 was! It has been such a privilege to be one of the School Captains of Roseville Public School, an experience I'll never forget. Year 6 has been the most exciting, fun, action packed year I've had at RPS and I have absolutely loved every minute of it.

We are so fortunate to be part of the Roseville school community and to have the facilities and great teachers that we have. The teachers are so kind, dedicated, patient and play such a vital role

in making our time at Roseville the best possible. I would like to thank all the teachers at RPS, but most importantly I would like to thank Mr Moran and Ms Lane for all their support in helping us achieve our goals.

There are so many opportunities at RPS, there is definitely something for everyone! Some of these opportunities include Band, Enviro Kids, Choir, Debating, Dance Groups, School Production, Public Speaking competition, Chess Club, Highlander Shield, 'Schools Spectacular', Sports Carnivals and PSSA sport. In Year 6 we attended the 'Great Aussie Bush Camp', participated in the Peddlers' Parade, put our acting and dance skills to the test in the School Production 'Wonka's Wonderland' and have had Kindy buddies, which we have all particularly loved.

Being part of the leadership team has given me more confidence, particularly in public speaking. My fellow Captains and I have hosted the Captains and Vice Captains from Bourke (our sister school) and joined them at the 'Young Leader's Day Conference'. We've visited Parliament House, participated in a Leadership Camp where we met Captains from many other schools, and we've represented our school at a Remembrance Day Ceremony at the Roseville RSL, which was a really touching ceremony. I have felt very fortunate to have represented our school at all of these events.

I'm going to really miss Roseville Public School, however I have so many irreplaceable memories and friendships that will stay with me forever. I am so proud to have gone to Roseville Public School. Thank you!

**Sophie Brasher, School Captain**

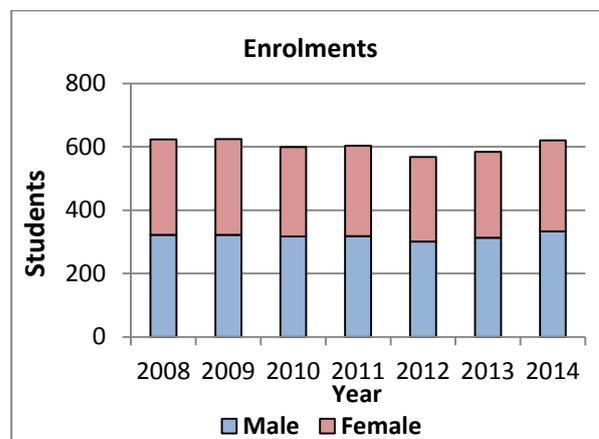
## Student information

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. The only variation to this was based upon siblings of students who were currently enrolled at the school and occasional medical considerations.



### Student attendance profile

Student attendance continues to be aligned with the state average.

	Year	2009	2010	2011	2012	2013	2014
School	K	96.3	96.6	96.8	96.3	97.4	97.2
	1	95.7	96.5	96.0	96.7	96.4	96.9
	2	95.8	96.7	96.1	96.9	97.2	96.9
	3	96.3	97.2	97.1	97.1	97.2	97.2
	4	96.3	96.9	95.4	96.6	97.4	97.4
	5	96.6	96.6	95.7	97.5	96.8	98.1
	6	96.9	95.8	95.3	97.3	96.6	97.3
	<b>Total</b>	<b>96.2</b>	<b>96.6</b>	<b>96.1</b>	<b>96.8</b>	<b>97.0</b>	<b>97.2</b>
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	<b>Total</b>	<b>92.1</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>

### 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 2014 class size audit.

Roll class	Year	Total per year	Total In class
K ANTRIM	K	20	20
K HAINES	K	20	20
K MADDEN	K	18	18
K O'KEEFFE	K	20	20
K PETROU	K	20	20
1 BROWN	1	20	20
1C BREADY	1	21	21
1 OWLES	1	21	21
1 STANFORD	1	21	21
1 VILA	1	20	20
2 BICKERSTETH	2	23	23
2 CONNOLLY	2	23	23
2 GATT	2	23	23
2 WILLARD	2	23	23
3 AHERN	3	25	25
3 HORN	3	24	24
3 JACKSON	3	24	24
3M HANSON	3	25	25
4 FERGUSON	4	29	29
4 SIDWELL	4	27	27
4 WEBER	4	30	30
5 DAUTH	5	28	28
5 ELLIOTT	5	29	29
5/6 COCKS	5	12	26
	6	14	26
6 ALEKSANIAN	6	26	26
6 IPSEN	6	27	27

## Staff information

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

The school had 32.14 teacher positions allocated in 2014. This included six executive staff, 20 classroom teachers and 6.14 specialist staff including Teacher-Librarian, RFF (Release from Face to Face) teachers, ESL teachers, part time School Counsellor a part time Learning and Support Teacher. In addition to this, the P&C funds a part time Reading Support teacher.

The teaching staff is supported by a School Administrative Manager, two School Administrative Officers, a General Assistant and two School Learning Support Officers funded through the State Disability Funding Program and P&C's 'Educational Initiatives' supporting Literacy and Numeracy.

## 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)	1.34
Primary Teacher Executive Release	1
Teacher of ESL	0.6
Counsellor	0.4
Primary Part-Time Teacher	1.1
Learning & Support Teacher	0.5
Total	32.14

## Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	<b>100%</b>
Postgraduate	<b>30%</b>

## 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 2014 our key focus areas for our professional learning program included the Australian Curriculum, focusing on Visual and Critical Literacy, Writing, reviewing 'Big Write' and VCOP program, Spelling and Numeracy, focusing on the data strand and Origo 'Stepping Stones' program.

Other key areas included Leadership and Career Development; Technology, including cyber safety,

video conferencing and iPads; Disability Standards for Education; Student Welfare; Workplace Health and Safety Induction; the Code of Conduct; Child Protection; Anaphylaxis, Asthma and Type 1 Diabetes training, as well as CPR training.

As part of the Killara Schools Partnership, (KSP), one teacher participated in the Middle Year's Initiative called 'Critical and Creative Thinking Across the Curriculum'. This involved training in critical and creative thinking, planning a lesson with a Stage 4 teacher from Killara High School on a given Key Learning Area, (KLA), and delivering the lessons together to both teachers' classes using a team teaching approach. Reflections on student participation, learning and outcomes achieved at the different stages were shared with all teachers across schools involved in the KSP initiative.

Five teachers were also involved in the 'Quality Teacher Rounds' program. This program was based on the Quality Teaching Framework and involved teachers sharing professional readings and observing each other teach, in order to achieve best practice in a supportive and respectful forum. This program will be extended in 2015 to involve teachers across schools in the Killara Schools Partnership.

The Department of Education and Communities allocated \$3845 towards the implementation of the Australian Curriculum and a total of \$21,804 for professional learning. This total amount equates to approximately \$855 per teacher. The school's Parents and Citizens' Association also contributed \$5000 to professional learning.

During 2014 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 and 3 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.

## Beginning Teachers

Throughout 2014 our school received funds to support Beginning 'Permanent' teachers. In 2014, RPS had two teachers in this category. Funding is provided to provide additional release, professional learning and mentoring time. During this time teachers are expected to focus upon specified areas of individual need. The funding is also designed to reduce the workload of these teachers throughout this stage of their career. Throughout the course of the year Roseville Public School received \$15,792.40 for this purpose.

## 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	30/11/2014
<b>Income</b>	\$
Balance brought forward	464597.40
Global funds	364069.11
Tied funds	193271.95
School & community sources	449470.41
Interest	13217.26
Trust receipts	83394.90
Canteen	0.00
<b>Total income</b>	<b>1568021.03</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	99023.00
Excursions	111752.31
Extracurricular dissections	175047.56
Library	641.72
Training & development	25299.11
Tied funds	145394.05
Casual relief teachers	158725.27
Administration & office	133101.61
School-operated canteen	0.00
Utilities	74934.58
Maintenance	87888.75
Trust accounts	83212.00
Capital programs	22206.09
<b>Total expenditure</b>	<b>1117226.05</b>
<b>Balance carried forward</b>	<b>450794.98</b>

A full copy of the school's 2014 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 2014

### 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 2014. The program will continue in 2015 with the return of our dedicated and talented artist, Stephanie East-Ryan. Drawing workshops for interested students from Years 3-4 were held at lunchtimes throughout the year under the direction of teacher volunteers.

A spectacular Musicale was held in the RPS Richmond Hall. The work of our various bands, dance groups and choirs were showcased.

An end of year musical production, 'Wonka's Wonderland 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. The performance celebrated the events of the last century.

#### Music

Some highlights of 2014:

- We have three main bands – Junior (Conductor – Mr Mitchell Staines), Intermediate (Conductor – Jamie Watkins), and Concert Band (Conductor – Mr Gavin Staines).
- Senior students from Years 5 and 6 are involved in our extension ensemble – Stage Band (Conductor – Mr Tim Ferrier).
- During Term 2, Junior Band members enjoyed their successful camp at RPS, whilst the following week the students from the Senior Bands experienced some intensive tutorials with great tutors and fun at their two night Camp at The Collaroy Centre.

- All Bands and Ensembles from the Band Program performed in a variety of festivals. Participation in Music Festivals such as this provides great incentive for the children to practise their music and to focus on their contribution to the whole band in a performance situation.
- A number of Senior Band members applied to and were awarded positions at the Department of Education State Band Camp for five days. It was an incredible experience for all the children involved, working with talented primary and secondary school musicians from all over NSW.
- The Junior, Intermediate and Concert Bands gave a wonderful performance at the RPS Education Day Open Day.
- The Stage Band entertained all those attending the Fathers' Day Breakfast.
- The Junior Band joined the Year 2 Recorder Concert to encourage the Year 2 children to join the program in 2015.
- The annual Musicale Concert with the theme 'Back to the Future', was held at within the RPS Richmond Hall. It was a fantastic night, with lots of atmosphere and great enthusiasm from the children, conductors and families alike.
- The Concert Band entertained students, staff and parents at the RPS Presentation Day.
- The program is a success due to the commitment of parents to become involved, whether that is formally on the committee or more informally by attending rehearsals and volunteering to assist in the running of various activities during the year.

#### Debating and Public Speaking

2014 has been a successful year in both public speaking and debating.

Public speaking is fostered through the internal, class-based Public Speaking Competition. Individual students are also selected for external competitions, where appropriate. 2014 saw two students from Year 4 and two students from Year 6 participate in the Multicultural Perspectives

Public Speaking Competition, run by the NSW DEC Performing Arts Unit.

Year 5 and 6 students participated in the Ryde District Friendly Debating Competition in Terms 3 and 4. Throughout the process, students developed a range of invaluable skills which they will be able to implement in future years.

## **Chess**

Chess was reintroduced this year as an extension activity for senior students.

A group of between 20 and 30 students met weekly in Terms 3 and 4 in friendly competition.

A group of students took part in the North Sydney Region Chess Tournament and performed creditably.

## **Sport**

At Roseville Public School, the students are provided a number of sporting opportunities on a class level, grade level or through a competitive sporting team. With these opportunities, the school engages the students in a wide variety of physical activities.

In 2014, all of our grounds have been fully open to teachers, students and the community to participate in sporting activities before, during and after school.

In K-2 each grade continued to work as a team to plan a wide range of appropriate activities for their students. In Terms 2 and 3, K-2 once again took part in a Gymnastics program which provided excellent opportunity to develop balance and movement skills. In addition to this program, Kindergarten participated in weekly gross motor sessions, which focused on coordination, locomotion and ball skills. Teachers worked in tandem with parents to create a rotation of activities to provide the students with specific training in these areas. Year 1 worked in small group rotations with an emphasis on skills associated with team sports, such as soccer, netball, cricket and softball. Areas of focus were kicking, ball control, throwing, catching, coordination, team work and fundamental movement. Year 2 extended their previous experience and had a game-driven program where they learnt cricket, t-ball, hockey and soccer skills. Year 2 also continued the two week

swim school program which gives them important water safety and swimming techniques.

In Years 3-6 a variety of different programs were offered according to the needs and ages of the students. Year 3 were involved in a program of lessons, designed and delivered by the professional organisation, Sportspro. Classroom teachers provided additional supervision and support during these lessons. Over the year, the Year 3 students were taught the skills and game knowledge needed for the PSSA sporting program and were instructed in athletics skills to prepare them for the school Athletics Carnival. Students in Years 4-6 were given the opportunity to trial and be selected for one of our PSSA sporting teams. At the beginning of Terms 1 and 2, Classroom teachers organized trials, selected students and then coached teams on a weekly basis. Our Zone offers Modball, Cricket and Touch Football as summer sports and Soccer, Netball and AFL as winter sports. Weekly training sessions target specific team and game skills. Students not in a PSSA team participate in our school sports program, or sign up for tennis lessons which are provided by an external business. The school sport lessons are organized and led by teachers and the staff from Sportspro and they programed a varied and interesting range of sporting activities for our students. An external tennis school provides lessons for students. Parents sign up and pay online for their children. The lessons take place at a variety of tennis courts in the district.

In addition to these opportunities, all Years 3-6 students were provided with training for the school Cross Country and Athletics Track and Field events. All classroom teachers programed training for cross country during Term 1 so that students developed the fitness required for the race. During Term 2, Sportspro teachers were employed to teach athletics skills lessons to all Years 4 -6 students.

Annual sporting carnivals, organized by the Sports Committee, were held in Cross Country, Athletics and Swimming. All students in Years 3-6 were given the opportunity to participate in the carnivals. Students, who performed strongly in our school carnivals, then had an opportunity to compete in Zone, Region or State level.

The Cross Country Carnival was held at St Ives Showground, the Athletics Carnival at Rotary

Field and Swimming took place at Lane Cove Pool. All Carnivals were well attended and featured a very high rate of student participation. A number of students were successful and attended Zone Carnivals. 29 students went to Zone Swimming, 48 went to Zone Cross Country and 54 to the Zone Athletics Carnival.

In the Ku-ring-gai Zone Carnivals this year, Roseville Public School was very competitive. We had a number of our students go on to represent Ku-ring-gai at the Area Carnivals and one student represented the Sydney North Area at the State Athletics Carnival whilst another was successful, through the PSSA trial process, in being selected to represent the State in Softball

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 friendly inter-school competition. All teams undergo training sessions led by teachers and parent helpers and the competition is played after school. Roseville lost the Junior Rugby and Girls football before winning the Senior Rugby game.

The Senior Rugby team continued last year's Stirling Mortlock Cup tradition with both Lindfield Public and Lindfield East Public. Each school played two games (one against each other) to determine the winner. Roseville won the game against Lindfield and defeated Lindfield East to retain the Mortlock Cup.

## **Dance**

Roseville Public School has a highly successful dance program and this year continued to provide opportunities for all students to be involved in interest or extension dance groups in both the junior and senior school. Boys and girls are all welcome to participate and students of differing levels of dance experience are encouraged to join a dance group that would best suit their needs.

### Kindergarten-Year 2

Mrs Petrou and Mrs Stevenson choreographed and taught the K-2 dance groups, which

alternated students each Term. In total a large number of the Year 1 and 2 students participated in these dance groups. These dancers showcased their routines by performing wonderfully at the K-2 assemblies.

The Hilarious Hat Hullabuloo featured a finale dance choreographed by Mrs Jones and Mrs Petrou from the whole of K-2. The students attended lots of rehearsals to learn the routine and performed to parents and the community. It was a fantastic performance, with lots of atmosphere and great enthusiasm from the children, staff and families alike.

### Years 3-6

Roseville Public School was represented by two dance troupes, consisting of 48 students in total, at the Sydney North Dance Festival at Glen Street Theatre in the last two weeks of Term 2. The Stage 2 Dance Ensemble, made up of selected Year 3 and 4 students, performed 'Monet's Garden.' The Stage 3 Dance Group, made up of selected Year 5 and 6 students, performed 'Through the Looking Glass' and both groups were choreographed by Mrs Antrim and Mrs Jones. The students also attended lots of rehearsals at various locations, where staff and parents helped with car-pooling and transport. The Stage 2 Dance Ensemble was for a consecutive year selected to participate in and perform their dance at the NSW State Dance Festival, at the Seymour Centre. The group were a part of over 1500 public school students from Kindergarten through to Year 12 from across NSW. Our dancers represented our school with exemplary behaviour and have encapsulated the talented culture of Roseville Public School into our wider community.

There is a lot of creative talent at Roseville Public School and students were encouraged to be involved in various dance programs across K-6. The establishment of the Years 3-6 Dance Enrichment Group, encouraged students from Year 3 through to 6, to participate in a dance group that was all about fostering a love of dance and having fun in the process. This group performed their superhero themed dance 'Geronimo' at Musicale. The Stage 2 Dance Ensemble performed "Revolting Children" and the Stage 3 Dance Ensemble performed their rock dance 'Thunderstruck'. All dances were excellently danced and highly entertaining. The Stage 3 Dance Ensemble also performed their

dance 'Through the Looking Glass' during Roseville Public School's Open Day and showcased their many talents and dance skills.

Roseville Public School, for a third year running, was selected by the NSW Performing Arts Unit to participate in the 2014 Schools Spectacular. 12 students were chosen to perform at this State level, televised event. Students and staff spent many hours, in and out of school, attending rehearsals and learning choreography. The parents of these students spent a significant amount of time assisting with transport, car-pooling and supervision. This event is an iconic cultural event incorporating students from diverse backgrounds and communities from the length and breadth of the state. The Schools Spectacular also promotes inclusiveness and reconciliation. This is the 31<sup>st</sup> year of this amazing event and televised once again by Channel 9. A former Roseville Public School student Camille Penrose (who participated in previous years in a choir and dance capacity) now in Year 7 at Killara High School, was selected to be a lead vocalist in this year's performance.

The Stage 3 boys were offered an opportunity to participate in a boys only hip hop group. This group was choreographed by Mrs Petrou; performing at the Education Week open morning and at K-2 and 3-6 assemblies. Their rehearsals culminated with a fantastic performance in the end of year Stage 3 Production giving over 50 boys with no dancing experience the chance to dance in front of large audiences and gain confidence in performance skills.

The Year 6 boys in this group were also given the opportunity to audition for the Ryde Spectacular. After lots of hard work during lunch times and on the weekends our boys were one of only 15 schools chosen to perform in this fantastic event at the Sydney Opera House. This was a wonderful opportunity for the boys to perform in front of over 3000 people. Their dance, entitled 'Having a ball' included the use of basketballs as part of their performance and was one of the highlights of the evening.

An end of year musical production, 'Willy Wonka and the Chocolate Factory' by our Stage 3 (Year 5 and 6) students was once again extremely successful. Students were involved in all aspects of the production, including various styles of dancing (jazz, hip hop, funk, contemporary and character). Written during the vacation period,

directed by Stage 3 teachers and choreographed by Mrs Petrou. The production showcased the creative and performance skills of all students in Stage 3.

### **Stage 3 Production**

Our end of year production entitled 'Wonka's Wonderland' showcased the creative and performance skills of 130 students and was extremely successful. The students performed over two nights in the school hall. Students participated in all aspects of the production; constructing props, using sound and lighting, managing backstage, distributing costuming as well as acting, singing and dancing. The production was directed by the Stage 3 teachers and Miss Aleksanian designed and painted the back drop. The dances were from the different genres of jazz, hip hop and contemporary and were choreographed and taught by Mrs Petrou. All students were involved in three dances and many students performed in four. Other teachers within the school assisted with the many aspects involved in putting a show on of this magnitude. Many parents spent a significant amount of time assisting with the costuming for the dances. The production provides the opportunity for students to gain expertise and confidence in performing. All students rose to the occasion and performed with talent and enthusiasm over the two nights.

Stage 3 Team: Mrs Cocks, Mrs Dauth, Miss Elliott, Miss Aleksanian and Mrs Ipsen

### **Choir**

During 2014 a wonderful Roseville School Choir was established.

There are approximately 30 enthusiastic students who have performed for various school assemblies, the Roseville Public School Musicale, K-2 Christmas Concert and the Roseville Community Rotary Christmas Party.

These enthusiastic students range from Year 1 to Year 3 and regularly practice once a week during a recess time. They are very committed and are developing tone, harmony and musicality.

## Enviro Kids

The school's environment program continued to flourish this year with the Enviro Kids involved in many green initiatives. There was an overwhelming interest from students in Years 1 – 6 to join the Enviro Kids committee for 2014. As such, the students rotated during two semesters of the year so that everyone got an opportunity to be a part of the green machine.

Nudie Tuesdays continued this year with all students encouraged to bring in waste-free lunches each Tuesday. The student representatives in each class were responsible for marking off students who brought in waste-free lunches. Twice a Term, the Enviro Kids did a fantastic job at collating data, drawing winners, organising certificates and announcing the results to the 'Nudie Tuesday Champions' at assemblies.

Throughout the year the Enviro Kids met at lunchtimes. The Years 1-2 Enviro Kids got their hands dirty in the veggie patch with Miss Bickersteth and Mrs Jones. The students were involved in all aspects of the organisation and maintenance of the veggie garden including; harvesting, planting, watering and trimming the garden. New vegetables were planted including: potatoes, borage, snow peas, tomatoes, celery, lots of herbs, strawberries, zucchini, spinach, mixed lettuce varieties and more.

Phase 1 of the vertical garden has just been implemented with Mr Clegg installing pipes adjacent to the Veggie garden where holes were cut out for pot plants to be inserted. The green wall is a wonderful addition to the veggie patch and a big thank you to the wonderful parent Sue Napoli for her wonderful advice and expertise with this green project. The Enviro Kids will plant many varieties of fruits and vegetables with Mrs Jones that we hope will overflow with abundance as next year approaches.

Miss Bickersteth and Mr Brown also began a successful Food Club, where they have cooked with a number of the Enviro Kids, using fresh produce from the RPS Veggie Garden. Students have enjoyed cooking dishes such as beetroot brownies and kale chips. This has allowed students to be educated about healthy eating and challenged to try new fruit and vegetables, encouraging a love of healthy food.

Years 3 and 4 Enviro kids took part in discussions and created posters promoting various

environmental issues which were displayed around the school. In Term 4 they wrote, acted and produced a movie designed to educate others about the importance of reducing waste and recycling.

World Environment Day 2014 was a huge success, with Mrs Jones coordinating a K-6 day that promoted this year's message 'Raise your voice: Not the sea level'. There were many forms of mediums submitted highlighting climate change and rising sea levels that are negatively impacting on small islands around the world. These mediums included: posters, models, diagrams, dioramas, movies and Powerpoint presentations. The creativity and deep thinking about these environmental issues were very impressive and highly commended. Winners from each grade were presented with an award from Mr Moran.

On Friday May 16<sup>th</sup>, Miss Bickersteth organised for RPS to take part in Food Revolution Day. This is an initiative begun by Jamie Oliver that celebrates the importance of cooking good food from scratch and raises awareness of how it impacts our health and happiness. The aim was to show children how important it is to understand where food comes from, how to cook it and how it affects their bodies.

At recess, students had the opportunity to taste a huge variety of fresh vegetables with delicious home-made dips, as well as a range of fresh and dried fruits. Many were amazed to learn that sultanas and grapes are the same fruit, while others were excited to discover that vegetables can be delicious, with or without dip! At lunch time, the Enviro Kids participated in a cooking lesson with Miss Bickersteth and Mr Brown, via video link with Jamie Oliver. They cooked a rainbow salad wrap, and the students had a fantastic time. Once they sat down to eat, the students couldn't believe how delicious their wraps were. This was the whole point of Food Revolution Day - challenging children's ideas about healthy food and showing them that it can be enjoyable.

Miss Aleksanian, Mrs Bottomley and the Enviro Kids meet weekly and sort through the bins to ensure that the correct items have been sorted into the appropriate bins. They do a fantastic job and should be commended for the hard work and commitment. Year 3 and 4 students also rotate classes who are responsible for moving bins

around the school each day, to enable easy access for students to place their rubbish in the bins.

### **S.R.C.**

The 2014 S.R.C. (Student Representative Council) Team has had a busy and productive year.

Each meeting has been run by the Leaders - Daniel Lum, Alex Nightingale, Erin Rench and Isobel Simpson, with each class representative coming up with insightful proposals. It has been an enjoyable responsibility reporting to Mr Moran and discussing the issues affecting our school. Presenting the ANZAC Day Assembly was a highlight of Term 1.

Pink Stumps Day was our first school charity event in which funds were raised for breast cancer and everyone was encouraged to wear a touch of pink.

Our next K -6 event was Harmony Day on March 21<sup>st</sup> which helps everyone to realise how important harmony is in society. Harmony Day funds went to our Sponsor Children, Victor and Sarita and the staff and students enjoyed wearing a touch of orange.

RPS celebrated Jelly Baby Day on May 22nd to highlight the importance of juvenile diabetes. Students came to school dressed in a variety of bright colours and the winners of the guessing competition were announced. Holly Fleming and Meg Quinn each won a huge jar of lollies. Well done!

Walk to School Safely Day on Friday 23rd May was a rainy but great success with each participant receiving a sticker. Our health, road safety, traffic congestion and our environment was given close discussion.

The S.R.C. has continued to meet and exchange ideas and as a result, the following initiatives have been approved by Mr Moran – S.R.C. badges for all representatives, support of Rocklily Wombats, more sport equipment, donations to Stewart House, classroom bag hooks and handball lines in 2015. However, we always remain focused on the welfare of our Sponsor children Victor and Sarita. It has been fabulous to be the first students to raise the Aboriginal flag alongside our Australian flag each Monday morning in Assembly.

Thank you for your support and interest in the life of our school. It has been a rewarding and fun opportunity which we have thoroughly enjoyed as a team.

**Daniel Lum, Alex Nightingale, Erin Rench, Isobel Simpson, S.R.C. Captains**

## **External Assessments**

### **University of NSW Competitions**

#### **Science**

152 students from across Years 3-6 chose to participate in the competition. 97 of these students were placed in the top 25% of the Australasia wide candidature. Three students were awarded high distinctions, 28 were awarded distinctions and 66 were awarded credits.

#### **English**

154 students from across Years 3-6 chose to participate in the competition. 80 of these students were placed in the top 25% of the Australasia wide candidature. Three students were awarded high distinctions, 24 were awarded distinctions and 53 were awarded credits.

#### **Mathematics**

155 students from across Years 3-6 chose to participate in the competition. 85 of these students were placed in the top 25% of the Australasia wide candidature. 29 students were awarded distinctions and 56 were awarded credits.

#### **Computer**

141 students from across Years 3-6 chose to participate in the competition. 67 of these students were placed in the top 25% of the Australasia wide candidature. Two students were awarded high distinctions, 18 were awarded distinctions and 47 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.

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

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

**Literacy – NAPLAN Year 3**

In Year 3 this year, 90% of our students were placed in the top three bands in Reading compared to the state average of 69%. In Writing, 93% of our students were placed in the top three bands, compared to the state average of 69%. In Spelling, 99% of our students were placed in the top three bands, compared with 71 % across the state. In Grammar and Punctuation, 88% of our students were placed in the top three bands, compared with 72% across the state.

**Numeracy – NAPLAN Year 3**

In Year 3 this year 95% of our students were placed in the top three bands of overall Numeracy. Across NSW, 63% of Year 3 students were placed in the top three bands.

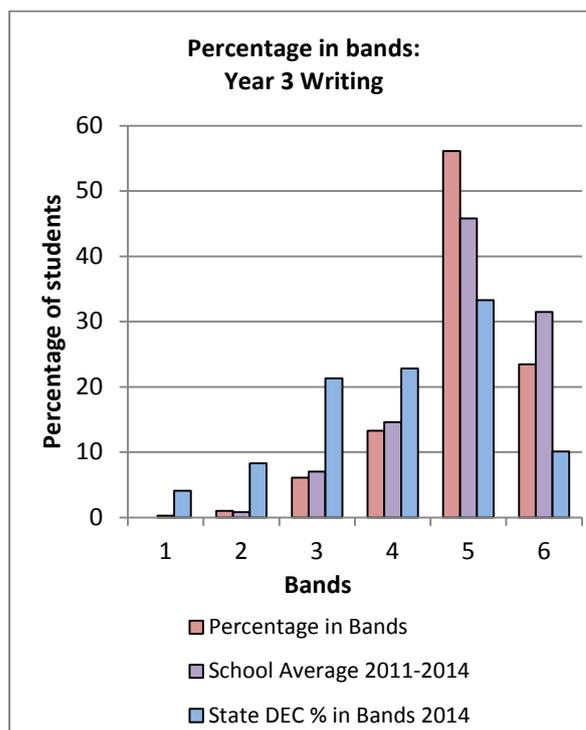
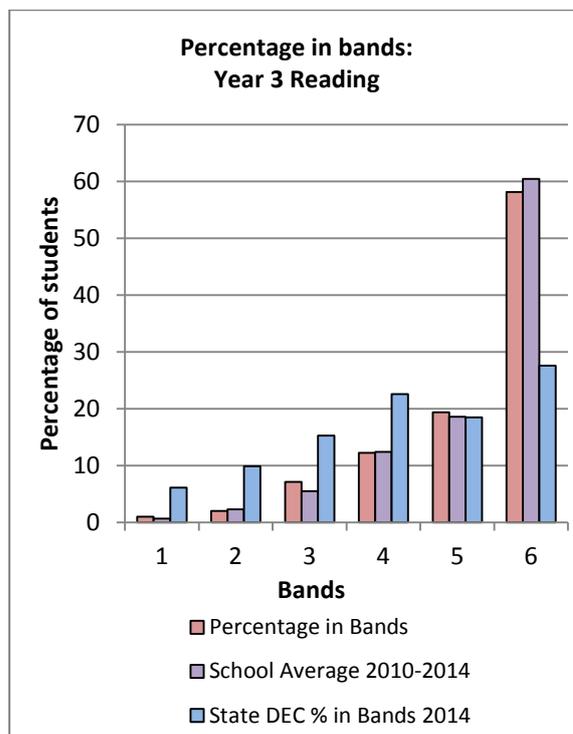
**Literacy – NAPLAN Year 5**

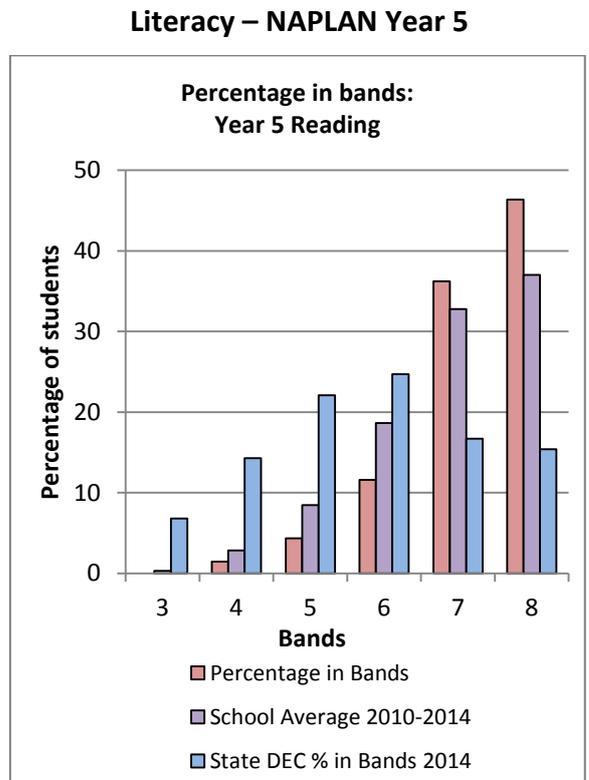
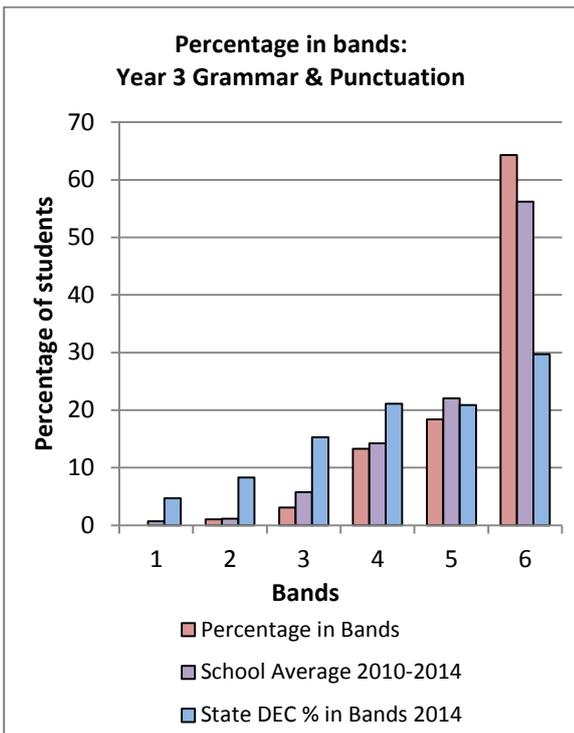
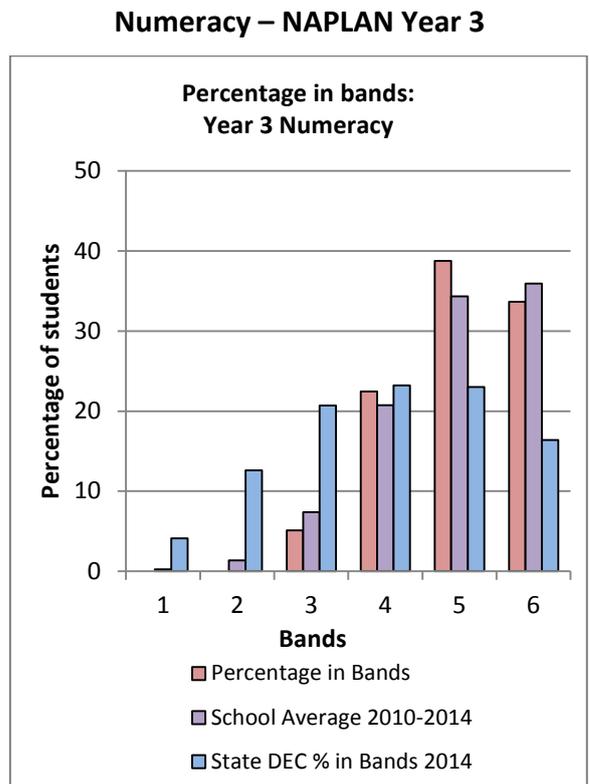
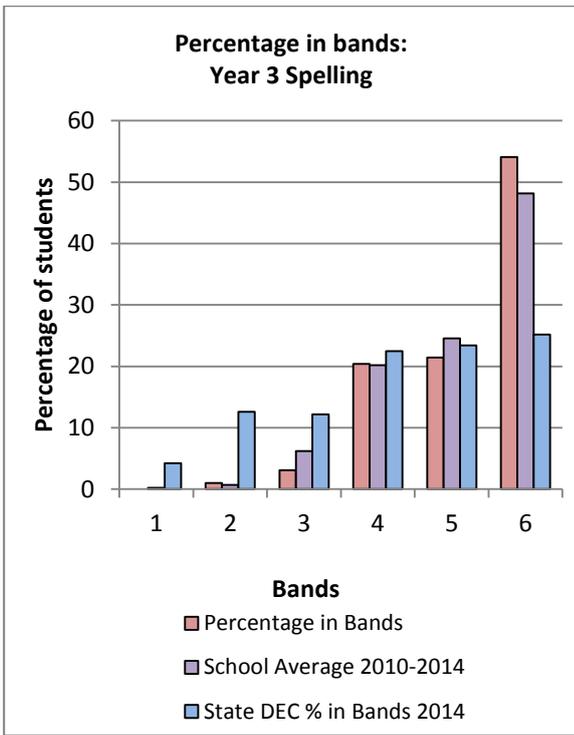
In Year 5 this year, 94% of our students were placed in the top three bands in Reading compared to the state average of 57%. In Writing, 80% of our students were placed in the top three bands, compared to the state average of 42%. In Spelling 93% of our students were placed in the top three bands, compared with 66% across the state. In Grammar and Punctuation, 88% of our students were placed in the top three bands, compared with 62% across the state.

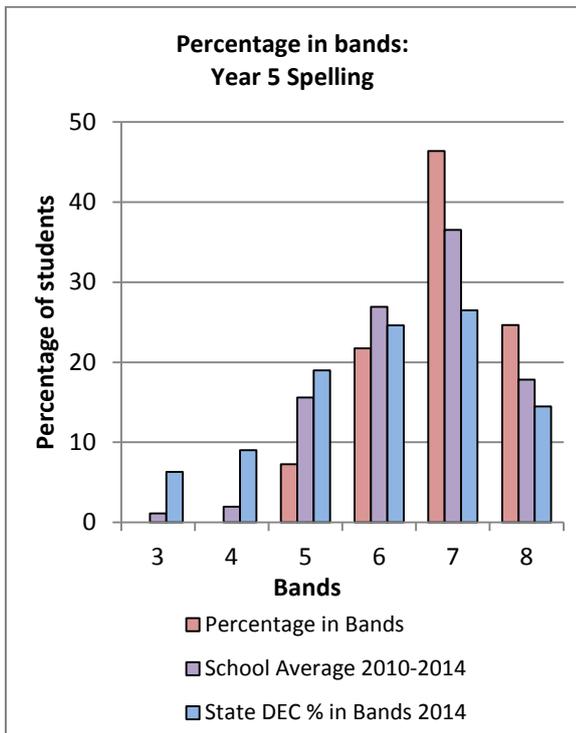
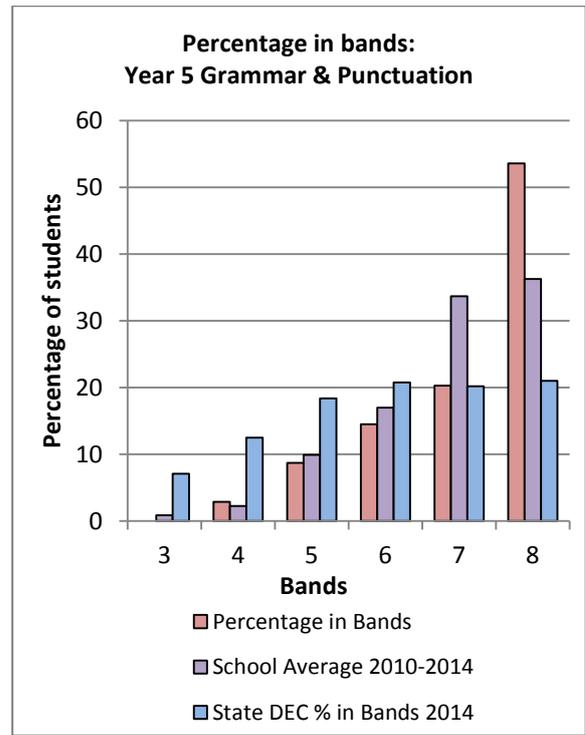
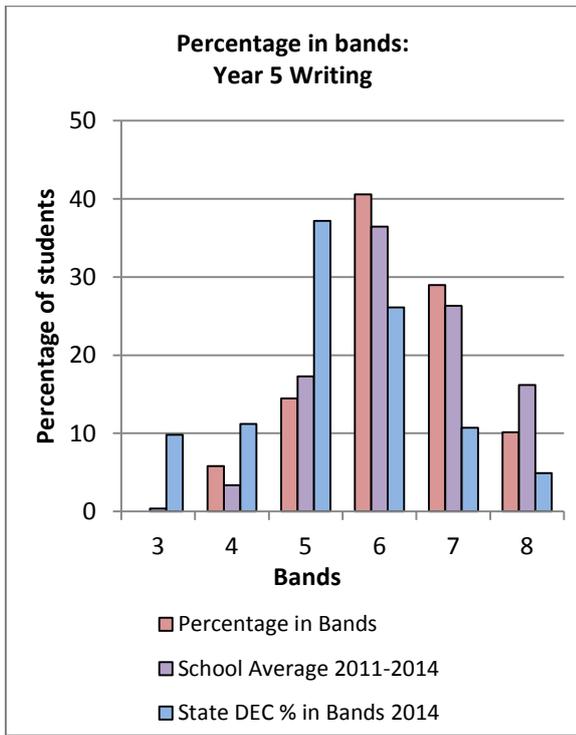
**Numeracy – NAPLAN Year 5**

In Year 5 this year 88% 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.

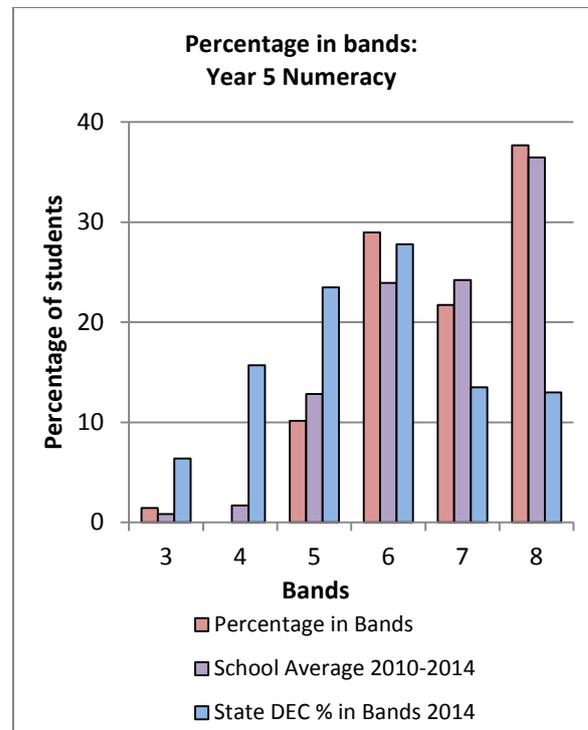
(See the following pages for graphical information.)



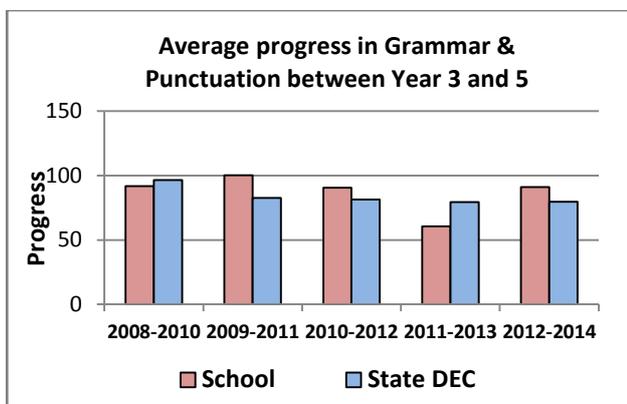
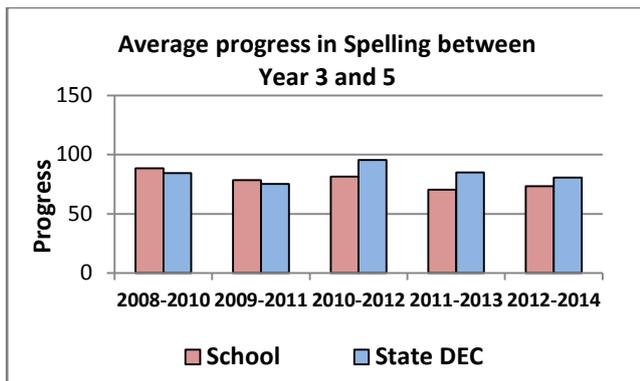
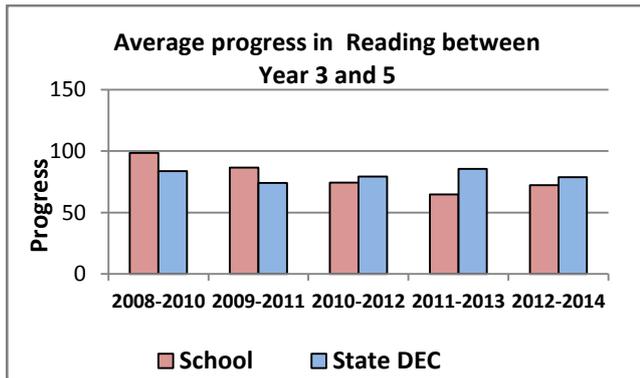




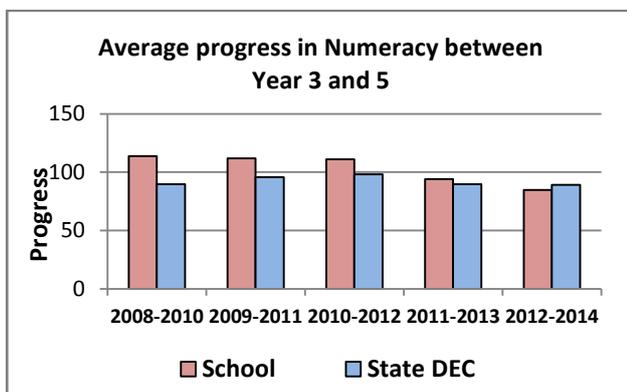
### Numeracy – NAPLAN Year 5



## Progress in Literacy



## Progress in Numeracy



Matched students are those students who were attending the same school when they completed NAPLAN 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 2014.]

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)	
Reading	97.0
Writing	98.0
Spelling	98.0
Grammar & Punctuation	98.0
Numeracy	98.0

### Percentage of Year 5 students in our school achieving at or above the minimum standard in 2014.

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)	
Reading	100.0
Writing	100.0
Spelling	100.0
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 2014. These included:

- Reading Support Program
- Artist in Residence
- Enrichment Programs, including Debating, Chess, Dance Groups and Choir
- Band Program
- Student Leadership, including the Buddy Program and SRC (Student Representative Council)
- English as a Second Language (ESL) Program
- Continuation of Wizard Writing
- Development of a K-6 Spelling Scope and sequence
- Development of a Writing/HSIE Scope and Sequence
- Teacher professional learning on iPad integration

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

## Technology

Roseville Public School has a strong focus on and strives to enhance technology for improved learning in an ever changing digital environment. This year our achievements in technology include:

Online safety continues to be a key focus. Reminders and information about online safety were publicised in the school's bulletin over the year and online brochures were distributed to all Years 3-6 students.

Continuation of installation of cabling and wireless access points across the school with access points being installed in the two demountable classrooms. Resulting in the school having access to a wireless network to employ the use of mobile devices. This also includes the installation of cabling in the hall to allow mobile presentations to be displayed via projector.

The purchasing of 15 new iPads, and a new syncing trolley for the students to use on the wireless network. These iPads were updated with

the latest educational apps for students to use in the classroom. As well as the purchase of software to enable students to download and save iPad projects. As a result classes now regularly borrow the set of iPads to complete class work. In the future we plan to add more class sets of iPads so that all classes can all use a bulk lot of iPads to enhance learning outcomes across all stages.

In Term 3 iPad professional learning was conducted by Electroboard to up skill all staff on iPad use and innovative ways to use iPads in the classroom. On Friday mornings iPad intensive sessions are run each week for staff to gain further skills and solve user issues.

15 new PC's installed into various rooms across the school and in the library lab, including two large screen monitors and two laptops to replace existing older computers.

The introduction of an iPad specialist teacher. This teacher visits different classes every Tuesday and runs intensive iPad lessons with the students and teachers. This has helped the teachers understand how iPads can be utilised in the classroom and allowed students to work collaboratively on iPad projects.

Classes attended more Video Conferencing incursions as a result of funding set aside for students and a professional learning session provided to staff. Children were involved in video conferences with other schools, such as our sister school Bourke Public School, debating competitions with local schools and incursions with professional educators.

Teachers accessed more professional learning through the use of the VC equipment, interacting with authors and other teachers whilst being able to view in real time what others are doing in their classrooms. This included video conferences on the new HSIE and Science syllabus.

The 'Student Computer Contracts' were updated to include rules for blogging and using iPads. The technology team has also created a scope and sequence of software programs used at RPS; this will continue to be updated in 2015.

One new printer installed in the school to replace existing obsolete printers.

One member of the technology represents each Stage and has acted as mentors for their Stage team. Providing support and training where

needed, this has meant technology problems are solved more quickly and staff can share ideas in order to create more interactive lessons including incorporating the use of iPads into classrooms

### **Aboriginal education**

At Roseville Public School, Aboriginal education is embedded into the whole school program.

Learning experiences highlighting the history and culture of the Aboriginal people form an integral part of the Human Society and Its Environment Syllabus.

Stage 1 students visited the Gibberagong Environmental Education Centre at West Head. The students ate bush food and investigated the significance of rock carvings in the area.

During NAIDOC week celebrations, students took part in activities, discussions and storytelling. Students were also introduced to contemporary Aboriginal authors during their Library lessons.

Roseville Public School shares a strong relationship with its sister school, Bourke Public School. Student leaders from both schools attended the Young Leaders conference in Sydney, earlier in the year. The students from Bourke Public School and their teacher were billeted by the families of RPS students, during the conference.

The school community shows its respect to the traditional owners of the land, the Guringai and Dhurag people, at the beginning of school assemblies and whole school functions. At End of Term assemblies and special events, an Aboriginal language version of the National Anthem is sung by all students, from Kindergarten to Year 6. An Aboriginal flag is also displayed alongside the Australian flag for all assemblies.

This year, the school has installed a new flagpole to fly the Aboriginal flag in the school's quadrangle. Both flags are raised as the National Anthem is played and sung.

A 'Bush Tucker' garden has been established at Roseville Public School, planted with native shrubs and groundcover. It is the first stage in the development of a larger planting of indigenous trees and shrubs, which will form part of the school's ongoing landscaping program.

### **Multicultural education**

At Roseville Public School our Multicultural Programs and practices are culturally responsive and inclusive. They embrace social justice, civic responsibility, community harmony and productive diversity.

Students from Non English Speaking Backgrounds (NESB) form 24% of the school population. The variety of backgrounds is widespread.

Currently the annual English as a Second Language (ESL) allocation is one teacher three days a week. 65 students were eligible to access the ESL program in 2014. Students from NESB continue to achieve very highly in the NAPLAN tests.

Roseville Public School prides itself on being a tolerant and caring school community that values its cultural diversity. A multicultural perspective is integrated across Teaching and Learning programs. Some of the ways in which we highlight this, as a school is through celebrating Harmony Day and by sponsoring our World Vision children, Victor and Sarita.

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 are 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 students' interpersonal skills. This initiative will again be a focus in 2015 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 2014 students participated in 'Jelly Baby Day' raising funds for the Juvenile Diabetes Research Foundation. At present there are five students enrolled at RPS

with Type 1 Diabetes. This event also assisted to promote a greater understanding of diabetes within the school community.

Students also raised money for the two children the school supports through the World Youth International Sponsorship program.

### **Learning Support**

The school's Learning and Support Team (LST) has held a prominent role in supporting and enhancing student learning over the 2014 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&C funded Reading Support Program.

The school's Learning and Support Team meets weekly and has acted upon 60 individual student referrals from Kindergarten through to Year 6. Of that number, 41 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 47 students from Year 1 through to Year 4 in 2014. Volunteer programs and individual parent tutors also supported individual students in reading from Year 2 through to Year 6.

Mr Jones, our Learning and Support Teacher (LAST), assisted teachers, in both the classroom and playground settings, to support students identified by the LST as requiring intervention. This teacher's role is directed by the Learning and Support Team to provide support across all curriculum areas, including student welfare, student well-being and behaviour.

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

### **School progress on 2014 targets**

This section of the report describes the progress made towards achieving improvement targets set for 2014.

### **Target 1**

**To increase Year 3 and Year 5 student achievement in Spelling by 3% resulting in our mean average being in line with Regional average as per 2014 NAPLAN results.**

Our achievements include:

The continued implementation of the K-6 Spelling Scope and Sequence which was developed throughout 2013. This document outlines a progression of the Spelling skills that students are required to focus upon each year.

The development of explicit weekly plans for each grade K-6 with the assistance of external expert Jo-Anne Dooner and Stage Leaders. These weekly plans outline the scope and sequence focus, the professional knowledge needed, lesson time allocations, teaching and learning activities, pedagogy, assessment strategies, resources, enrichment and support activities and home learning. Term 1 weekly plans for each grade will be presented to staff in the beginning of 2015.

A whole staff Teacher Professional Learning day was presented by external expert, Jo-Anne Dooner. The focus of the day was on improving staff knowledge in; the K-6 Spelling Scope and Sequence and its link to the Australian English Syllabus, explicit spelling terminology and language, effective teaching strategies, lesson plans and assessment strategies. The evaluation of this day was outstanding and teachers responded that they found the day extremely useful and that their knowledge of Spelling was further enhanced resulting in an increase in staff confidence in regards to teaching the area of Spelling.

A series of demonstration lessons were coordinated across Years K-6 and were presented by external expert Jo-Anne Dooner. Teachers had the opportunity to watch and then review these lessons with Jo-Anne Dooner. Teachers reported that the lessons were very beneficial and further embedded many of the strategies they had previously learnt. These lessons were recorded for further analysis by staff.

Presentation of a series of K- 6 Teacher Professional Learning sessions for teachers throughout the year.

These sessions addressed:

Accessing and sharing of spelling resources both on the Roseville Public School server and those purchased by the committee. These resources primarily focus on the various Spelling games which complement the Spelling Program and the language which students need to become familiar with.

Thorough analysis of demonstration lessons in grades and/ or stages. Focusing on teaching strategies used and lesson timing and pace.

Further developing teachers' knowledge and understanding of the K-6 Spelling Scope and Sequence and its technical language and building upon the core strategies of teaching Spelling.

The development of a Professional Learning document to assist teachers with the technical knowledge needed in phonological, morphemic, visual and etymological understanding.

Continued analysis of NAPLAN and internal assessment results to monitor student improvement and areas of development. If required, this data analysis may assist teachers to develop Individual Education Plans for specific students.

The continued development and distribution of appropriate and supporting resources for the curriculum area.

Our target was achieved.

## Target 2

**To increase Year 3 and Year 5 student achievements in Writing by 3% in 2014 in NAPLAN and up-level internal assessments using 'Big Write' criterion marking scales.**

During 2014 teachers have continued to focus on the explicit teaching of writing in the four areas of vocabulary, connectives, openers and punctuation when implementing the 'Big Write' program. As this program has been successfully used for over four years, the students are very familiar with the metalanguage and expectations to up level their work using the 'Big Write' Criterion Marking Scale and 'Big Write' Pyramid.

Our achievements include:

Developed an explicit Writing Scope and Sequence aligned to the NSW English K-10 Syllabus for the Australian Curriculum,

incorporating 'Big Write' lesson plans, Text Type and Theme Scope and Sequence, Stage Indicators for Persuasive, Informative and Imaginative Texts and Grammar and Punctuation Scope and Sequence. This will be implemented in Term 1 2015.

Timetabling and programming for explicit teaching of 'Big Write'. Stage Supervisors ensured staff timetabled and incorporated 'Big Write' in class teachers' comprehensive and detailed programs.

Continued in-school professional development so new and current staff are familiar with the 'Big Write' program and the metalanguage associated with using this explicit program.

Analysis of NAPLAN and school based assessment data to identify areas for intensive teaching for each grade.

Continued awareness of staff as to the resources available for VCOP study that have been placed on the server which support the effective delivery of this program.

Shared classroom practices in the use of 'Big Write' in stage and grade meetings.

New 'Dropbox' resources made readily available on the school server.

Analysis and moderation of students work samples each Term to develop consistent teacher judgement and promote differentiation of instruction.

Professional Development for the teaching of Visual Literacy was undertaken by the staff involving DEC consultant and in-school training by staff.

Development of Visual Literacy Teaching Units aligned to the NSW English K-10 Syllabus for the Australian Curriculum for each grade across the school. Staff chose a visual literacy text to formulate a unit of work for each grade based on teaching the elements of Visual Literacy using the DEC Program Builder technology. The Visual Literacy Units have been placed on the school server to be shared across the grades and stages.

Presentation by book authors into the school inspired children's writing.

Involvement of students in writing competitions such as 'Write On' providing a purpose and inspiration for writing.

Our target was achieved.

### **Target 3**

**To increase the integration of Technology into all Key Learning Areas, focusing on the incorporation of tablet technologies into Teaching and Learning programs.**

Throughout 2014 RPS has continued to embed a range of Teacher Professional Learning strategies which have promoted more confident and successful technology use by teachers and students. These strategies have included: providing Mathletics training; furthering our Connected classroom training; training staff on the most effective use of the ET4L server; facilitating professional learning sessions based on Kahootz, Scratch, Smart notebook software, publisher, iPads and comic life. These sessions will be revisited in the future.

RPS also continues to establish a Technology Committee each year, members of which mentor staff across K-6. This committee has been responsible for organising and quite often facilitating the professional learning on offer.

Throughout the year all students were involved in the use of video conferencing. This has taken place with a focus on specific curriculum areas or with regards to further embedding relations with our sister school, Bourke Public School.

The RPS website has been worked on throughout the year in an effort to maintain its relevance and engagement. Committee mentors have encouraged teachers to upload more information as required.

Throughout 2014, an RPS Technology Scope and Sequence was developed and embedded. It includes examples of how to achieve various curriculum outcomes. A Scope and Sequence of available computer programs has now been created to help teachers to know which programs are appropriate for each age group.

The student technology use contract was upgraded in 2014. It now includes a certificate for K-2 students and a licence for Years 3-6 students and it has led to more responsible, efficient and appropriate use of the internet.

Throughout 2014 a series of new computers were installed throughout the school replacing the older PCs. New Interactive Whiteboards were also purchased as have new laptops for staff use. The wireless network has also been finalised internally and the purchase of a class set of iPads

and the associated delivery of a specialised program has ensured that all students are interacting with the latest technology.

As the curriculum incorporates the increased use of digital technology, RPS has been proactive in purchasing related resources and incorporating them into teaching and learning programs.

### **Key evaluations**

It is a requirement for all NSW public schools to conduct multiple annual evaluations – one related to educational and management practice and the other related to curriculum. In 2014 our school carried out evaluations relating to the construction of the 2015-2017 School Plan. The evaluations covered a range of topics including our current and proposed educational and management plans as well as how we are implementing the curriculum across all Key Learning Areas.

### **Background**

Students, parents and teachers were surveyed in Term 4, 2014 and Term 1 2015 using a range of surveys including Survey Monkey. The survey utilised best practice statements to gather the school community's perception of current performance and the proposed future focusses and direction of Roseville Public School. Surveys were made available to all parents, all teachers and randomly to students in every class from Years 2-6. Response rates were very high and some valuable data and associated trends were obtained.

### **Findings and conclusions**

Overall, the survey responses were extremely positive. Respondents clearly demonstrated that they are very happy with the school and the associated operations. This could be equally said about community, staff and students. Pleasingly, there were some clear clusters of ideas and thoughts about what was valued at Roseville Public School.

### **Community:**

Analysis of the community survey revealed some quite distinct areas of thought and opinion. The

most popular responses in regards to identifying three things that RPS does well were:

- Establish a positive, nurturing, inclusive culture and promoting strong values, respect and discipline within a well-maintained setting
- Deliver quality educational programs and provide excellent teachers and leaders
- Create a strong home/school partnership resulting in a high level of community involvement and, via parents and teacher, provide excellent extra-curricular options
- Communicate

In regards to identifying three potential areas for improvement the most common responses were:

- Initiate a scheduled/formal parent-teacher interview – this was overwhelmingly the largest response
- Improved parent/teacher communication
- Introduce a specialist Sports teacher/program

The survey also questioned respondents about the school's current approach to the teaching of literacy and numeracy.

A large percentage of parents and community members agreed that RPS spent sufficient time on and was focussed in developing essential and literacy skills. A very large percentage also agreed that it was essential and core business to continue this but not at the expense of other curriculum areas. A small percentage of respondents were concerned that we don't spend enough time throughout the day on literacy and numeracy.

The major areas that parents/community members believed we should be working towards as a whole are:

- The continuation of establishing a high level of respect and manners throughout the community as well as social awareness and support of the disadvantaged – there were also a number of comments regarding the need to focus on bullying with some reference to Cyber
- The continued focus of explicit literacy and numeracy instruction and general high level academic performance.

Respondents regularly mentioned that to achieve this, a continued focus on producing great teachers was required and that all areas of the curriculum should be taught.

- Continuing to establish links between the school and local and wider community

The survey also focused upon the school's achievement level in regards to certain Melbourne Declaration Goals. These were:

- Promote diverse personalised learning and hold high expectations for students educational outcomes so that they are motivated to reach their full potential.
- Be creative users of technology and understand that it is a tool to enhance communication, learning and quality of life.
- Be able to think logically and solve problems effectively. In accordance with this students are encouraged to be creative, innovative and resourceful
- Be provided with opportunities to make sense of their world and be responsible, global citizens.
- Develop personal values such as: honesty, resilience, empathy and respect for others, which enables them to act with moral and ethical integrity and maintain a healthy and satisfying life.
- Understand, acknowledge and value indigenous cultures and contribute to reconciliation between indigenous Australians

All goals had a current achievement rating of: High and generally they were all thought to be important. There were not many similar comments which a significant number of respondents made. The two that had the most similar responses were:

- Be careful not to use technology too often/balanced approach with traditional approaches and social skills – 9 responses
- Should include all cultures – with reference to 'Understand acknowledge and value indigenous cultures and contribute to reconciliation between indigenous Australians' – 6 responses

**Staff:**

The most popular responses, from the staff, in regards to identifying three things that RPS does well were:

- High level of academic focus/TPL/Quality teaching
- Student enrichment
- Staff welfare/collegiality/support
- Community involvement

In regards to identifying three potential areas for improvement the most common responses were:

- Minimise new programs /consolidate current programs
- Improve report structure
- More staff consistency in playground duty/getting to lines on time
- Less meetings

We asked the same question of the staff as per the community in regards to our teaching and focus on literacy and numeracy. The staff responded as follows:

- The school is achieving this at a high level – across a broad curriculum
- The curriculum is too crowded

The major areas that the staff believed we should be working towards as a whole are:

- Respect/Resilience
- Academic focus – across the curriculum
- Social awareness/Environmental issues
- Community

In regards to the Melbourne Declaration Goals mentioned above, all received an achievement rating of High or Very High except for the goal relating to Indigenous Education which received an achievement rating of average.

There were minimal similar comments. The two that resonated the most was that we need to focus more on global issues and responsibilities and Indigenous Australia – with greater interaction with Bourke Public School where possible. There were also some comments about continued iPad training.

**Students:**

Over 100 students across Years 2-6 were surveyed for the purposes of ascertaining data and perspectives for the 2015-2017 School Plan.

They were asked to comment on the following:

- The things they liked best about the school
- Something they would like to change
- What they believed they should be learning about and doing at school.

A wide range of responses were collated and some distinct trends emerged:

**What are the three best things about our school:**

- Learning experiences and curriculum related activities
- The quality of the school grounds
- The quality of the teachers and staff

**If you could change one thing about our school what would it be and why?**

- More grass/shade/play equipment

**What do you think we should be learning about and doing at school?**

- Focusing on Mathematics and English
- Building friendships and respect levels
- Focusing upon environmental and global issues
- Focusing upon sport and fitness

**Future directions 2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-2017. The new plan will be published on the school's website from the beginning of Term 2 2015.

As a result of detailed survey analysis and a variety of other consultation methods a number of defined trends did emerge. This has been highly beneficial in the formulation of the 2015-2017 School Plan and it has given the entire community a clear focus for the future.

Our three strategic directions moving forward will be:

- Quality Teaching and Learning:  
To deliver a range of outstanding teaching and learning programs across broad curriculum which is underpinned by a high level of strategic professional learning. Whilst the whole curriculum

should be focused upon, areas of development should be identified and targeted accordingly.

- Engaged Community and Embedded Values:

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.

- Regular and Consistent Communication:

To improve student outcomes by building, developing and maintaining links with community via high levels of home-school collaboration and regular and consistent teacher-parent communication.

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.

### **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&C) Association meets monthly and organises many activities including fundraising and social events for the school. A number of P&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 'Tucker Box' for families in practical need. The school also has a very active School Council, consisting of parent, teacher and community representatives.

There are high levels of satisfaction experienced by all stakeholders and this is reflected by the high 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

## 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.

Sean Moran	<b>Principal</b>
Deborah Lane	<b>Deputy Principal</b>
Fiona Ipsen	<b>Assistant Principal</b>
Sarah Petrou	<b>Assistant Principal (Relieving)</b>
Penny Sidwell/ Michael Ferguson	<b>Assistant Principal (Relieving)</b>
Jennifer Willard	<b>Assistant Principal</b>
Fabiola Vila	<b>Grade Co-ordinator</b>
Tim Haddow	<b>P&amp;C President</b>
Daniel Zatz	<b>School Council President</b>
Sue Low	<b>Director, NSW Public Schools. Ku-ring-gai Network</b>

## School contact information

Roseville Public School

Archbold Road, Roseville NSW 2069

Ph: 9417 4107

Fax: 9417 4922

Email: [roseville-p.school@det.nsw.edu.au](mailto:roseville-p.school@det.nsw.edu.au)

Web: <http://rosevillepublicschool.net.au/>

School Code: 2994

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/learning/emsad/asr/index.php>