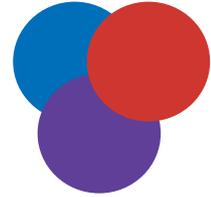


# Roseville Public School Annual Report



2015



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## Introduction

The Annual Report for 2015 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

Many thanks to our entire school community for making 2015 another successful year at Roseville Public School. Our school continues to highlight what amazing things can be achieved when an involved and supportive community combine and work together with a passionate and dedicated staff. This report provides an overview of the wonderful and varied achievements that have been made at Roseville Public School to celebrate. However, our school is about far more than just academics and I believe that our School Plan reflects this.

Thanks again to everyone to everyone for such a memorable year. It is with a great deal of pride that I present the 2015 Roseville Public School Annual School Report.

## P&C President's message

The RPS school community has had another great year with our community services and committees going from strength to strength. This is principally due to the dedication and passion of our volunteers who contribute as much as they can be driven by the pride and satisfaction of making Roseville Primary School and the community a better place.

I would like to take this opportunity to thank all of the volunteers we have and I do hope you find volunteering as rewarding as I do. In particular, I would like to thank my executive Samantha Hellen (Treasurer), Vicki Taylor (Secretary), Phil Barfield (Vice President) and Tim Ford (Vice President). Each of the executive are not only involved in the running of the P&C but also undertake numerous volunteering roles during the year as well. I would also like to thank our canteen, community notice board, website and clothing pool committees and their volunteers. All provide essential services to the school and the community is truly appreciative of all the time you put into these services. The P&C is also very appreciative of the efforts of the Band committee and the parents who support each band. Also a big thank you to the parent community and the class parent network for supporting the allocation of school events on the calendar each year. This allows for new parents an opportunity to contribute to the P&C and the community in the early years of their RPS experience.

This past year 2015, was another great year with the stated goals to support the next stage of the RPS School Masterplan as well as the other essential services the P&C works with RPS to deliver. These essential services include paying for learning support teachers, supporting teacher professional development, contributing to the library and buildings, supporting the student body as well as supporting the upkeep and upgrading of the school grounds. During the year the P&C also invested in a new sound system for the hall and new appliances for the canteen.

I am delighted to advise that we have council and departmental approval to progress a new artificial grass playing field, construction of new outdoor classrooms and an adventure playground area. These works will be completed in 2016.

This is only possible because of the tremendous efforts of our volunteers and the support of the community. This year was no exception with the Year 3 Fundraiser 'White Sensation' a huge success. There were also a number of great events this year that contributed to P&C including the year end and welcoming BBQ's, book day, the inaugural Mother's Day Breakfast, the Disco and the Father's Day Breakfast. All of these events require many hours in preparation and perspiration and thank you to all the volunteers who made these events such a success. Thank you.

I would also like to thank Mr Sean Moran and his staff for the tireless efforts they put into the school before, during and after school making RPS such a fantastic place of learning for our children. Thank you.

**Tim Haddow P&C President**

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

School Council meets on a regular basis throughout the year and our current council is made up of the following members: parent representatives (Matthew Englund, Karen Beder and myself), P & C President (Tim Haddow), community representative (Laurel Barr) and teacher representatives (Jennifer Willard and Mike Ferguson) and our Principal, Sean Moran. We have met and discussed a wide range of topics including school report changes, the safety of the students, uniform updates and out of area applications.

Earlier in the year, Sean Moran outlined the strategic direction of the school following on from the School Survey that was conducted late last year. Last years' results produced a high volume of feedback that has formed the basis of the School Plan for the next three years. Requests for parent / teacher meetings were a hot topic and as a result, research was conducted into different styles of school reports with the new style used from Semester 1. The new format was designed to encourage meetings between parents and teachers and formed the basis of the discussions.

The safety of the school community remained a constant agenda item and various safety issues occurred throughout the year. It was reported earlier in the year that an intruder was on school grounds. Teachers followed protocol with the Principal, Deputy Principal and Police being involved and the person being issued a warning. Other safety issues discussed included more pruning of trees in the grounds following a falling paperbark tree branch. All trees were subsequently reassessed again and precautionary proactive pruning was undertaken across the school grounds. Externally, the issue of traffic at the crossing of Archbold Road and Addison Ave was discussed at every meeting this year. There has been no improvement to the constant blockage of the crossing causing pedestrians to walk around traffic and making it unsafe. A meeting with RMS took place in late August and the intersection was again assessed for a Red Light Camera and was unsuccessful due to the lack of crash history on the site. School council will continue to monitor this problem as the safety of our community is paramount. Ku-ring-gai Council has also been approached to increase signage and repaint the pedestrian crossing lines.

School Council approves all changes to the school uniform and this year new guernseys for PSSA AFL replaced the incomplete old sets that were of 10 years + in age. They were replaced in term 2 in time for the start of the PSSA games with both the Junior and Senior teams looking sharp on the field. New netball uniforms have also been approved and will be available for the 2016 season.

Mrs Willard instigated Crunch 'n Sip in Term 2 across Stage 1. Children bring a small snack to have in class between first bell and recess. It has been well received and helps to keep the younger children focused.

It has been a busy year and I would firstly like to thank the members of School Council for their time and dedication to work through the many and varied issues presented at our meetings. I would also like to thank Sean Moran for his enthusiasm and commitment to ensuring a safe school environment, an exciting place to learn for our children and the smooth running of our school. Finally I would like to thank the community of Roseville Public School. Without your support and volunteer work, the school would not be what it is today.

## **School Captains' Reports**

My time at Roseville Public School has been filled with amazing, fun, happy memories that I will never forget.

The Roseville school community is such a friendly welcoming environment and I feel so fortunate to have been a part of it for all of my primary school years. I am grateful for all of our lovely teachers and staff, who put in so much effort to make our time at Roseville such a memorable experience. I want to thank our Year 6 teachers for making Year 6 so much fun and I am especially thankful to Mr Moran and Miss Lane for being such supportive leaders and such excellent role models for all of us children. They always encourage us to be proud of our school and to do our best and achieve our goals.

At Roseville there are so many extra-curricular activities to try. There is the junior, intermediate and concert bands, Enviro-kids, choir, debating, dance, strings group, school productions, the public speaking competition, chess club, PSSA sports, Highlander Shield and school sports carnivals. I have been fortunate to have been a part of many of these groups and have really enjoyed all of the experiences I have gained as a result.

My favourite Year 6 school memories have been the Great Aussie Bush Camp, Peddlers Parade, having our kindy buddies, and being involved in the Production. The Highlander Shield was a great experience as I got to play soccer for the first time for my school. I think though the absolute best thing about Year 6 has been enjoying spending quality time with my friends and creating life-long memories with them.

It has been a privilege to be one of the Roseville school captains this year. Some of the special opportunities I have enjoyed have been hosting the school leaders from our sister school, Bourke Public School, and attending the National Young Leaders Day Conference with them. I was also lucky enough to go to the leadership camp with other local public school leaders, and I am looking forward to going to NSW Parliament House with our local member and Mr Moran later this term. Another thing I have really enjoyed as school captain has been running our school's weekly assemblies. I have gained confidence and valuable leadership skills which I will be able to take forward with me.

Overall, Roseville Public School is a fantastic school that I have loved to grow up in. I will always be thankful for the opportunities I have been given and the wonderful times I have had. I have made so many great friendships and have learnt so much. I will be sad to leave next year but will always be able to treasure the memories I have made at RPS.

### **Ashleigh Carmody, School Captain**

2015 has literally been the best year I have ever had since I was born. Ever since I was appointed the school captain, I have tried my very best to set an example for my peers. This is an experience I will never forget and will stay with me for the rest of my life. This year is also my last year at Roseville Public which is meant to be a great year of fun and enjoyment and that's exactly how the year has turned out to be so far.

I am so lucky that my parents have enrolled me at Roseville Public as the facilities here are fantastic and the teachers are wonderful. They are always willing to make our stay the best possible. Our experiences at Roseville Public have also been invaluable. There are endless opportunities such as debating, sport, choir, dance groups, enviro kids, stage production, public speaking competition, band and chess club that the students can choose from. All of these opportunities are mind-blowing experiences that can change your life forever!

Being part of the leadership team has been one of the major highlights of the year. As a school captain, I have been given many leadership development opportunities. One of the more memorable opportunities include hosting the captains from Bourke Public School, our sister school. My fellow captains and I attended the Young

Leaders Day conference with them. It was so fun socializing with them and making new friends. Also, being a leader, you are bound to speak before a large audience. This skill is very important and luckily enough, I have had many chances of delivering speeches in various occasions, which have now made me a more confident speaker. Other experiences I had were representing our school at the Roseville RSL on ANZAC Day and attending a leaders' camp where we got to meet leaders from other schools to build upon our leadership skills.

I will really miss my time here at Roseville. I have made so many good friendships and memories that will stay with me throughout my life. I absolutely love every second of it: the camps, the school musical production and all.

Thank you Roseville Public!

**Jason Ho, School Captain**

## **Roseville Public School throughout 2015**

As a school, we have focused upon implementing the first stage of our 2015-2017 School Plan. This plan was formulated as a result of extensive feedback from all stakeholders: students, staff parents and wider community members. It has provided us with a series of clear and exciting focuses for the future. Our three strategic directions are: Quality Teaching and Learning; Engaged Community and Embedded Values and Clear, Consistent and Efficient Communication. These directions have underpinned many of the new initiatives that have taken place this year and will continue to take place throughout 2016 and 2017. Once again, our academic achievements throughout the year were outstanding and there is always something that we are extremely proud of but our school is much more than just this, as in reflected in our vision statement below.

## **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 637 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 achievements

### Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the elements of the School Excellence Framework. All 13 elements were discussed and analysed and evidence based determinations were made following a review of the current programs and practices that are operating within the school.

In the domain of Learning, our efforts have primarily focussed upon wellbeing, curriculum and learning. Numerous data sources have indicated that the school has been able to successfully foster and embed a positive and productive learning culture, where individual needs are identified and met. Moving forward, we have identified Gifted and Talented Education as an area for continued improvement and focus.

In the domain of Teaching, one of our major focusses has been on Learning and Development and Professional Standards. In regards to Learning and Development we focussed upon ensuring that our teachers drew upon and were exposed to professional learning which was based upon evidence-based research and which was explicitly designed to improve teaching performance, based on data. This focus also relates to professional Standards as our teaching staff have been encouraged to demonstrate and share their expertise. This has been particularly evident in the area of Spelling where, due to a sustained professional learning our staff have very high levels of contemporary knowledge and practice.

Our focus in the domain of Leading has revolved around School Planning, Implementation and Reporting. Our extensive and inclusive survey proactive has ensured that we have good quality data to formulate evidence-based strategy and innovative thinking when designing a school plan. We have also modified our reporting process to ensure that the school uses collaborative feedback and reflection to promote and generate improved learning outcomes. Our process is now far more explicit and clearly identifies strengths and required areas of development. These are then explained via a more formalised teacher-parent feedback session.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of education to our students.

#### 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

All milestones were achieved, demonstrating the successful planning and implementation of a series of strategies to address identified areas of student need as well as required areas of individual staff development. Throughout the year, Roseville Public School engaged with external literacy partner, JoAnn Dooner. The focus throughout 2015 was on the completion of our K-6 Spelling program. This involved extensive professional learning, thorough resource and program development and observance of a series of demonstration lessons. As a result of our 3 year approach to improving student performance in the area of Spelling, improvement exceeded initial goals.

Throughout 2015, the staff of Roseville Public School were up-skilled in the development of the new 'Professional Development Plans'. All teaching staff were successful in completing these and in doing so were able to explicitly address their own professional needs and goals. In order to support this process, the educational leaders of the school participated in 'Growth Coaching' professional learning.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
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.	<ul style="list-style-type: none"> <li>2015 NAPLAN Analysis demonstrated that we have achieved our goal of more than 5% of students entering the top band of Spelling.</li> <li>Improvement in the area of Writing is also evident. However, continued focus and teacher Professional Learning is required in this area.</li> <li>The three year plan to redevelop our school wide approach to Spelling instruction has been completed. All staff have shared in extensive professional learning with an external literacy partner.</li> </ul>	\$ 11 000
A highly skilled staff who can clearly articulate the school's and their own current strategic focuses and professional learning goals.	<ul style="list-style-type: none"> <li>100% of staff completed a Professional Learning Plan based upon the Australian Teaching Standards. This included the formation and achievement of individual and team based goals.</li> <li>The RPS Learning and Support Team have reviewed and clarified the way in which Individual Education Plans are being formulated and utilized. As a result, more are being constructed.</li> <li>All school leaders have participated in Growth Coaching training</li> </ul>	\$ 9000

## Next steps

- School leaders are involved in a Growth Coaching local network.
- The school identifies clear pathways for staff to be accredited at both Lead and Highly Accomplished levels.
- An explicit focus upon 'Writing' will be delivered via Teacher Professional Learning which involves a continued partnership with an external literacy expert.
- An increased focus upon Gifted and Talented Education will occur. In particular, in the areas of utilizing Individual Education Plans and identification.

## 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 2015, staff participated in professional learning which focused upon the implementation of the new History syllabus. As such, a big emphasis was placed upon the incorporation of local, global and indigenous issues. It was acknowledged that the current Roseville Respect and Regard social/respect program is valuable and relevant but required a greater level of prominence and understanding. The programs profile has been increased substantially throughout the year resulting in a greater focus across the whole community.

The school also worked extensively on strengthening the current relationship with Bourke Public School as well as involving itself within the City-Country Alliance.

All milestones were achieved. However, a number of goals cross over into 2016 and beyond and will require a full 3 year cycle prior to being classed as 'achieved'.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
Increased awareness of current domestic and international issues and culture	<ul style="list-style-type: none"><li>Teaching and Learning Programs now have a greater focus on domestic and international issues and culture, especially in regards to the History strand</li><li>The RPS Library program has an explicit focus upon current domestic and global events and issues.</li></ul>	\$ 5000 (Teacher Professional Learning and Resources)
An increase in the awareness and use of our school wide respect/social skill development program.	<ul style="list-style-type: none"><li>The RPS Respect and Regard program is now far more prominently displayed. Numerous signage has been erected throughout the school and the program has been highlighted at various community levels and forums.</li><li>It is explicitly discussed and referred to amongst all levels of community.</li></ul>	\$ 5000

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## Next steps

- Improve the current sister school relationship with Bourke Public School. This involves conducting a Year 6 camp to Bourke and the commencement of a teacher exchange program
- Involvement in the City-Country Alliance
- Investigate the commencement of an Asian sister school program
- Survey community regarding the significance of the Roseville Respect and Regard program.
- Implement a Year 6 cohort leadership/peer support program.

## 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, utilising a variety of formats.

### Overall summary of progress

Overwhelmingly, the greatest area of parent feedback generated via our most recent survey was in the area of direct parent-teacher communication. In particular, the need for a formal parent-teacher interview was highlighted. In conjunction with this, staff and parents had requested that the current reporting method be reviewed and modified where necessary. The implementation of a formal parent-teacher interview has been planned in conjunction with the change of reporting format. The two work cohesively in order to provide parents with a clear picture of where their child is at and how they can be involved in helping them improve.

In addition to this, an RPS email policy was developed. It now clearly outlines expectations regarding this method of communication. It has been designed to provide parents with personal and direct communication but also highlights and clarifies the expectations placed upon teaching staff. Combined with the introduction of an RPS App, great gains have been made in regards to the area of communication and this has further increased the levels of parental involvement with student learning. All milestones have been achieved as per the stated plan.

Progress towards achieving improvement measures		Resources (annual)
Improvement measure (to be achieved over 3 years)	Progress achieved this year	
An increase in and clear outline of required parent-teacher communication.	<ul style="list-style-type: none"><li>• Successful introduction of a formal parent-teacher interview.</li><li>• A revamp of the current RPS Reporting format.</li><li>• The implementation of an RPS Email Policy</li></ul>	\$ 2500
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.	<ul style="list-style-type: none"><li>• The introduction of an RPS App</li><li>• Improved and clarified use of the RPS Website</li><li>• Surveys conducted via survey monkey</li></ul>	\$ 3000

### Next steps

- Continued evaluation and modification of the RPS Reporting system.
- The introduction of an RPS Twitter account.
- Higher levels of support teacher involvement when formulating IEPs and communicating/meeting with parents.

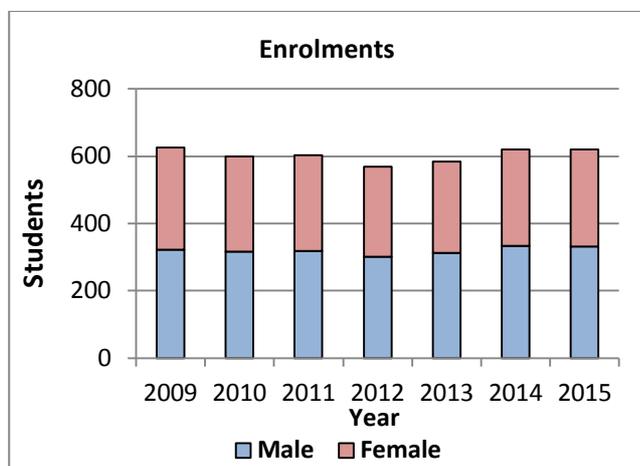
## Key initiatives and other school focus areas

Key initiatives (annual)	Impact achieved this year	Resources (annual)
<b>English language proficiency funding</b>	Funding was used to release the EAL/D teacher to liaise with teachers and family and then deliver individual programs.  In addition, funding was used to provide explicit instruction to students identifying as EALD.	\$ 13 720
<b>Socio-economic funding</b>	Due to the financial hardship experienced by several families within our community, funding was used to pay for students attending excursions and overnight camps.	\$ 2 592
<b>Low level adjustment for disability funding</b>	This funding allows the school to cater for all students who identified as having a disability. These measures included supplementary adjustments and substantial adjustments to learning programs. Roseville Public School was also supported in this area by our Learning and Support Teacher.	\$ 21 951
<b>Support for beginning teachers</b>	All newly appointed beginning teachers receive additional support in the first two years of their career. Beginning teachers are provided with access to additional support, professional development and mentoring time with an experienced colleague.	\$ 30 275
Other school focus areas	Impact achieved this year	Resources (annual)
<b>Reading Support Program</b>	The P&C and School funded Reading Support Program enables a specialist treading teacher to offer reading support to students in years 1 to 4. In 2015 54 students accessed the program.	\$60 000
<b>Specialist technology program</b>	The school facilitates a specialist technology program which focusses upon embedding the use of technology across the curriculum. This program involves the use of Pc computers and tablet technology and is accessed by all students across K-6.	\$20 000

## Student information

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

## Student enrolment profile



## Student attendance profile

	Year	2010	2011	2012	2013	2014	2015
School	K	96.6	96.8	96.3	97.4	97.2	96.9
	1	96.5	96.0	96.7	96.4	96.9	95.9
	2	96.7	96.1	96.9	97.2	96.9	96.2
	3	97.2	97.1	97.1	97.2	97.2	96.5
	4	96.9	95.4	96.6	97.4	97.4	97.2
	5	96.6	95.7	97.5	96.8	98.1	97.2
	6	95.8	95.3	97.3	96.6	97.3	96.9
	<b>Total</b>	<b>96.6</b>	<b>96.1</b>	<b>96.8</b>	<b>97.0</b>	<b>97.2</b>	<b>96.6</b>
State DoE	K	94.7	94.7	94.3	95.0	95.2	94.4
	1	94.2	94.2	93.9	94.5	94.7	93.8
	2	94.4	94.2	94.2	94.7	94.9	94.0
	3	94.5	94.4	94.4	94.8	95.0	94.1
	4	94.5	94.3	94.3	94.7	94.9	94.0
	5	94.4	94.2	94.2	94.5	94.8	94.0
	6	94	93.8	93.8	94.1	94.2	93.5
	<b>Total</b>	<b>94.4</b>	<b>94.3</b>	<b>94.2</b>	<b>94.7</b>	<b>94.8</b>	<b>94.0</b>

## Class sizes

Roll Class	Year	Total in class
K ANTRIM	K	18
K DAUTH	K	18
K PEARSE	K	18
K MADDEN	K	18
K PETROU	K	19
1 HAINES	1	22
1 JONES	1	22
1 OWLES	1	21
1 VILA	1	22
1 / 2 WILLARD	1	14
1 / 2 WILLARD	2	9
2 BICKERSTETH	2	23
2 CONNOLLY	2	23
2 GATT	2	24
2 KCLAGUE	2	24
3 FRENCH	3	30
3 HORN	3	27
3 SIDWELL	3	30
4 FERGUSON	4	28
4 JACKSON	4	25
4 WEBER	4	28
5/4 BROWN	4	14
5/4 BROWN	5	16
5 ELLIOTT	5	26
5 KOWALCZYK/PULLEY	5	27
5/6 COCKS	5	16
5/6 COCKS	6	14
6 ALEKSANIAN	6	25
6 IPSEN	6	26

## Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

### Workforce composition

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22
Teacher of Reading Recovery	0
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.2
Teacher of ESL	0.6
School Counsellor	0.4
School Administrative & Support Staff	4.062
Other positions	0
Total	

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Roseville Public School currently has 1 Aboriginal teacher.

### Teacher qualifications

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

Qualifications	% of staff
Undergraduate degree or diploma	100%
Postgraduate degree	30%

### Professional learning and teacher accreditation

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 2015 our key focus areas for our professional learning program included the Australian Curriculum, focusing on the new History syllabus, Spelling and the Personal Development Framework.

Other key areas included Leadership and Career Development; Technology, including iPads; Student Welfare; Child Protection; Code of Conduct; Anaphylaxis, Asthma and Type 1 Diabetes training, as well as CPR training.

As part of the Killara Schools Partnership, (KSP), two teachers participated in the Middle Year's Initiative called 'Middle Years Technology Project'. 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 teacher's 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.

Four teachers were also involved in the 'Quality Teacher Rounds' program. This program was based on the Quality Teaching Framework and involved teachers across schools in the Killara Schools Partnership sharing professional readings and observing each other teach, in order to achieve best practice in a supportive and respectful forum. This program was highly successful and will be continued in 2016.

Roseville Public School was also a participant in the Killara Schools Partnership Expo where community schools shared best practice in a variety of key learning areas across stages.

The Department of Education and Communities allocated \$21,711 for professional learning. This total amount equates to approximately \$600 per teacher. The school's Parents and Citizens' Association also contributed \$5000 to professional learning.

During 2015 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.

## Financial information

### Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school's 2015 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.

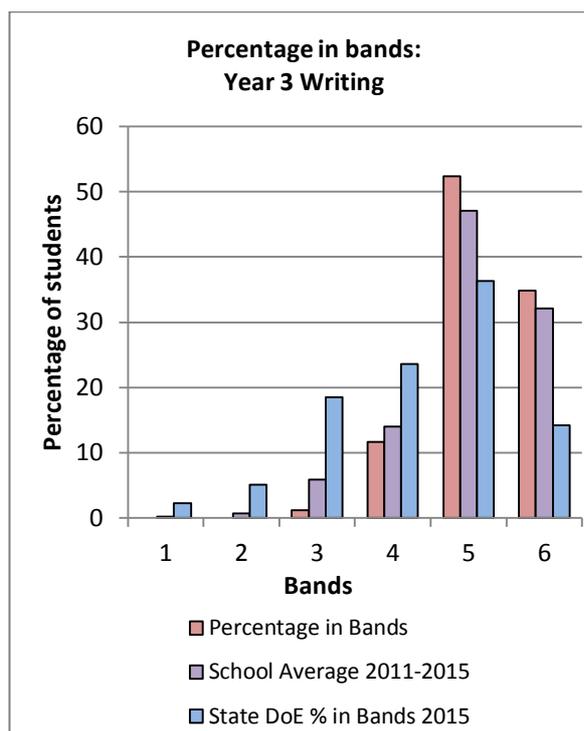
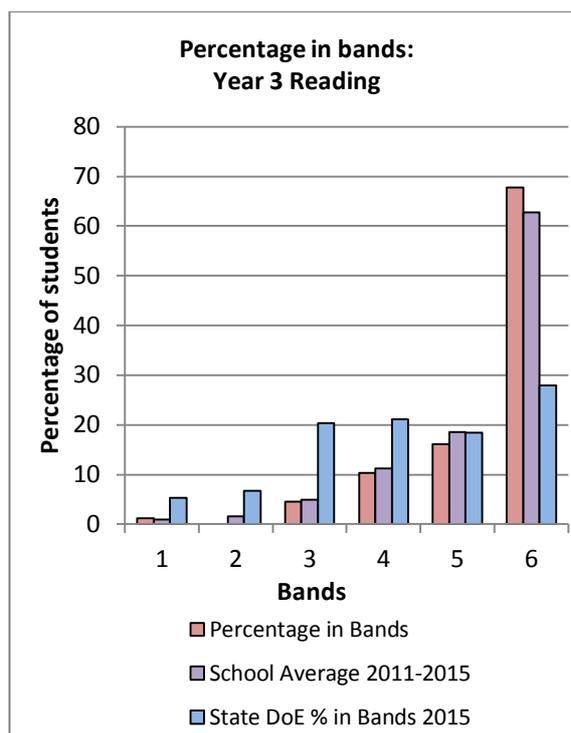
Date of financial summary	30/11/2015
<b>Income</b>	\$
Balance brought forward	450794.98
Global funds	410392.59
Tied funds	200634.99
School & community sources	484840.22
Interest	11340.46
Trust receipts	60252.90
Canteen	0.00
<b>Total income</b>	<b>1618256.14</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	103242.30
Excursions	128254.12
Extracurricular dissections	192037.91
Library	347.43
Training & development	67217.28
Tied funds	168789.48
Casual relief teachers	144739.21
Administration & office	110281.97
School-operated canteen	0.00
Utilities	69764.15
Maintenance	95487.06
Trust accounts	59422.83
Capital programs	9770.62
<b>Total expenditure</b>	<b>1149354.36</b>
<b>Balance carried forward</b>	<b>468901.78</b>

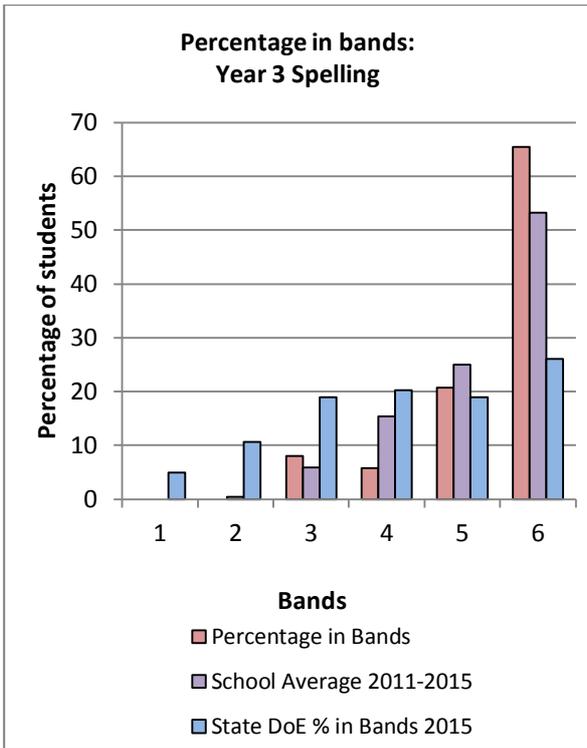
## School performance

### NAPLAN

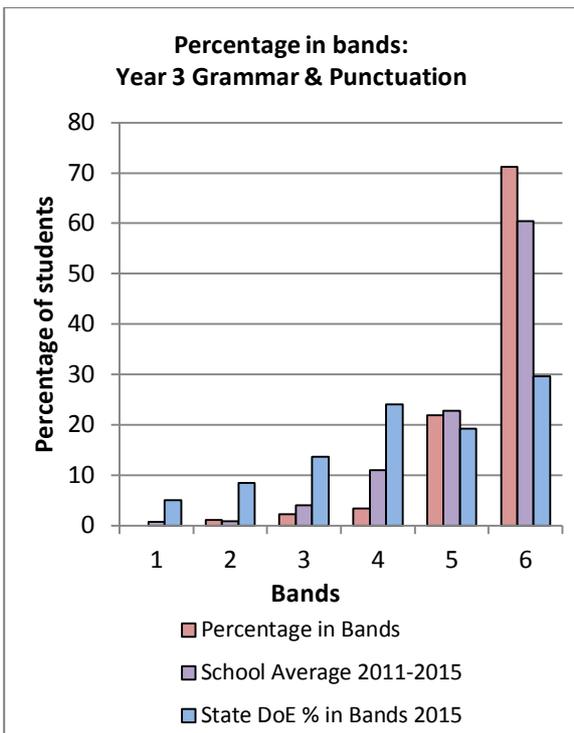
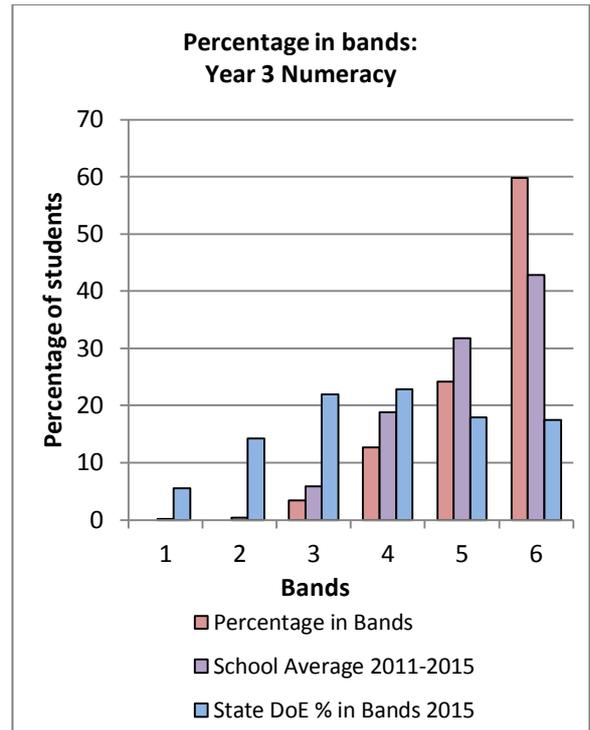
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

### NAPLAN - Literacy Year 3

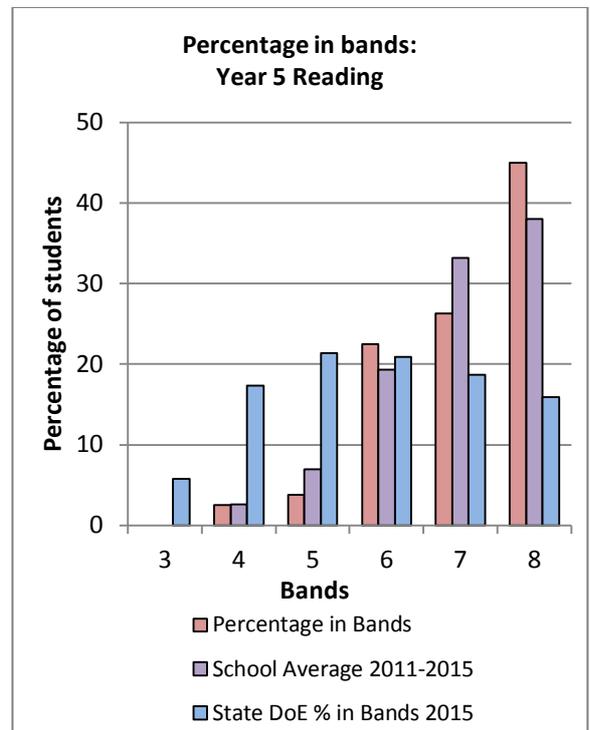


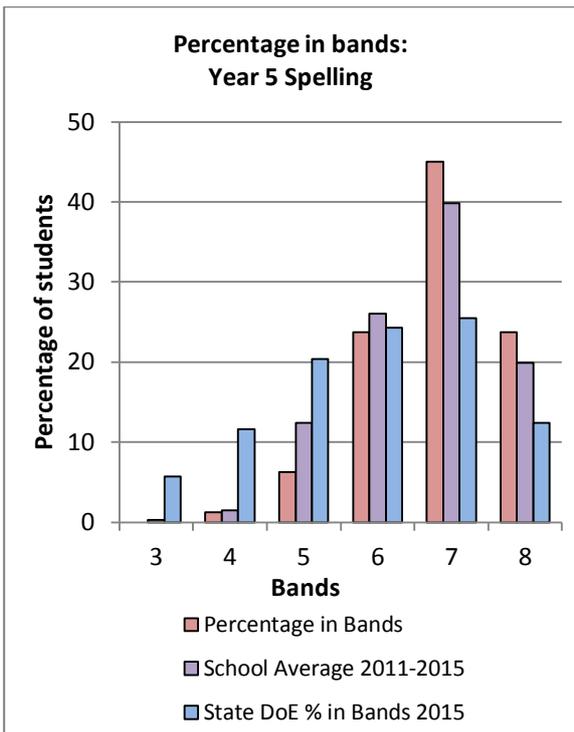
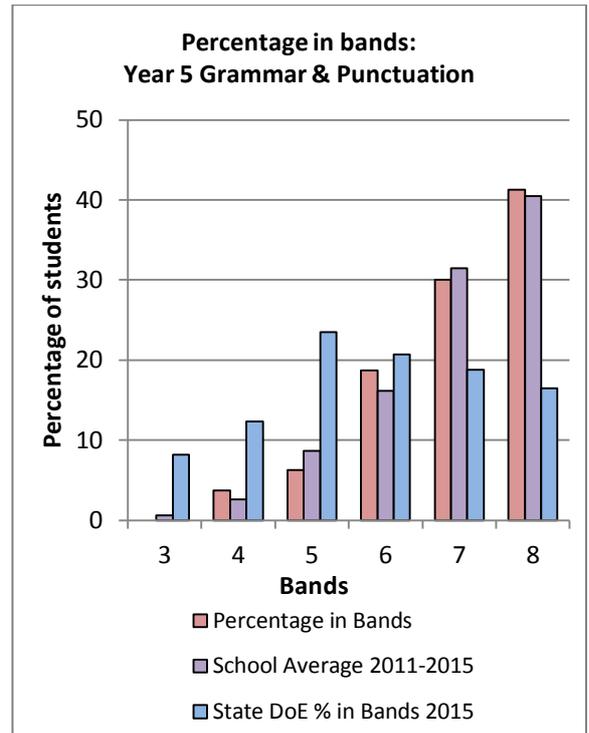
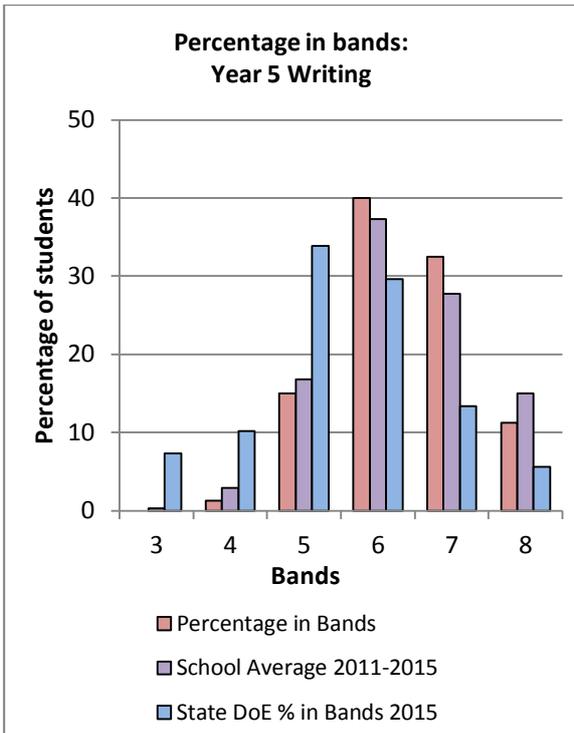


### Numeracy – NAPLAN Year 3

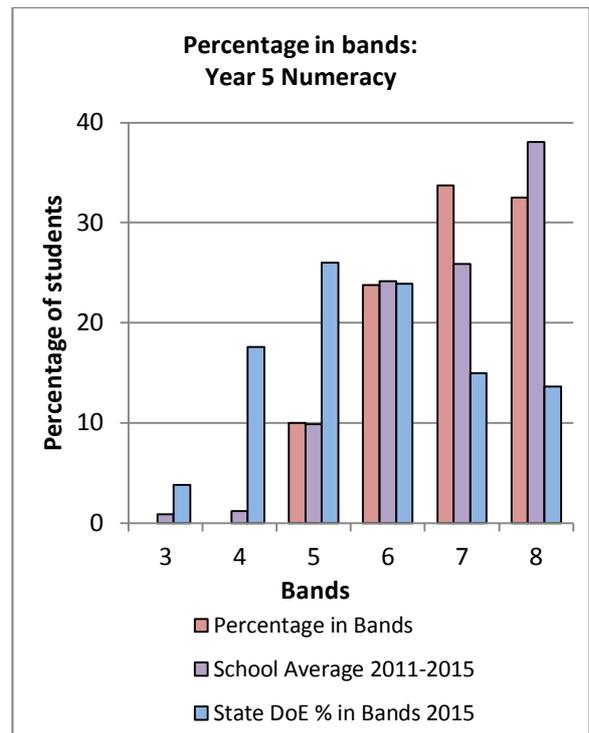


### Literacy – NAPLAN Year 5





### Numeracy - NAPLAN Year 5



## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

Across 2014 and 2015 the school engaged in an extensive survey in order to formulate the School Plan. One of the major areas of response was in the continuation of establishing a high level of respect and manners throughout the whole community as well as social awareness and support of the disadvantaged. Some of the key findings were:

- 27% of parents surveyed believed that establishing a positive, nurturing, inclusive culture and promoting strong values respect and discipline should be a major focus. This was clearly the highest response rate.
- 65% of staff also identified this as a key area of focus.
- Students, from Years 2-6, who were surveyed also noted this as an important area of focus. In excess of 75% of students referred to this common theme when answering the question on what they should be learning about and doing at school.
- 20% of parents surveyed felt that establishing links and awareness of issues that are faced within the local, domestic and global was an important issue and focus area.
- 50% of staff surveyed outlined that establishing links with the broader community was an important focus area.
- Staff identified the Melbourne Declaration Goal: 'Understand, acknowledge and value indigenous cultures and contribute to reconciliation between Indigenous Australians' as being achieved at an average level. This was the lowest response based on all of the available goals. Community rated it as being achieved at a high level.
- Numerous parent comments focused upon the identification and effective dealing of student bullying. Overwhelmingly the responses were positive. However, it was noted as an area for constant improvement and vigilance.

## Policy requirements

### Aboriginal education

The 2015 school year commenced with the coming together of Roseville Public School and its sister school, Bourke Public School at the Young Leaders Conference in Sydney. Student leaders from Bourke Public school and their teacher were billeted by RPS families during their stay in Sydney. This annual visit gives the students from RPS an invaluable insight into life within a remote rural community such as Bourke.

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

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

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

Student and school leaders at Roseville Public School commence all assemblies and major events with the traditional Welcome to Country as a sign of respect and recognition of the Aboriginal people. An Aboriginal version of Advance Australia Fair is learnt by students from Kindergarten to Year Six and sung on a regular basis. Boards depicting the National anthem, written in both languages, are also displayed in the school hall.

### Multicultural Education and Anti-racism

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

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

## Other school programs

### Technology

Roseville Public School is committed to the pursuit of excellence in learning and teaching through the integration of technology into education programs. Key principles underlying the effective use of computers in learning include curriculum integration, equitable access and participation, a supportive environment, teacher professional development and resource management. This year our achievements in technology include:

A continued focus on encouraging online safety through information published in the school bulletin and posters displayed clearly in all areas where banks of computers are located. Online safety and netiquette are explicitly taught across all grades as part of regular technology lessons. Printed material has been distributed to all stage 2 students and stage 3 students had a visit from the police liaison officer to talk about appropriate online behaviour.

Purchasing 15 extra iPads has allowed us to create a class set of iPads. These are available for all staff to borrow as a class set or in smaller groups. This year more iPads were borrowed, for a wide variety of lessons. Our goal is to have a class set of iPads available for the K-2 and 3-6 classes, which would allow us to differentiate the apps we purchase for the different student age groups. In term 4 we began a trial of iPad splitters, which allow a group of students to access one iPad at a time. These have proved especially effective in guided reading groups. Next year this will be expanded across the K-2 classes.

The continuation of our specialist iPad teacher program. This teacher visits different classrooms one day a week to teach iPad lessons. This allows staff to become more skilled in the integration of iPads into the classroom environment whilst giving students a basic understanding of the apps included on our iPads.

In term 3 the technology team conducted a series of staff training afternoons on a variety of topics including Google Apps, Connected classroom

technology, Notebook software and iPad training. Over several weeks staff were able to choose to attend the training that best meet their needs. This training will continue next year. Our school purchased World Book online and all staff attended a training session with their representative.

26 new desktop computers have been installed into rooms across the school. In Term 4 a Stage 3 Computer Club was created for students with an interest in technology. This group meets regularly at lunch times. This year we restructured our technology support so that one technician visits the school for half a day each week, and staff can log technical issues through an online portal so our technician can remotely fix minor issues.

This year, two new suites of programs were introduced through the staff and student portal. All staff and students now have access to a range of Google Apps such as Google Classroom, Blogger, Drive, Docs, Sheets and Slides. This software allows teachers and students to work collaboratively and to share their work digitally with others. All students and staff can access Office 365 through their department portal. This gives students and teachers access to applications including OneDrive, the online Office Suite and OneNote Class Notebook Creator.

With the recent introduction of a new Department of Education enrolment form, the Technology Committee has undertaken a review of our Permission to Publish procedures. This will clearly set out for all staff the permissions and procedures for collection, storage and publication of the image and work of Roseville students. This project will be ongoing over the next year.

Members of the Technology Committee have participated in the Killara Schools Partnership which involved team teaching in both primary and high school classrooms to explore ways in which technology can be used to teach how to solve real world problems. Each Stage has a representative on the Technology Committee. This allows the Committee to provide support, mentorship and training appropriate to each stage as it is required.

### Music

Some highlights of 2015:

- We have three main bands – Junior (Conductor – Ms Maddy Shearer),

- 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 Intermediate and Concert 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 new festival, Wahroonga Music Festival, held at Wahroonga Public School saw all three Bands perform, with Intermediate Band winning a place.
  - 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 both the Fathers' and the new Mothers' Day Breakfast.
  - The Concert 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 'Into Darkness', was held at 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.
- This year we say a farewell and thank you to Mr Gavin Staines. After more than 20 years in the RPS program, covering many of the bands, and in the last 10 years or so, leading the band program as musical director, Mr Staines has managed to inject and share his passion and love of music, across a wide range of past and current students. Many of the past students have taken a leaf out of Gavin's book, and become accomplished musicians themselves no doubt some of our 2015 students will continue in that direction.

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

The 2015 S.R.C. Team has had a busy and productive year.

Each meeting has been run by the Leaders - Jessie Kitzler, Tom Powell, Emily Stewart and Jackson Young, 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. Assisting with 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 20th and funds went to our Sponsor Children, Victor and Sarita. As always, the staff and students enjoyed wearing a touch of orange. For the first time, students were invited to wear a touch of blue on the 12<sup>th</sup> April to support Stewart House.

R.P.S. celebrated Jelly Baby Day on May 5<sup>th</sup> 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. This year the Mother's Day breakfast was also held on the 18<sup>th</sup> May which was a huge success. Walk to School Safely Day on Friday 22nd 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 – new sand and sandpit cover, more silver seats, Stage 2 Spelling Bee, new sport equipment and handball lines. Our favourite S.R.C. job was choosing the songs to match the bell sessions each day. However, we always remain focused on the welfare of our Sponsor children Victor and Sarita. 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.

**Jessie Kitzler, Tom Powell, Emily Stewart and Jackson Young – S.R.C. Leaders**

## **Sport**

At Roseville Public School, the Sports Committee meet every week to manage and co-ordinate the provision of sporting opportunities to all students. Students are engaged in a wide variety of physical activities on a class level, grade level or through competitive sporting teams taking part in the Public School Sporting Association competitions.

In K-2 each grade works 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. An end of year sports carnival, exclusively for K-2, incorporating a variety of games and events was a great success

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 for selection into one of our PSSA sporting teams. At Roseville PS we offer modball and cricket as summer sports and football, netball and AFL as winter sports. At the beginning of Terms 1 and 2, trials were organised and students selected. PSSA sport takes place each week on Friday mornings and teachers accompany our various teams and referee/umpire their games. This year Roseville provided four teams in cricket and modball, six teams in football and netball and two AFL teams, to the PSSA competitions. A number of our most able students went on to represent the Ku-ring-gai PSSA zone and North Sydney PSSA area in a variety sports.

Nine staff members coached the various teams before school on a weekly basis and training sessions targeted specific individual and team game skills.

Students not in a PSSA team participate in our school sports program, organized and led by classroom teachers and staff from Sportspro. Alternatively up to twenty students may sign up for tennis lessons from an external provider.

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.

All Years 3-6 students were provided with focused training in preparation for the school cross country and athletics carnivals. Training for cross country took place during Term 1 so that students developed the required fitness levels to participate effectively. During Term 2, Sportspro teachers were employed to teach athletics track and field events skills to all Years 4 -6 students, including how to safely use equipment.

Due to extenuating circumstances our school 2015 Swimming carnival took place at Lane Cove Pool in December of 2014. The Cross Country Carnival was held at St Ives Showground and the Athletics Carnival at Sydney Institute of Sport at Narrabeen.

All Carnivals were well attended and featured a very high rate of student participation. A number of students were successful and competed in respective Zone Carnivals and several went on to represent Ku-ring-gai at the Area Carnivals.

The annual rugby and girls football inter-school competition, the Highlander Shield, was played in August between Lindfield Public School and Roseville. On an exciting evening at Roseville Chase oval, Roseville lost the girls' football match but both junior and senior rugby teams were victorious and therefore won the trophy. As part of the Stirling Mortlock Cup in which Roseville compete with Lindfield and Lindfield East public schools, the Senior Rugby team also played against Lindfield East. Training sessions for these competitions are led by teachers and an enthusiastic group of parent helpers outside of normal school hours.

## **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.

### K-2

Mrs Petrou and Mrs Stevenson choreographed and taught the K-2 dance groups, which alternated students each Term. In total over 30 Year 1 and 40 Year 2 students participated in these dance groups. These dancers showcased their routines by performing wonderfully at the K-2 assemblies, Grandparents Day and at the K-2 Christmas Concert.

The Hilarious Hat Hullabuloo featured a finale dance choreographed by Mrs Jones, Mrs Antrim and Mrs Petrou and included every student in 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.

### 3-6

Roseville Public School was represented by two dance troupes, consisting of 44 students in total, at

the Sydney North Dance Festival at Glen Street Theatre in the last 2 weeks of Term 2. The Stage 2 Dance Ensemble, made up of selected Year 3 and 4 students, performed a contemporary piece called 'Anyone for Tennis?' The Stage 3 Dance Group, made up of selected Year 5 and 6 students, performed a contemporary piece named 'Collecting Memories' and both groups were choreographed by Mrs Antrim and Mrs Jones. The students attended lots of rehearsals at various locations, where staff and parents helped with car-pooling and transport. For the last two years the Stage 2 dance group has been selected for the NSW State Dance Festival, at the Seymour Centre. This year for the first time at the school, both the Stage 2 and Stage 3 Dance Ensembles were selected to participate in and perform their dances at the NSW State Dance Festival. The groups 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 the Roseville Public School into our wider community.

The Stage 2 and Stage 3 dance groups also were invited again this year to perform a jazz dance each at Musicale, which was held at Roseville Public School. The dancers exuded enthusiasm and showcased their talent across different dance genres and styles. The Stage 2 Dance Ensemble also performed "Collecting Memories" at Open Day this year and had a wonderful time dancing in front of their peers, teachers, parents and the wider school community.

The Stage 3 boys were once again 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.

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

with the Year five dance being choreographed by Mrs Jones and Mrs Antrim. The production showcased the creative and performance skills of all students in Stage 3.

### **Enviro Kids**

The school's environment program was very busy this year, with the Enviro Kids involved in many green initiatives. Stage 1 and Stage 2 kids rotated over the two semesters, to allow more students to be involved in the program, whilst Stage 3 Enviro Kids remained the same for the whole year.

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. At the end of each term, the Enviro Kids collected the data from each classroom, and one student was selected from each grade to be the Nudie Tuesday Champion. The Enviro Kids did a fabulous job presenting the Nudie Tuesday Champions with their certificates at Monday assemblies throughout the year.

In addition, in Term 3 RPS trialed No Bins Tuesdays, to further encourage students across the school to bring waste-free lunches and reduce the level of rubbish across the school. On these Tuesdays, no bins were available in the playground, and students took home any rubbish in their lunchboxes. The Stage 2 and Stage 3 Enviro kids circulated at recesses and lunches to collect organic waste, which was placed in the school compost bin. There was a significant rise in the number of students bringing in Nudie Tuesdays, with over 400 students recorded as bringing in waste-free lunches on these days. No Bins Tuesdays became a regular weekly fixture at RPS in Term 4.

Throughout the year, the Enviro Kids met at lunchtimes with various teachers. Stage 3 Enviro Kids worked with Mrs Kowalczyk and created some fabulous bin displays to assist students in knowing where to place their rubbish. They presented at various assemblies and introduced students to our new bin characters: Recycle Michael, Wendy Waste and Paper Paul.

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 fruit and vegetables were planted throughout the year including: corn, carrots,

potatoes, beans, snow peas, tomatoes, capsicums, lots of herbs, strawberries, blueberries, watermelons, mixed lettuce varieties and more. The vertical garden has undergone some maintenance this year, with the addition of succulents and more hardy plants to combat the harsh sun.

World Environment Day 2015 was a huge success, with the SEMP Committee coordinating a K-6 art competition that promoted this year's message 'Seven Billion Dreams. One Planet. Consume with Care.' There were over 100 entries submitted, highlighting responsible management of the planet's natural resources. These entries included: posters, models, diagrams, dioramas, movies and Powerpoint presentations. The creativity and deep thinking about these environmental issues was very impressive. Winners from each grade were presented with an award from Mr Moran.

Students have also continued to enjoy cooking with the veggie patch produce, including roast potatoes and carrots with dip. This has allowed students to be educated about healthy eating and challenged them to try new fruit and vegetables, encouraging a love of healthy food.

On Friday May 15th, 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 home-made dips, as well as a range of fresh and dried fruits. The surprise hit of the day was a delicious parsnip cake! At lunch time, the Enviro Kids participated in a cooking lesson with Miss Bickersteth, Mr Brown, Mrs Jones and Miss Clague, via video link with Jamie Oliver. They made a squashed salad sandwich, and the students had a great time and couldn't believe how tasty their creations 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.