



Annual Report 2005

ROSEVILLE PUBLIC SCHOOL

School Address: Archbold Road Roseville

Phone: 02 9417 4107

School Code: 2994

Fax: 02 9417 4922

Email address: <http://www.roseville-p.schools.nsw.edu.au>

Website address: <http://rosevillepublicschool.net.au>

Principal's message

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Carol Richmond

Principal

Our achievements

Academic Achievements

The following students were placed in the top 1% of NSW in the Australian Schools Competitions.

English: William, Darcy

Spelling

Mathematics: William, Mitchell, Grace, Lachlan, Mackenzie (Year 3) and Jacqueline (Year 6).

Science Fiona, Mackenzie (Year 3), Alexander, Jack (Year 4), Yijian (Year 5) Stuart and Jacqueline (Year 6).

Computers: Yijian (Year 5), Jacqueline, Eleanor and Matthew (Year 6)

Two Year 6 students, Madeleine and Emma were finalist in the Nestle Write Round Australia Competition.

Two of our four robotics teams were finalists in the NSW Robo Cup.

A full report of student performance can be found on page 4 of this report.

The Arts

Students have access to high quality band, dance and art programs. Creative and performing arts are important to the students of this school. Two out of three of our primary students participate in the Band Program with over 80 students joining the beginners' band this year. In May 170 students attended the annual band camp at Narrabeen where they fine tuned their performance pieces for the Yamaha Festival, McDonalds Challenge and the NSW Band Championships.

In 2005 the senior band, junior band and stage band received gold awards at the Yamaha Festival and the Stage Band and Senior Band were both awarded gold awards at the NSW Band Championships.

Five senior students had an opportunity to participate in the NSW Music Camp run by the NSW Department of Education's Performing Arts

Unit. Most students participated in the annual musicale where the 5 bands were showcased. This year a second Strings Ensemble was formed.

Undoubtedly, a real highlight of the year was the workshop and concert conducted by the United States 7th Fleet Naval Band,

In June our senior girls and boys dance groups participated in the Metropolitan North Regional Dance Festival and all students enjoyed our own Dancing with the Stars Competition with special guest appearances by parents and staff.

Several senior students participated in the Metropolitan North Regional Art in Transition program producing outstanding art works. Many of the students' art works have been featured in on the walls throughout the school.

All students in the school participated in the annual public speaking competition with finalist performing at the school assembly and at Roseville East Rotary Club. The standard of public speaking across all grades is exceptional.

Year Six students participated in an inter school debating competition with mixed success. Twelve Year Five students were taught the fundamental skills of debating and participated in inter school 'friendly' competitions. Six Year 5 students were selected to attend the Sydney North Debating Camp.

This year we were not able to stage a full school musical due to the hall building program.

Sport

Sport is important to the students at Roseville and as a result our teams train hard and achieve excellent results. The school performs well in the district competitions. This year the school won the District Cross Country Championship, the Athletics Championship, the Senior Boys Soccer Premiership and _____

Increasingly, our teams are realising the importance of doing your best for your team and for your school and not just for yourself.

133 students represented the school in weekly PSSA competition. 128 students represented the school at District swimming, cross country and athletics Carnivals, a further 20 students gained representative honours at Area carnivals. Loren

was selected in the Area Netball Team and Michael was selected in the Area and the NSW PSSA Australian Rules Team. Lachlan was selected in the Area athletics team and also selected in the NSW team to compete in the Pacific School Games. Lachlan broke two district records including a seventeen year old high jump record held by Wallaby, Stirling Mortlock Stephen and Mimi were selected to participate in the NSW PSSA Swimming Championships.

Our senior softball and soccer teams performed strongly in the NSW PSSA Knockout competitions.

The skills of soccer, basketball, gymnastics, netball, Aussie Rules, European hand ball and tennis are taught in the school sports program. Students from the school sports program were chosen to play a curtain raiser for National Handball Championships at Homebush Olympic Park. The strong school sports program is very popular with non PSSA students.

This year the Highlander Shield was won by Lindfield Public School; this competition has been running for ten years and continues to bring two great public schools together in friendly rivalry.

Two important sporting events for the junior school were the Year 2 Intensive Swimming Program held in May and the K-2 athletics carnival held in September. More than 100 Year Two students became water safe, significantly improving their swimming strokes in the ten day program. 300 students enjoyed the games and running events at the junior athletics carnival.

The school recognises and appreciates the assistance of teachers and parents in coaching, transporting and supporting our teams. This support is invaluable.

General

During 2005 students raised more than \$5 800 for charities including Jeans for Genes, Red Cross and the Tsunami Appeal.

More than one hundred Year 5 and 6 students collected 30 bags of rubbish from the Mores Creek catchment area as part of the Clean Up Australia Campaign.

The Wind Ensemble played for residents of our local nursing home and for the students at Cromehurst Special School.

Susan Moylen-Coombs attended a special National Aboriginal Week assembly to talk to students about her life as person from the stolen generation and also about the relevance and importance of Acknowledging Country at our school assemblies.

The school assisted two Aboriginal students from Enngonia Public School to travel Sydney to spend a week at RPS in preparation for secondary schooling in the city.

Tuckerbox provided meals for families in our community.

Mr Andrew Schubert and Mrs Christine Broockmann were presented with special awards by Roseville Chase Rotary Club acknowledging the exceptional work of all our teachers.

P and C Fundraising Committee raised \$47 600 through a number of successful projects including a casino night, fathers day breakfast, chocolate drive, sale of Entertainment Books and our annual Fresh mothers' day function.

Our new website was launched during the year with many families receiving the school newsletter on line. The website received visits from people all over the world. A monthly tally regularly record in excess of 2000 visits from more than 20 different countries.

The School Council applied for grants from the federal government's Investing in our Schools Program for a shade shelter for the quadrangle and improved play areas for our K-2 students. The shade structure will be erected in January 2006.

The school has been provided with four new classrooms by the Department of Education and Training to support the government's reduction in Class Size Program. Over 100 kindergarten students enrolled in 2005 and a similar number are expected for 2006.

The NSW Government has provided joint funding matching the P and C's contribution for the extension of the school hall. The hall extension will be completed for the beginning of the 2006. The cost of this project is over \$500.000.

All Year Six students joined 8000 young leaders at the Superdome for the National Young Leaders Forum. General Peter Cosgrove, David Koche, Louise Sauvage and Lauren Burns shared their leadership experiences with our young leaders.

Year 6 were physically and emotionally challenged at the Great Aussie Bush Camp at Tea Gardens.

Year 6 students planned and conducted our annual ANZAC Day Service.

Our SRC leaders successfully conducted two meetings each term providing opportunity for students from all grades to contribute to school governance, The SRC led fundraising activities, Book Week celebrations and petitioned the local council for an overhead walkway across Addison Road. They also encouraged students to participate in the National Walk To School Safely Day.

School Captains and Vice Captains attended the Regional Leadership Camp planning a trivia challenge which they led in fourth term for 250 students.

School Captains and House Captains conducted the fortnightly primary assemblies and Year Two students lead the weekly K-2 assemblies.

Senior students were linked with kindergarten buddies providing pastoral care throughout the year for our Kindergarten students.

House Captains provided enthusiastic leadership at each of the school carnivals.

Band Captains and Year Six band members demonstrated strong leadership skills at band camp.

Year Six took the lead in the organisation and participation in our Dancing with the Stars Competition.

Year 6 students ran several successful Thursday Cookie Days and raised over \$1200 at the Peddlars' parade.

Student Leadership

Key evaluations

Learning

Background

For many years the school's core business has been to enhance learning for all students through the combined efforts of our project teams, our teachers, and our parents and indeed through the efforts of the students themselves.

Since the mid 1990's the P and C have financially supported the school to ensure the learning opportunities of students requiring additional literacy support were met through the reading support program. This support has been ongoing. In the last few years the staff has had numerous opportunities to develop their teaching practice to better meet the learning and social needs of the students with gifts and talents. In 2005 the needs of these students have been better met through 'clustering', partial acceleration and through special interest groups like the Robot Cup Teams, Tournament of Minds, WIT's and Debating. Students have also had access to programs like the band, PSSA sport, dance and choir. Students have benefited from specialist teachers for dance, computers, public speaking and art. In addition to these programs students have had opportunities to attend leadership, debating, mathematics, visual arts and music camps. Students of Roseville Public School have access to high quality educational experiences.

In Term 3, 2005 an evaluation was conducted to find out from students themselves what they thought about learning and school life at RPS. 346 students from Year 2 -6 responded to an online survey which they completed in their computer lessons.

Findings

Our students are highly motivated with 93% of students indicating that they want to get good results and that it was important for them to pay attention in class. The same percentage of students indicated that what they were taught at school was worth learning.

More than two thirds of our students said that they found that their learning was a lot of fun. 50% of students reported that the work they did in class really challenged them to think but only

42% of students said that they always or mostly got excited about their school work.

Students felt that their teachers were fair and that they mostly got the marks that they deserved. Students said that they always try to follow the school rules and that they are aware of the consequences if they did not follow the rules. Students were generally very positive about their schooling with 92% of students reporting that they felt proud to be a student at Roseville Public School and that they really felt that they were members of the school community. Boys were more competitive than girls with 18.6% more boys than girls reporting that they liked to try and do better than other students in class.

90% of Year 6 students felt that the work they do at school has been good preparation for high school.

Future Directions

Generally students reported that they were very happy at school and that they enjoyed learning at RPS.

The general structures for curriculum and learning will not change significantly in 2006.

The government's reduction in Class Size Program will be extended to Year 1 in 2006 which will see some 200 students in Kindergarten and Year One in class sizes of 20-22 students which will positively impact on learning.

The school Executive Team and the Learning Support Team will review our extra curricular learning opportunities and the Band Committee has foreshadowed some major organisational changes due to the continued growth and success of this program.

Curriculum

Mathematics

Background

In 2004 and 2005 the school evaluation committee set specific targets in the key learning area of mathematics. The aim was to further improve the mathematical competence of all our students. Our results consistently confirmed that the school was performing extremely well in mathematics but there was a perception amongst some parents that the school was stronger in the key learning area of English.

The school and the P and C has generously supported this curriculum area providing resources, consultancy support, training opportunities and a collegial mentor to assist staff and students with problem solving strategies. In Term 3 of 2005 parents, students and staff were surveyed as we wanted to find out what the school community thought about the teaching, learning, and reporting practices in mathematics at Roseville Public School.

338 students, 21 teachers and 116 families responded to the survey. The school also gathered and analysed an enormous amount of data based on internal and external tests and assessments.

Findings

Student testing in February showed that 36% of all students in Years 3-6 were performing in the above average range of the norm referenced PAT Maths Test. Our boys are doing particularly well with 42% placed in the above average category. This result was echoed in the University of NSW Mathematics Competition where 55% of our students were placed in the top 25% of the NSW candidature. The University competition also highlighted the strong performance of our boys with 65.9% of the boys placed in the top 25% of the NSW candidates. In all grades the mean of our students were above the state means. This is significant as our students self nominate for this competition with no students encouraged or discouraged from entering this rigorous competition.

Both the norm referenced testing done at school and external testing confirm that the school is a very high performing school in the key learning area of Mathematics.

Of the 338 students surveyed 84% of students felt that mathematics was important learning for them.

80% of students felt that they were improving in problem solving and 72% felt that they were getting better at patterns and algebra.

In Years 5 and 6, 88% of the students said that they were confident in their understanding of fractions; 90% were confident in their understanding of decimals; 77% were confident in their understanding of algebra and 90% were confident in their understanding of patterns.

There was conflicting opinion with students and staff about the effectiveness of across grade/stage ability maths groups. Some students and some staff positively endorsed ability grouping for mathematics. Some students preferred to work within their class cohort and some staff felt the management constraints associated with ability grouping across the stage outweighed the learning benefits.

Less than 50% of students from Years 2-6 felt that their teacher told them how they were progressing in mathematics. Teachers (71%) were of the opinion that parents were adequately informed about their child's progress in mathematics but parents generally disagreed with 69% indicating that they did not think they were well informed about the progress of their children in mathematics. Parents commented that they needed to see more maths homework in order to understand what their children were learning in mathematics. Parents also reported that they were not satisfied with the frequency of reporting in mathematics. However parents did say that they thought the school gave equal emphasis to Literacy and Numeracy.

Teachers were positive about the Count Me In Too (CMIT) program reporting that it had had a positive impact on their teaching and assessment practices. However, teachers felt strongly that there was a need additional support for classroom teachers particularly in K-2 classes.

Future directions

The school will continue to monitor PAT Maths test results and results in Basic Skills Numeracy Test and University of NSW Mathematics Competition to determine if there are significant trends in gender performance in mathematics in 2006 and 2007.

The school will review current practices in regards to the reporting of students' progress in mathematics to parents and to the students themselves.

The appointment of a coordinator responsible for CMIT will address issues related to supporting further the implementation of the program and resource management. A budget will be allocated to provide release time for this coordinator.

P and C educational initiative funding will be directed towards supporting Numeracy in the K-2 section of the school in 2006. A teachers' aide will be employed to assist in classrooms with CMIT group activities. It is envisaged that the teachers' aide will be funded by parents and by the P and C.

Student performance

Results in both internal assessments and also in Basic Skills Tests demonstrate that students at Roseville Public School continue to perform at very high levels in both English and Mathematics.

Norm referenced tests conducted at the beginning of 2005 found that:

The average age of all Year 3-6 students (in February) was 9 years 3 months and the average spelling age of this group was 11.2 years. In all grades the average spelling age is at least 1.9 years above the average chronological age.

In the Torch Reading Tests 59% of all students in Years 3-6 had recorded stanines in the above average range for reading. In the same test 13% of students had recorded stanines in the below average range for reading.

In the University of NSW English Competition 52% of our competitors were placed in the top 25% of the NSW candidature, Two Year Three students gained High Distinctions placing them in the top 1% of candidates from all over NSW.

A range of assessments show that there is no significant difference in the performance of boys and girls in Literacy at RPS.

In the PAT Maths Test 36% of all students in Years 3-6 had recorded stanines in the above average range and 14% had recorded stanines in the below average range for the PAT Maths Test. While 30% of the girls fall into the above average range even more boys, 42% fall into the above average range. 50% of boys and 50% of girls fell into the average range in this test.

In the University of NSW Mathematics Competition 54.5% of our competitors were placed in the top 25% of the state's candidature. 3.6% were placed in the top 1% of the NSW candidature. Six students gained high distinctions placing them in the top 1% of candidates from all over NSW.

Year Six students participated in the Computer Skills Assessment Test with most students scoring 78% or more in this test. These marks were slightly depressed because our students have been taught a number of short cuts which the electronic test would not accept as correct answers. In the University of NSW Computer Competition 57% of our participating students were awarded Credit, Distinctions or High Distinction Awards. There was no significant gender bias in the results of these tests.

Results from the Basic Skills Test (BST) reinforce the strong performance of students in Norm Referenced tests.

Year 3 results in both Literacy (Reading and Language) and Numeracy were the best results recorded at R.P.S. in the ten years of Basic Skills Testing.

71% of R.P.S. Year 3 students were placed in the top two (of 5) skill bands for Literacy (including writing).

There was little or no difference between Reading and Language results in Year 3.

Boys and girls performed equally well in all aspects of Literacy (including writing).

In Year 3, 74% of students were placed in the top two skill bands for Numeracy scoring well above the state mean.

There was little or no difference in the results between Measurement, Space and Number.

In Year 5 the students' results were better in Reading and Language than in Writing with 92% of students performing in the top two skill bands (of 6) for Reading and 85% of students performing in the top two skill bands (of 6) for Language. 66% of students were placed in the top two skill bands for Writing.

Overall Literacy results (including Writing) showed that 86% of students performed in the top two skill bands (of 6). No students were placed in the two lowest bands.

89% of students were placed in the top two (of 6) skill bands for Overall Numeracy with no students placed in the lowest three bands.

The means for all three strands of Numeracy (Number, Space and Measurement) were well above the state means.

There was little or no difference in the results for boys and girls in Literacy and Numeracy.

Students in Year 5 (2005) made significant gains in their scores in comparison to their Year 3 (2003) scores.

A comparison of results reveals that 79% of students made significant growth in Literacy whilst 75% made significant growth in Numeracy. The proportion of students at R.P.S. who made such significant growth was higher than the state wide proportion.

The overall performance of students at R.P.S. in the BST was of a very high standard.

Literacy and Numeracy programs at R.P.S. continue to be supported with significant funding from the P& C.

Our targets

Progress on 2005 Targets

Target 1. To further improve mathematics competence for students from Kindergarten to Year 6

Our achievements;

- Ability grouped classes in Year 3, 4, 5 and 6 for mathematics enabled differentiation in the pace of instruction and therefore positively impacted on learning.
- Enhanced problem solving skills through the employment of a mathematics collegial mentor who worked with students and staff in Years 4, 5 and 6. 80% of students reported that they felt they were getting better at problem solving,
- In Year 6, 49% of students were placed in the Above Average range in the Pat Maths Norm referenced test.
- 54.5% of students who sat the University of NSW Mathematics Competition scored in the top 25% of the state's candidature.
- Continued growth in mathematics from Year 3 to Year 5 as evidenced by the added growth of most students in Numeracy in the Basic Skills Test.

- 72% of students felt that they were getting better at patterns and algebra and 59% felt that they were improving in Space and Geometry.
- In Years 5 and 6, 88% of the students said that they were confident in their understanding of fractions; 90% were confident in their understanding of decimals; 77% were confident in their understanding of algebra and 90% were confident in their understanding of patterns.

Target 2. To provide students with effective strategies for dealing with disappointment, anxiety, name calling, teasing, exclusion etc.

Our achievements;

- The introduction of a school wide strategy, Circle Time enabled teachers to address issues of concern for the class particularly playground and friendship issues.
- Workshops for parents and staff led by psychologist, Toni Noble were well attended and well received giving parents and staff strategies to help build student resilience.
- There was a reduction in the reported incidences of bullying, mean spirited and inappropriate behaviours in 2005.

Target 3. Enhanced student and staff learning in technology

Our school is striving to achieve excellent standards in technology education for our staff and students.

Our Achievements;

- Ongoing training for staff in a range of technologies including two new software packages, Kidspiration and Inspiration.
- Weekly opportunities for staff training by collegial mentors keen to share good practice.

- Successful management of the roll out of nineteen PC's as part of the NSW Governments Computers In Schools Program and the re organization of site licences and software storage.
- Weekly access for all classes to two well maintained computer laboratories.
- The development of an outstanding school website with staff trained to upload information for their students and for the school community on the RPS website. www.rosevillepublicschool.net.au
- Staff issued with USB data keys to ensure that they can effectively store and move electronic data from home to school.
- 338 students participated in on line surveys to seek their opinions and feelings about learning and mathematics.
- One Hundred and sixty seven students sat the University of NSW Computer competition. 57% of students were placed in the top 25% of the state's candidature. Four students gained High Distinctions placing them in the top 1% of the students in NSW

To enhance student learning in Science and Technology by reviewing and further developing teaching practice in this key learning area.

Strategies to achieve this target include:

We will measure our success by:

Target 3

To work with the Department of Education and Training to limit our enrolment numbers by changing boundaries or to ensure the school is resourced appropriately to be able to accommodate the growth in anticipated numbers.

Strategies to achieve this target include:

We will measure our success by:

Targets for 2006

Target 1

To work with teachers, students and parents to ensure that all stakeholders understand the requirements of the government's new reporting system to parents.

Strategies to achieve this target include:

We will measure our success by:

Target 2

Our context

Enrolment profile

572 students were enrolled in February 2005 an enrolment increase of 4.5% from 2004. A further 5% increase is expected for 2006.

In 2005 there was an equal gender balance with 284 boys and 288 girls. The NSW Government's Reduction in Class Size Program enabled the formation of 5 Kindergarten classes with an average class size of 21 students.

Class sizes

Roll Class	Year	Year Total	Total in Class
KL	Kindergarten	104	21
KM	Kindergarten	104	21
KC	Kindergarten	104	21
KB	Kindergarten	104	21
KA	Kindergarten	104	20
1R	Year One	114	26
1S	Year One	114	28
1V	Year One	114	25
1I	Year One	114	10
2I	Year 2	107	18
2B	Year 2	107	30
2G	Year 2	107	28
2CB	Year 2	107	31
3D	Year 3	82	29
3B	Year 3	82	29
3S	Year 3	82	24
4S	Year 4	77	26
4P	Year 4	77	26
4C	Year 4	77	25
5R	Year 5	72	26
5D	Year 5	72	23
5H	Year 5	72	23
6H	Year 6	36	2
6T	Year 6	36	34

Staff

In 2005 there were 40 members of staff employed at RPS, 33 teachers and 7 ancillary staff. Two additional teachers were appointed this year. Two thirds of the staff has taught for more than ten years and one third of the staff has taught for less than ten years. Staff bring a range of special interests and abilities which they generously share with their students.

Financial statement summary

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

A full copy of the school's 2004 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.

Date of financial summary:	30/11/2004
Income	\$
Balance brought forward	0.00
Global funds	0.00
Tied funds	0.00
School & community sources	0.00
Interest	0.00
Trust receipts	0.00
Canteen	0.00
<i>Total income</i>	<u>0.00</u>
Expenditure	
Teaching & learning	
Key learning areas	0.00
Excursions	0.00
Extracurricular dissections	0.00
Library	0.00
Training & development	0.00
Tied funds	0.00
Casual relief teachers	0.00
Administration & office	0.00
School-operated canteen	0.00
Utilities	0.00
Maintenance	0.00
Trust accounts	0.00
Capital programs	0.00
<i>Total expenditure</i>	<u>0.00</u>
Balance carried forward	<u><u>0.00</u></u>

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.

Members of the school self-evaluation committee included:

Carol Richmond **Principal**
Catherine Williams **Deputy Principal**
Margret Hanson **Assistant Principal**
Sue Pike School **Council President**
Matthew Herring **P and C President**
Helena Ferrier **School Council**
Rob Lloyd **School Council**
Trudie Robertson **School Council**
Nicholas Perkins **School Council**
Sonya Corday **School Council**

The school education area chief education officer has provided guidance to the school during the school evaluation process and validated the analysis of student performance data contained in this report.

Barry Laing Chief Education Officer Ryde

The school education director has endorsed the targets contained in this report, which will be used to facilitate area planning and allocation of area resources.

Paul Hewitt School Education Director Ryde

**NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING**

