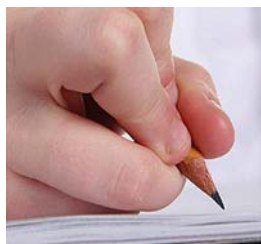
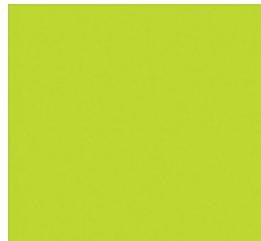
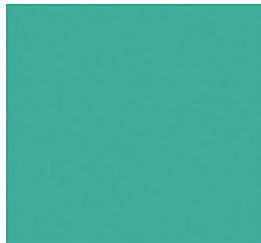
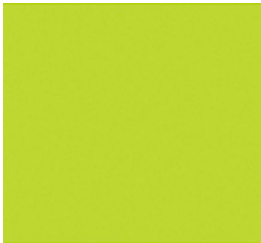




2008 Annual School Report ROSEVILLE PUBLIC SCHOOL

NSW Public Schools – Leading the way



Our school at a glance

Students

Our enrolment in 2008 was 630 students, an increase of 33 from the previous year.

25 classes were formed this year which was an increase from last year's 24.

Average class sizes were:

Kindergarten	19.8
Year 1	23
Year 2	25
Year 3	25
Year 4	29.7
Year 5	31.2
Year 6	26.8

Staff

In 2008 we had 32.034 members of staff. This included six executive staff, 21 classroom teachers and 5.034 specialist staff including Teacher-Librarian, RFF (Release from Face to Face) teachers, ESL (English as a Second Language) teachers and School Counsellor.

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

Significant programs and initiatives

The school ran a number of programs to give students extra educational support throughout 2008. These were:

- Reading Support Program
- Artist in Residence Program
- Author in Residence Program
- Philosopher in Residence Program
- Enrichment programs including Chess, Debating, Boys' Dance Group
- Tournament of Minds Program
- Strings Program
- Band Program
- Student Leadership, including the Buddy Program and SRC (Student Representative Council)
- English as a Second Language (ESL) Program
- Targeted Personal Development, Health and Physical Education Program
- Targeted Technology Program including Interactive SmartBoard Technology
- Bounce Back resilience program K-6

- Rock and Water Program for Year 6 boys
- Specialist Dance and specialist Gymnastics Program for all K-2 students

Student achievement in 2008

The National Assessment Program – Literacy and Numeracy (NAPLAN) replaced the Basic Skills Tests (BST) in NSW. It was designed to assess the literacy and numeracy learning of students in Years 3, 5, 7 and 9 in all Australian schools.

NAPLAN is different from the Basic Skills Tests in terms of the level of skill bands reported, as the BST involved only students in Year 3 and Year 5. NAPLAN, however, will be used to map students' progress through primary school and on through high school against a single assessment scale that covers ten bands from Year 3 to Year 9. Year 3 students are expected to perform within Bands 1 – 6, Year 5 students within Bands 3 – 8, Year 7 students within Bands 4 – 9 and Year 9 students within Bands 5 – 10.

Our school's NAPLAN results were pleasing. Our results were significantly higher than the State mean in both Year 3 and Year 5 and in all areas of literacy and numeracy.

(See graphical information on pages 10 – 13.)

Literacy – NAPLAN Year 3

In Reading, 90% of our students were placed in the top three bands, compared to the state average of 68%. In Writing, 93% of our students were placed in the top three bands, compared with 78% across the state. This was the first year that Spelling, Grammar and Punctuation were also assessed. In Spelling, 84% of our students were placed in the top three bands, compared with 70% across the state. In Grammar and Punctuation, 89% of our students were placed in the top three bands, compared with 66% across the state.

Numeracy – NAPLAN Year 3

In Year 3 this year, 84% of our students were placed in the top three bands in overall Numeracy. Across NSW, 68% of Year 3 students were placed in the top three bands. Performance in the Measurement, Data, Space and Geometry strands was highlighted as a particular strength with 62% of our students achieving in the top band, compared with 22% across the state.

Literacy – NAPLAN Year 5

In Reading, 83% of our Year 5 students this year were placed in the top three bands, compared to the state average of 56%. In Writing, 91% of our students were placed in the top three bands, compared with 65% across the state. This was the first year that Spelling, Grammar and Punctuation

were also assessed. In Spelling, 80% of our students were placed in the top three bands, compared with 64% across the state. In Grammar and Punctuation, 86% of our students were placed in the top three bands, compared with 63% across the state.

Numeracy – NAPLAN Year 5

In Year 5 this year, 78% of our students were placed in the top three bands in Overall Numeracy. Across NSW, 53% of Year 5 students were placed in the top three bands.

Messages

Principal's message

Roseville Public School is a learning community that is dedicated to nurturing the growth of the child, the family and subsequently the community at large. As a school, we have committed ourselves to developing a culture of lifelong learning. We strive to provide an environment where students are constantly engaged in those activities that foster educationally sound and academically appropriate learning experiences. Students are developing important decision making, critical and creative thinking, technological and communication skills necessary to meet the challenges of today as well as the future.

This year has seen many changes as well as many exceptional achievements.

2008 saw the introduction of a number of initiative programs, including our Mentors in Residence Program for students, the Origo Maths program across the school and the Rock and Water program.

The band and sport programs continue to be strengths of the school with exceptional student performances at all levels.

Our School Council has committed time and attention to the future direction of our school, collecting feedback from all areas of our community and collaboratively constructing a three year strategic plan to oversee the future direction of the school. The School Council also spent considerable time reviewing the school's Enrolment Policy to ensure it is equitable, clear in its requirements and consistent with Department of Education and Training guidelines.

Our SRC (Student Representative Council) worked closely with the P and C to initiate and provide valuable input regarding the refurbishment of the students' amenities blocks. An exceptional commitment in terms of fundraising and parent involvement saw this project completed to a very high standard which was appreciated greatly by all the students.

The school continues to experience growth with many families moving into the catchment area in order to enrol in the school.

I certify that the 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.

Catherine Williams
Principal

P and C President's message

When I took on the role of President I thought "*I can do this. It's gotta be easier than being Secretary (of the P and C)*". Or maybe not!" With that in mind, along with recommendations from the previous year's audit report and the knowledge that over the coming 12-24 months there would be a significant changing of the guards within the P and C due to long time contributors moving on, I thought we'd use the year to build a stronger platform to move forward on. With the assistance of a number of the P and C members and executive, we managed to make good progress towards achieving some of these goals and my sincere gratitude to those involved.

Heading into 2008, there were a number of issues that were raised in the auditor's report that needed to be addressed and I am pleased to say that, while not all issues are 100% resolved, they have all been addressed and significant progress has been made in resolving them.

In the current economic climate, we are fully aware that some members of our school community will not be able to give financially as freely as they have than in the past or would like to and we hope that those families can continue to be involved and find other ways of contributing to the school community. By the same token, we hope that those families who are financially able to do so, donate so that we are able to continue to support the school in their educational initiatives and programs such as reading and maths support as well as learning and teaching tools such as SmartBoards. Regardless of the world around, our children still need to be educated.

Throughout 2008, the P and C continued to distribute meals to those families in the school community in need through Tuckerbox and also provided financial assistance to a number of students who travelled interstate to represent either the school or the state in various academic and sporting events.

2008 was the year the RPS P and C moved into the 21st century. Book-keeping moved from spreadsheets to MYOB, we conducted a survey of

the entire parent community ONLINE and we got EFTPOS in the Clothing Pool.

All fundraising events, including the Trivia Night and FRESH, were outstanding successes, raising well over the budgeted amount. All of our children will benefit for many years to come from hours volunteered to organise the numerous fundraising activities throughout the year.

A requirement by the Department of Education and Training last year for all schools to develop a three year plan encouraged us all to take a good, hard look at the school and determine what was currently working well and what could be improved. All stakeholders (parents, teachers, students and community members) were encouraged to be involved and given the opportunity to input into the three year plan. To this end, the P and C conducted an online survey, sent out to all parents, which resulted in feedback from 90 families. This provided valuable feedback to the school which School Council and the School Leadership Team were able to aggregate with feedback from all other stakeholders to assist in developing the 2009-2011 School Plan. A pleasing finding of the survey was the number of parents who acknowledged the parent involvement in the school community was one of the greatest strengths of the school. I sincerely hope this involvement continues to grow over the coming years.

At the beginning of 2008, we got to marvel at our new turf on the Duntroon Block which the P and C had organised and paid for. Sadly that only lasted a couple of months before the die back started due to more little feet than ever before using it on a regular basis which encouraged us to investigate the causes and look at possible alternative solutions for the block.

Another achievement for the P and C last year was the refurbishment of the students' toilet blocks throughout the school at a cost of approx \$30,000. There were a vast array of people involved in this undertaking including parents, students and staff (affectionately referred to as the "T-Committee").

There will be major work happening throughout the school in 2009 including the re-surfacing of the Duntroon Block (again) and the Basketball Court. All of these activities will require either funding or resources from the P and C to complete.

To those of you who held positions on the P and C Executive and those who ran the various sub-committees in 2008, thank you so very much for volunteering and your efforts.

2009 promises to be a busy year for the P and C with the continued effort to complete the work started last year in making the RPS P and C a

well oiled machine. So please continue to get involved and help make this school the best it can be for all of our children.

Daniel Zatz
P and C President

School Council President's message

School Council continued to devote considerable time to issues that have been of ongoing concern. The most significant of these have been:-

- Traffic congestion in the immediate vicinity of the school
- Increasing the amount of open space within the school
- The development of the school's three year strategic plan
- Our enrolment policy.

We finished 2008 working more closely with Chatswood police and Ku-ring-gai Council around enforcement of road rules and continued to develop our education program of children and parents; having a building plan submitted and approved by the Department of Education which will, when funded by NSW Treasury, greatly improve the amount of open space in the school; and having an enrolment policy fully supported by our School Education Director.

As we go into 2009 there are 3 key priorities for School Council:-

To make best use of the Federal Governments funding for Schools Initiative; to further evolve the role of School Council in supporting the school, this includes the drawing up of a new constitution; and to ensure that RPS maintains its strong sense of involvement with the school and local community.

The School Council thanks Terese Wood for her work whilst a member of School Council and welcomes Andy Lang as a new member of council. Thanks to all members of School Council whether they be parent, staff or local community members.

Graham Willis
President of School Council

School Captains' messages

I have really enjoyed being one of Roseville Public's School Captains. It has been such an honour to be part of our amazing school community. This has been a really fun and interesting school year.

Everyone in the school overcame challenges from the Kindies on their first day to the Year 6s at the

Great Aussie Bush Camp – pulling the rope that led to a 15m fall on the Giant Swing! Our teachers have taught us things that are important and interesting for our future lives especially entering high school. We have had some brilliant opportunities to be part of the school’s Public Speaking Competition, Tournament of Minds, the School Band, Debating, PSSA Sport, the Stage 3 School Production – which was the best ever this year!

The **House Captains** have helped to enthuse their houses at all the sporting events throughout the year – with a sense of team spirit. The **Band Captains** have supported the Junior Band especially at the beginning of the year and helped present a spectacular Musicale! The **SRC** have come up with some great ideas, and helped facilitate the renovation of the school’s toilet blocks.

Thank you so much to all those people who have made all of the things that we take for granted happen! We will always remember the Roseville Public spirit and the opportunities we have had in 2008.

**Harry Nicol
School Captain**

I think if you asked any one of the 67 Year 6 students at Roseville Public School they would agree with me that their time at RPS has been the best.

Harry and I have been so proud to be captains of such a great school. It has been a great opportunity. We have learnt and done so much.

Great Aussie Bush Camp, PSSA sport, Musicale, Stage 3 Production, Tournament of Minds and debating are just some of the things that children at RPS have the opportunity to do. But none of this would be possible if it weren’t for the teachers, parents and all the staff working in the office who give up their time to organise and run these activities, print off permission forms and keep us under control.

I would especially like to thank the following people: the office staff who are always very helpful and the parents who have helped with band, library, canteen and many social events. I would also like to thank all the amazing teachers at RPS especially Mrs Gelder, Mrs Ipsen and Miss Richardson who have made Year 6 so special.

I would also like to thank Mrs Williams and Ms Lane for keeping us determined to do our best and for being great role models.

I am very sad to be leaving Roseville Public School but I know Roseville has given me the skills I need for high school.

**Grace Fitton
School Captain**

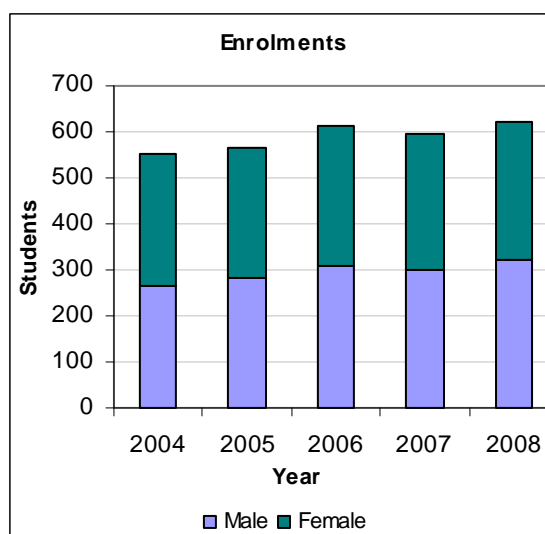
School context

Student information

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

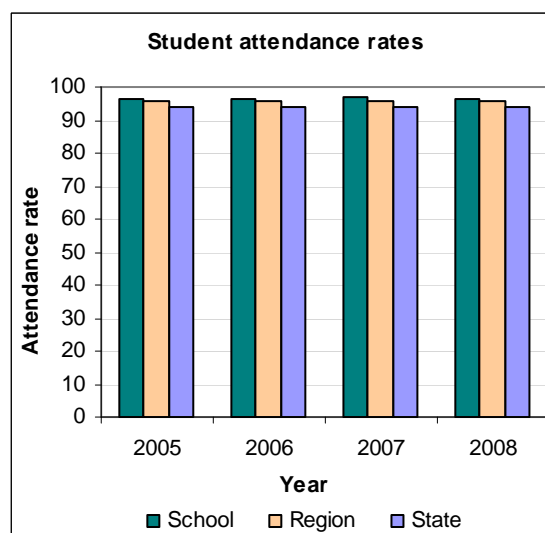
Student enrolment profile

The School Council Enrolment Committee determined that there would continue to be no ‘out of area’ enrolments in any grade due to the pressure on existing accommodation, playground space and resources.



Student attendance profile

Student attendance continues to be above the state and regional average.



Class sizes

In March 2003 the Government announced its commitment to publish primary class sizes in annual school reports in order to provide parents with as much local information as possible.

The following table shows our class sizes as reported at the 2008 class size audit conducted on Tuesday 25 March 2008.

Roll Class	Year	Total per Year	Total in Class
1BROOCKMAN	1	92	24
1GULL	1	92	23
1OKEEFFE	1	92	22
1VILA	1	92	23
2HAMMOND	2	100	25
2MCOOMBES	2	100	26
2PERKINS	2	100	24
2SURREST	2	100	25
3ALEKSANIA	3	100	25
3DUNN	3	100	25
3HANSON	3	100	24
3SIDWELL	3	100	26
4JSINCLAIR	4	89	29
4SUMMA	4	89	30
4WHEELER	4	89	30
5-6 RICHARDSON	6	67	12
5-6 RICHARDSON	5	78	18
5BROWN	5	78	30
5COCKS	5	78	30
6GELDER	6	67	27
6IPSEN	6	67	28
KCRAWFORD	K	99	20
KGLEESON	K	99	21
KHIGGINS	K	99	21
KLCAMPBELL	K	99	20
KMCHISHOLM	K	99	17

Staff information

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

The school had 32.034 teacher positions allocated in 2008. This included six executive staff, 21 classroom teachers and 5.034 specialist staff including Teacher-Librarian, RFF (Release from Face to Face) teachers, ESL teachers and part time School Counsellor.

The teaching staff are supported by a School Administration Manager, two School Administration Officers, a General Assistant and

two Teachers' Aides funded through State Disability Funding Program and P and C's 'Educational Initiatives' supporting Mathematics.

Staff establishment

Position	Number
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teachers	21
Teacher of Reading Recovery	Nil
Support Teacher Learning Assistance	Nil
Teacher Librarian	1.2
Release from Face to Face (RFF)	2.834
Teacher of ESL	0.6
Counsellor	0.4
Total	32.034

Staff retention

2008 saw the promotion of three members of staff. Our Deputy Principal, Mr Brad Lewis, was promoted to the position of Principal of Tacoma Public School, Mrs Trudie Perkins was promoted to Assistant Principal of Undercliffe Public School, Miss Samara Richardson promoted to Assistant Principal at Hunters Hill Public School. 2008 also saw the retirement of Mrs Dianne Barrie after more than thirty years of teaching, the majority of which was at Roseville Public School.

Our school was able to fill the vacant position of Deputy Principal as well as six of its seven teacher vacancies through the merit selection process this year. The appointment of Ms Deborah Lane as our new Deputy Principal in Term 2 has been particularly significant for our school with her exceptional leadership capabilities having had a widespread positive impact very quickly.

Staff attendance

Staff have access to leave entitlements such as sick leave. In 2008 the average daily attendance rate for staff, as determined by the Department, was 96.4 per cent. This is a strong indicator of the professionalism of our staff.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	20%

Financial summary

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

Date of financial summary:	30/11/2008
Income	\$
Balance brought forward	237 568.94
Global funds	216 992.57
Tied funds	100 281.33
School & community sources	312 390.54
Interest	16 892.39
Trust receipts	108 453.20
Canteen	0.00
<i>Total income</i>	<u>992 578.97</u>
Expenditure	
Teaching & learning	
Key learning areas	80 750.74
Excursions	83 252.64
Extracurricular dissections	96 010.28
Library	1 026.10
Training & development	672.90
Tied funds	133 467.17
Casual relief teachers	67 034.05
Administration & office	94 231.91
School-operated canteen	0.00
Utilities	60 342.58
Maintenance	38 889.61
Trust accounts	106 774.82
Capital programs	6 916.16
<i>Total expenditure</i>	<u>769 368.96</u>
Balance carried forward	<u>223 210.01</u>

The balance carried forward includes funds to pay outstanding orders, casual teachers salaries, to finance capital programs and tied and trust funds.

A full copy of the school's 2008 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2008

Achievements

Arts

The creative and performing arts are highly valued by the school community and have a significant place in the school's curriculum. Creative and performing arts programs are strongly enhanced by the extracurricular activities organised by volunteer teachers and parents.

This year saw the introduction of a highly successful innovative Artist-in-Residence program. Run as one of the school's lunchtime Enrichment Programs, it was available to all interested students from Kindergarten to Year 6. The response from students was so great that the program was extended to become an Artist-in-Classroom targeting all students in Year 3 as a trial program. Due to overwhelming success it will be expanded in 2009 to enable all students in K-6 to participate in the program.

A spectacular Musicale was held in the school hall following the last minute wash out of the outside performance area. The work of our six bands, String group and sibling choir were showcased. More than 260 students were involved.

An end of year musical production, 'Up, Up and Away' by our Stage 3 students was also extremely successful. Students were involved in all aspects of the production including stage craft, sound and lighting, choreography, acting, singing and dancing. Written and directed by the Stage 3 teachers the production was based on one of the books central to the Bounce Back program, Dr Seuss's 'Oh The Places You'll Go'. The creative and performance skills of 145 students from Years 5 and 6 were showcased.

The school's dance program continued using an external specialist dance teacher. It involved every student in Kindergarten, Year 1 and Year 2. The Boys' Dance Group for interested students from Years 3-6 continued to meet at lunchtimes this year under the direction of parent and teacher volunteers.

Music

The Band Program at Roseville Public School is open to all students in Years 3-6 and is one of the largest and exciting band programs in NSW and demonstrates what can be achieved when students, parents and teachers work together to achieve excellence. As a precursor to this program, all students in Year 2 participate in a classroom based Recorder program to ensure all students are exposed to a tuned instrument and experience the enjoyment of performing as a class and/or grade group.

In the Band Program this year:

175 students from Years 3-6 participated in the 2008 program.

There are four Concert Bands – Junior, Intermediate, Senior and Concert Band. There are two extension ensembles for Year 6 students, The Stage Band and Contemporary Winds.

In May, 70 Year 3 students attended Band Camp at school and a further 105 students had an

amazing Band Camp weekend at Narrabeen Fitness Centre.

The Stage Band had the privilege to be tutored by some of Sydney's leading jazz musicians at an afternoon intensive at school.

The Yamaha Festival saw the school receive three gold and two silver awards and the Concert Band received Gold at the NSW Band Championships.

Other performances include the School Picnic, Kindy Prom, Education Week, Kindy Orientation, Musicale, Presentation Day, Chatswood High Primary Schools Band day, Castle Cove Jazz Festival, Wahroonga School Fete, Warringah Mall, Jane Rutter Concert at Chatswood High and a James Bond movie Premier night.

Eleven Students were invited to attend the NSW Junior Music Camp.

Roseville Public School is privileged to have conductors of the highest qualifications. All are motivated professional musicians active in the music industry.

Debating and Public Speaking

Interest in debating and public speaking remained strong in 2008. As Public Speaking is an important component of the English syllabus from Kindergarten to Year 12, every student in K-6 participated in the school's public speaking competition. All students have demonstrated an improvement in self confidence and presentation skills since the commencement of the program. Students across the school have become more able when speaking in front of an audience or reporting to a class.

Three students were selected to represent the school in the interschool Multicultural Perspectives Public Speaking Competition, two of whom were selected to represent the school at the state level of competition, Harry Nicol and Will Graham.

The Year 6 debating teams participated in the Ryde District Debating Competition. One of the teams won five out of the six debates narrowly missing out on being in the semi finals. Four students attended the Sydney North Debating Camp.

The Year 5 debating teams were open to all interested students. They gained valuable experience through participation in an intra school debating competition.

Tournament of Minds

The Tournament of Minds program focuses on further developing students' ability to think

creatively, problem solve and work collaboratively as a team. This year both our Tournament of Minds teams were invited to perform at the exhibition session for all teams held at the University of Technology, Sydney. Our Maths and Engineering Team also won their division of the Regional Tournament of Minds Challenge and were selected to represent our region at the state challenge.

Sport

Our achievements in sport this year have been particularly strong. Roseville Public School is the 2008 zone champion school in athletics for the fifth consecutive year, 2nd placed school in cross country and 4th in swimming.

Many of our students have also been selected in representative teams at zone, area and state level.

- In athletics, nine zone champion titles went to RPS students, and two students (Beth Croft and Charlotte Gardner) set new zone track records. Our biggest representation to date occurred this year with twenty students (1/4 of the total team number) from RPS representing Ku-ring-gai Zone at the Sydney North Athletics Championships. As a result of their outstanding performances; Beth Croft, Mackenzie Little, Aden Perry, Charlotte Gardner and Raukura Doyle represented Sydney North Region at the PSSA State Athletics Championships. Beth Croft was placed 2nd in the 11years 800m event and went on to compete in the Pacific School Games where she was placed third in her event.
- In Swimming, another seven zone champion titles went to RPS students. A team of eight RPS students represented Ku-ring-gai Zone at the Sydney North Swimming Championships. Matt Georgevits (zone champion in five individual events) continued on to represent Sydney North Region at the PSSA State Swimming Championships.
- Outstanding performances at the zone cross country carnival resulted in a further two zone champions. Once again, our highest number of Ku-ring-gai zone representatives for some years with ten students from RPS (out of a zone team of forty-seven) competing at the Sydney North Region cross country carnival. Emma Baptist, Beth Croft and Raukura Doyle then went on to represent Sydney North Region at the PSSA State Cross Country Championships. Beth Croft won her event for the second year in a row, earning herself the title of 11 Years girls PSSA State Cross Country Champion. She then competed in the

Australian Cross Country Championships in Geelong where she was placed 5th.

- Ryan Peterson (football) Anthony Kalik (football) and Mackenzie Little (football and softball) were selected to represent Sydney North Region in the PSSA State Championships for their respective sports. Mackenzie Little was also selected to play in the NSW PSSA Softball team at the interstate games.

Our PSSA teams competed in the finals with six teams winning the Ku-ring-gai zone competition: Senior A Netball, Senior B Netball, Senior A Soccer, Senior A Modball, Senior B Modball and Junior A Cricket. Students not competing in the PSSA competition participated in the school sport program where they attended weekly skill development sessions in a range of sports including Tae Kwon-Do, capoeira dancing, cricket, football, AFL, lawn bowls, tennis and basketball.

In 2008 K-2 students have participated in a variety of sporting activities including specialist teachers for dance and gymnastics, skill development sessions from the Milo cricket program, attended a two-week intensive swimming program and participated in a modified athletics carnival.

Throughout the year students in Years 3-6 have also had the opportunity to attend a number of free coaching clinics provided by professional coaches including Football NSW, Manly United Football, Cricket NSW, Auskick AFL, NSW Rugby and the Sports in Schools program. Our school also participated again this year in the Highlander Shield boys' senior and junior rugby and girls' soccer competition against Lindfield Public School.

Academic

School based Assessments

Results from internal assessments using norm referenced assessments are congruent with results from the National Assessment Program (NAP) that confirms that our students perform at very high levels in English and high levels in Mathematics.

In the Torch Reading Test 66.3 percent of our students recorded stanines in the above average range for reading, an increase of 11.2 percent on the 2007 results. There was an insignificant difference between the results for boys and girls.

In the PAT Maths Test 23.5 percent of our students recorded stanines in the above average range. Boys performed slightly better than girls. However, there was an overall drop in performance from 2007 results of 11.3 percent.

The mean spelling age for all students from Years 3 to 6 was 11 years 1 month. There was little or no difference in the results of boys and girls in the Westwood Spelling Test.

External Assessments

University of NSW Competitions

English

169 students from across Years 3-6 chose to participate in the competition. 58% of these students were placed in the top 25% of the NSW candidature. 3 were awarded High Distinctions, 31 Distinctions and 62 Credits.

Mathematics

191 students from across Years 3-6 chose to participate in the competition. 52% of these students were placed in the top 25% of the NSW candidature. 1 was awarded High Distinction, 26 Distinctions and 64 Credits.

Science

Our students were placed above the state average in every participating grade, ie Years 3-6. 10 were awarded High Distinctions, 20 Distinctions and 58 Credits.

Computer

150 students from across Years 3-6 chose to participate in the competition. 5 were awarded High Distinctions, 31 Distinctions and 40 Credits.

National Assessment Program

In the National Assessment Program Literacy and Numeracy (NAPLAN), the results across the Years 3 and 5 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in the assessments.

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

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

Literacy – NAPLAN Year 3

In Reading, 90% of our students were placed in the top three bands, compared to the state average of 68%. In Writing, 93% of our students were placed in the top three bands, compared with 78% across the state. This was the first year that Spelling, Grammar and Punctuation were also assessed. In Spelling, 84% of our students were placed in the top three bands, compared with 70% across the state. In Grammar and Punctuation, 89% of our students were placed in the top three bands, compared with 66% across the state.

Numeracy – NAPLAN Year 3

In Year 3 this year, 84% of our students were placed in the top three bands in overall Numeracy. Across NSW, 68% of Year 3 students were placed in the top three bands. Performance in the Measurement, Data, Space and Geometry strands was highlighted as a particular strength with 62% of our students achieving in the top band, compared with 22% across the state.

Literacy – NAPLAN Year 5

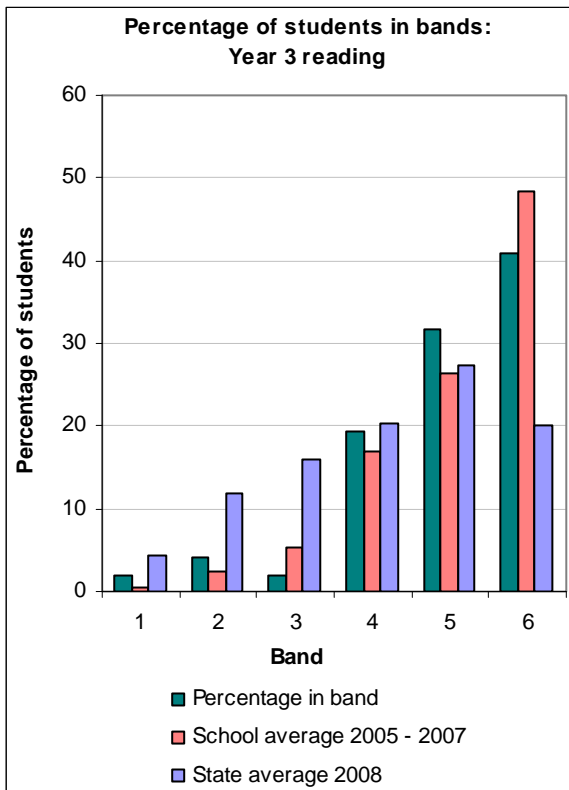
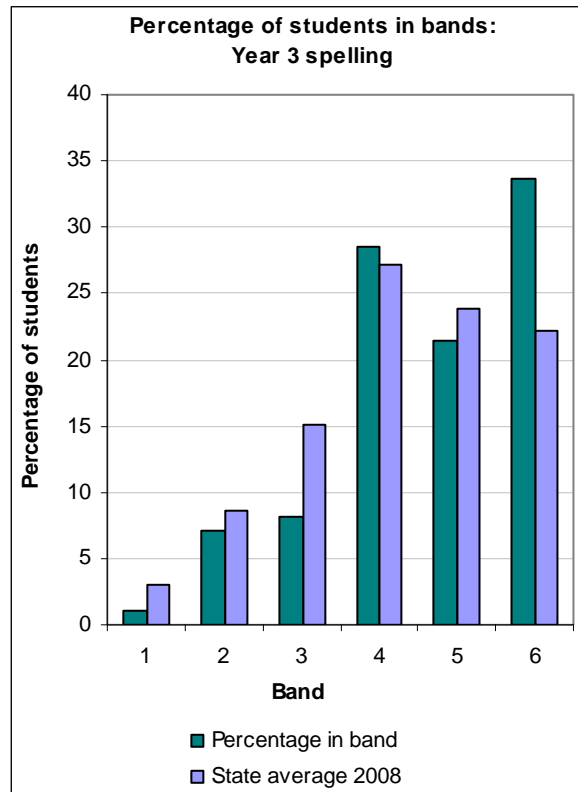
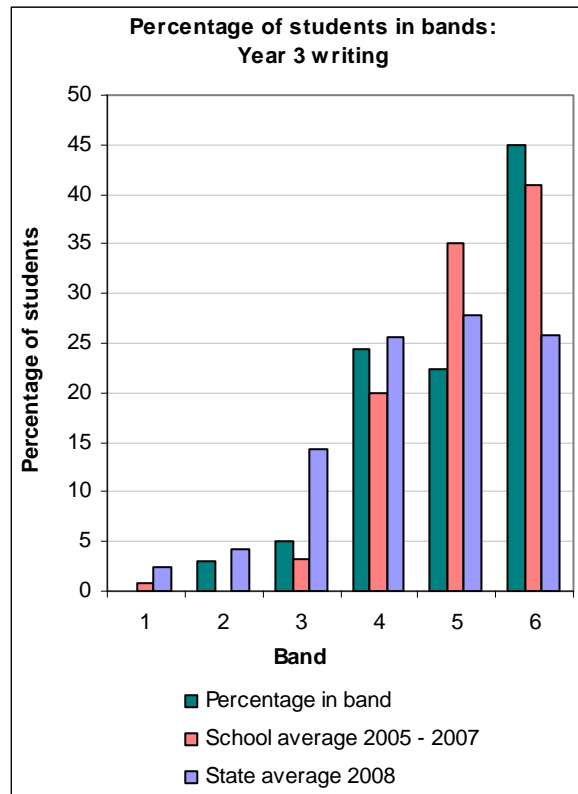
In Reading, 83% of our Year 5 students this year were placed in the top three bands, compared to the state average of 56%. In Writing, 91% of our students were placed in the top three bands, compared with 65% across the state. This was the first year that Spelling, Grammar and Punctuation were also assessed. In Spelling, 80% of our students were placed in the top three bands, compared with 64% across the state. In Grammar and Punctuation, 86% of our students were placed in the top three bands, compared with 63% across the state.

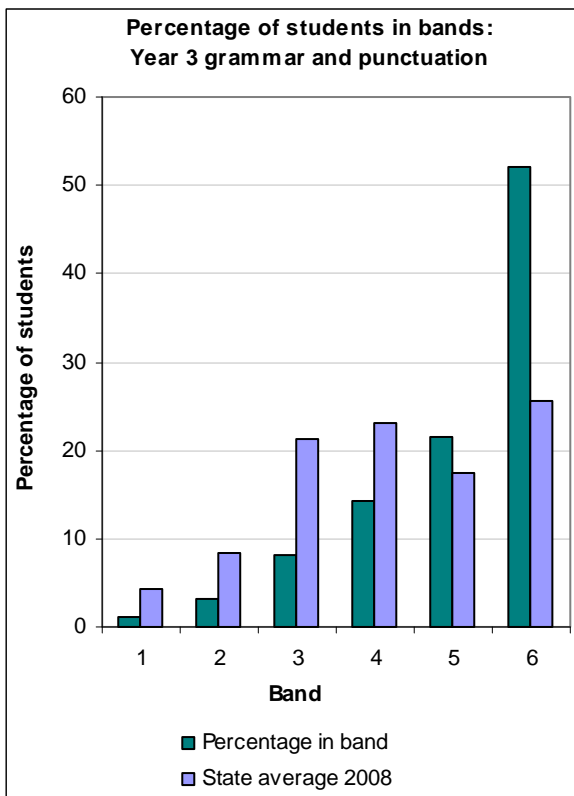
Numeracy – NAPLAN Year 5

In Year 5 this year, 78% of our students were placed in the top three bands in Overall Numeracy. Across NSW, 53% of Year 5 students were placed in the top three bands.

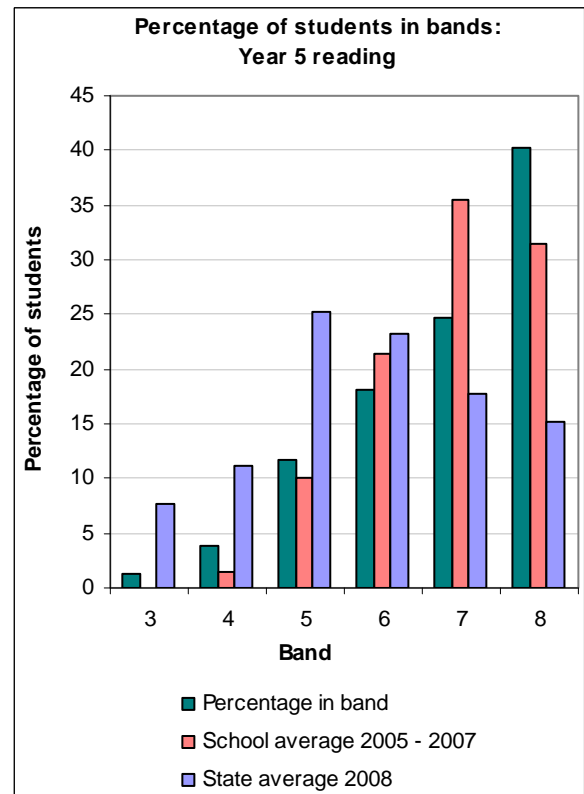
(See the following pages for graphical information.)

Literacy – NAPLAN Year 3

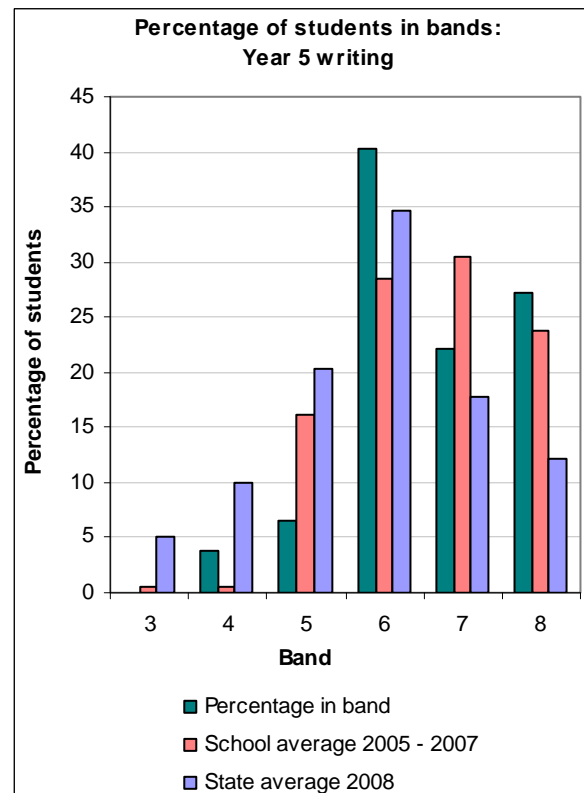
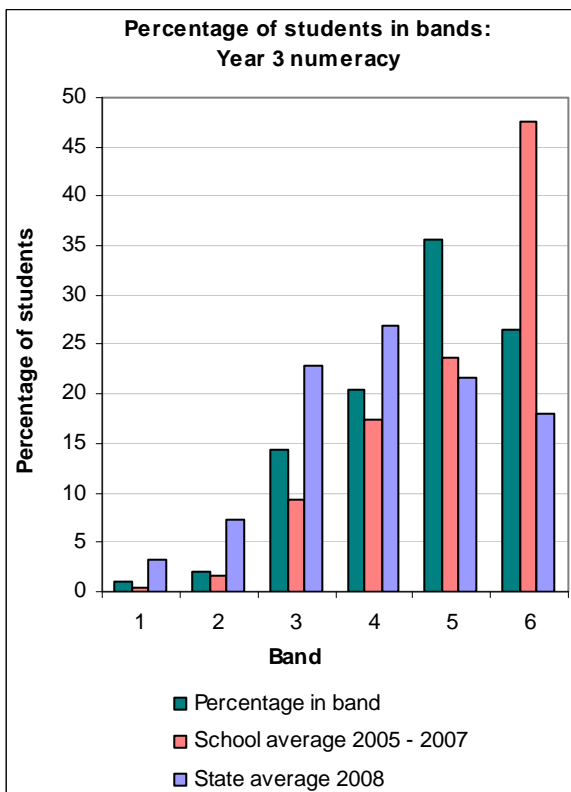


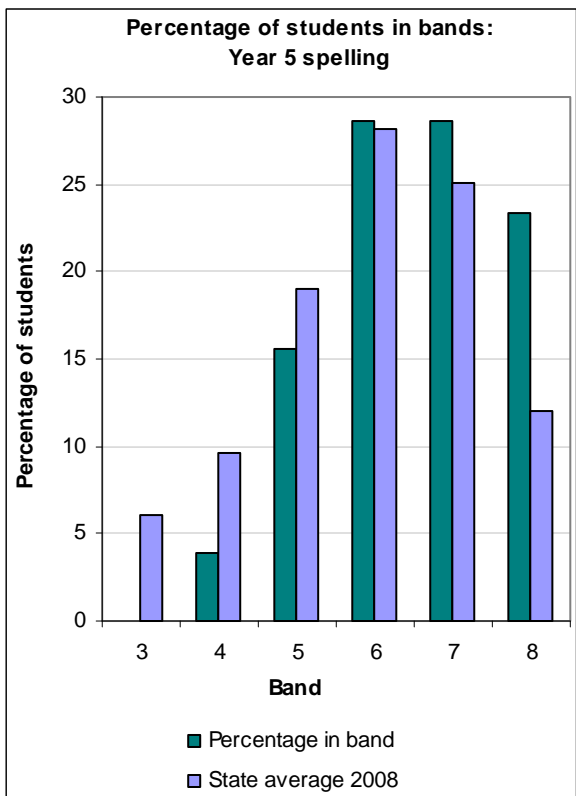


Literacy – NAPLAN Year 5

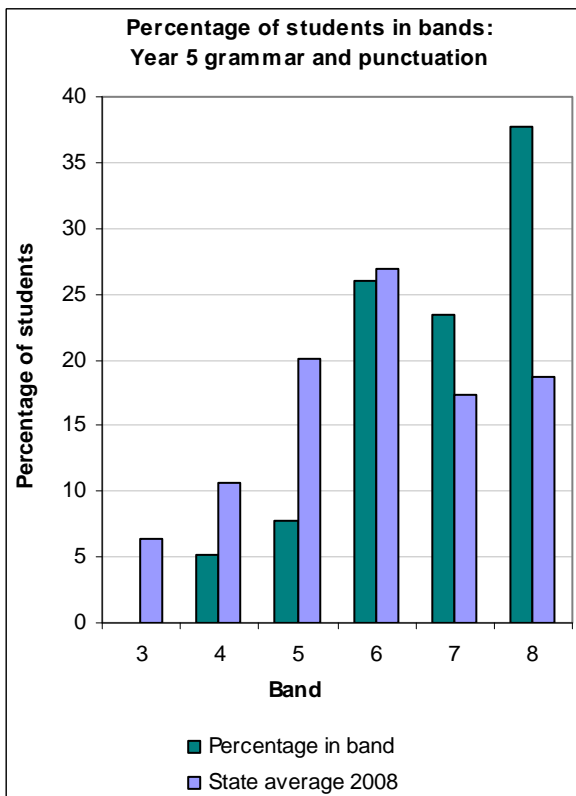
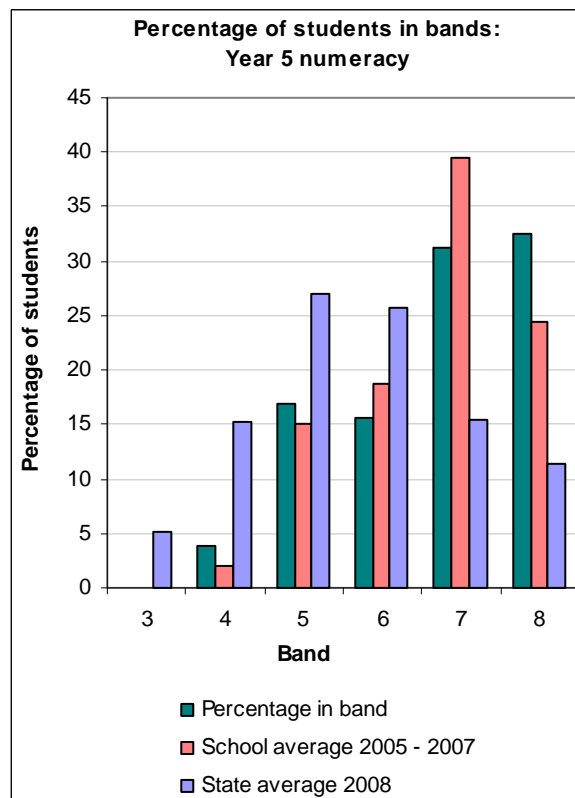


Numeracy – NAPLAN Year 3

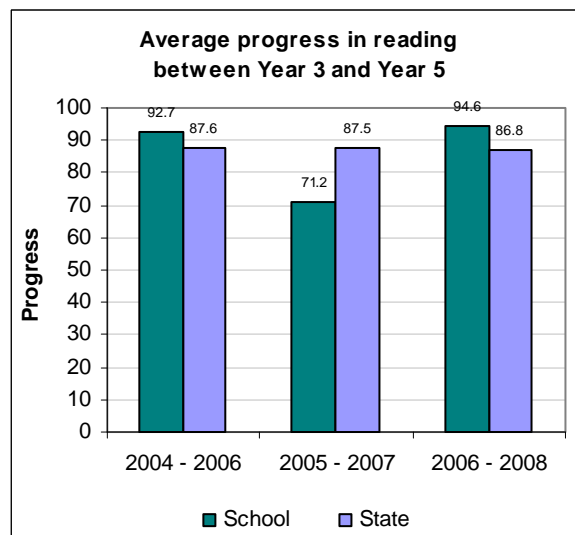


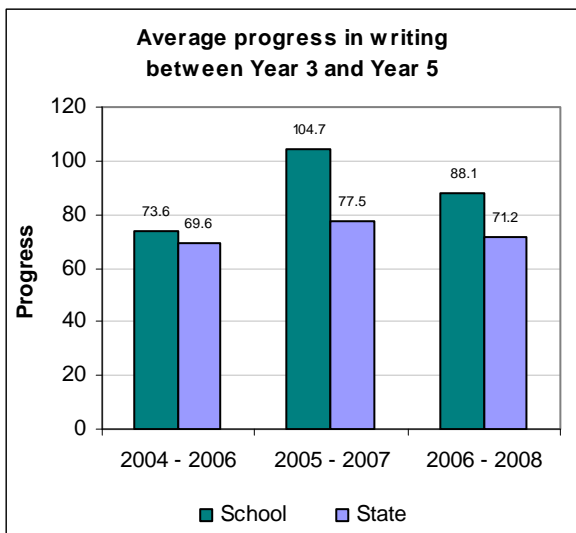


Numeracy – NAPLAN Year 5

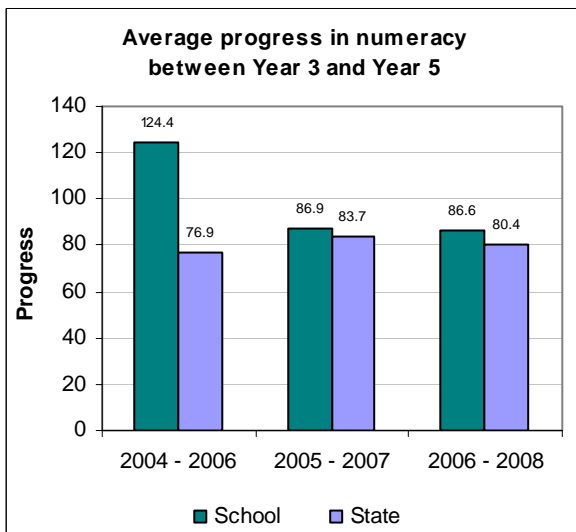


Progress in literacy





Progress in numeracy



Matched students are those students who were attending the same school when they completed the Basic Skills Test in Year 3 and NAPLAN in Year 5 and who could be matched in the Year 3 and Year 5 data sets. Students who changed schools between test dates are not included.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3 and 5.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

Percentage of Year 3 students in our school achieving at or above the minimum standard in 2008

Percentage of Year 3 students achieving at and above minimum standard	
Reading	98
Writing	100
Spelling	99
Punctuation and grammar	99
Numeracy	99

Percentage of Year 5 students in our school achieving at or above the minimum standard in 2008

Percentage of Year 5 students achieving at and above minimum standard	
Reading	99
Writing	100
Spelling	100
Punctuation and grammar	100
Numeracy	100

Significant programs

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

Aboriginal education

Aboriginal education is taught during the year incorporated into units of work studied by all students.

It is an integral part of the Human Society and Its Environment syllabus.

Students are educated about Aboriginal history and culture across K-6 in teaching and learning programs. All school assemblies commence with an Acknowledgement of Country.

Multicultural education

The multicultural programs and practices are culturally responsive and inclusive. They embrace social justice, civic responsibility, community harmony and productive diversity.

Students from non English speaking backgrounds (NESB) form 24% of the school population. The variety of backgrounds is widespread.

Currently the annual English as a Second Language (ESL) allocation is one teacher three days a week. 41 children were eligible to access the ESL program this year. Students from NESB continue to achieve very highly in the NAPLAN tests.

Roseville Public School prides itself on being a tolerant and caring school community that values its cultural diversity. A multicultural perspective is integrated across teaching and learning programs.

All nationalities, religions and cultures are welcomed and included into our Roseville 'Circle of Friends.'

Respect and responsibility

Values education underpins every area of school life at Roseville Public School. Core values are embedded in classroom learning programs, anti bullying strategies, social justice programs (Stewart House and World Vision), specific events (ANZAC Day assembly) and explicitly taught through the Bounce Back program.

Students are encouraged and supported in organising activities to support the school's nominated charities as part of their social responsibility. In 2008 students raised money for the Jeans for Genes Foundation, the two Ethiopian children we support through the World Vision sponsorship program and Red Cross.

The school's Learning Support Team (LST) has held a prominent role in supporting and enhancing student learning over the 2008 school year. As one of a number of significant project teams within the school's structure, team members have been responsible for enhancing communication, monitoring student achievement and coordinating the P and C funded Reading Support Program.

Learning Support

The school's Learning Support Team meets weekly and has acted on 55 individual student referrals from Kindergarten through to Year 6. Of that number, 25 students have been referred on to the school counsellor for further assessment and support.

The Reading Support Program has developed and implemented personalised learning programs for over 70 students from Year 1 through to Year 6 over the 2008 school year. In 2008 results have with an 'on average' improvement of 10.5 months in reading accuracy and an 'on average' improvement of 14.2 months in reading comprehension.

Students in Years 2-6 were grouped for Mathematics across the grade this year. This assisted in catering for individual differences in learning and students benefited from teachers' aide support from Mrs Solly and Mrs Titmarsh. This initiative was also funded by our P and C.

Progress on 2008 targets

This section of the report describes the progress made towards achieving improvement targets set for 2008.

Target 1

We will build upon existing policies and programs to ensure that the school maintains a safe and supportive environment for all students and staff.

Student welfare was enhanced through the development and implementation of an Anti-Bullying Policy and a new Student Welfare Policy.

Our achievements include:

- The newly developed Student Welfare Policy focused on student Rights and Responsibilities. It explains the roles of students, staff and parents, working in harmony, to ensure a positive school environment and also addresses the consequences for unacceptable behaviour in the classroom and playground. The policy also focused on recognising student achievement and programs to enhance student engagement. This policy is available on the school website.
- The 'Mentor in Residence' program proved highly successful and was expanded in the second semester. This program will continue next year and be extended so that more students can benefit from the program.
- The 'Bounce Back' program continued to support student welfare by helping to build resilience in students. Circle Time allowed classroom teachers to quickly and effectively deal with issues of concern to students. One of the Mentors-in-Residence (Philosophy) also worked closely with class teachers by facilitating small groups during Bounce Back class lessons.
- Increased awareness by students, parents and staff of the school's stance on bullying through the development and publication of the Anti-Bullying Policy in hard copy and on the school website.
- There has been a reduction in the number of reports of bullying by both students and parents.

Target 2

To enhance the 'value added' growth of matched Year 5 students in literacy and numeracy, with particular focus on the performance of girls.

Our achievements include:

- Introduction of an Author-in-Residence weekly lunchtime program in Term 3. Students from Years 2 – 6 self nominated to attend the initial nine week program. Average of 30-40 students attended each week in Term 3. Due to its success the program continued in Term 4.
- Continuation of the P and C funded Reading Support Program. Average of 60 students participated in this program which targeted students in Years 1 – 6.
- Across grade needs based grouping in mathematics for Years 2-6 which differentiates the maths program in pace, depth and content commenced mid Term 1 proved to be highly effective. Teacher Aides funded by the P and C were allocated to support the Year 4 and Year 6 maths groups.
- The successful introduction of Origo Maths program K – 6. As this actually required much more teacher professional learning and more grade / stage based meetings than expected we will need to make it a focus of our 2009 Teacher Professional Learning program.
- Evidence of differentiated curriculum and learning opportunities reflected in class programs and discussed in TARS (Teacher Assessment and Review Schedule).
- Some improvement on this year's average matched growth in literacy and numeracy as measured by 2008's NAPLAN and University of NSW competition results.

Target 3

To facilitate the further shift in teachers' practice from 'assessment of learning' to 'assessment for learning' as a means of increasing the level of students' engagement in their own learning.

Our achievements include:

- Highly successful teacher professional learning program that involved teachers in action learning projects that focused on the principles and practices of assessment for learning within a quality teaching/learning/assessment context. This 2008 program was facilitated by Dr David Smith, Sydney University.
- Increased opportunities for students to make significant decisions regarding their own

learning using explicit, quality criteria for achievement.

- Increased planned and timely opportunities to provide students with explicit feedback regarding strengths and areas for further improvement.
- Increased opportunities for students to demonstrate on more than one occasion that they have achieved intended outcomes.
- Increased levels of student engagement and enjoyment of learning as measured by student surveys and increased levels of 'on task' behaviours.
- Students reported that their teacher has had high expectations of them as learners as measured by student perception surveys.

Target 4

School Council, P and C and the School Leadership Team will continue to work with the Department of Education and Training to rationalise the building accommodation and play areas for students as a result of the pressure created by increased enrolments and the effect this has had on a small land locked site.

Our achievements include:

- Major works submission not successful in this round of applications for state funding. It was resubmitted at the end of 2008 for consideration in the next round of funding.
- Major drainage works were approved for the lower playground area. Work was scheduled to commence in the January school holidays.
- Enrolment Policy has been modified by School Council again to try to reduce number of students at point of entry.
- P and C funded major refurbishment of all the student amenities blocks. The T-Committee consisted of parents, Year 6 SRC representatives and the Principal.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2008 our school carried out evaluations of School Planning and Literacy – in particular Spelling and Grammar.

Educational and management practice

School Planning

Background

Strong and effective planning is recognised as an integral part of high performing schools. Students, parents and teachers were surveyed in Term 4, 2008 using School Map Planning surveys. The surveys utilised best practice statements to gather the school community's perception of School Planning at Roseville Public School. Questionnaires were distributed randomly to 150 parents, all teachers and randomly to six students in every class from Years 3 - 6.

21 parents, 23 teachers and 49 students returned surveys.

Findings and conclusions

In the parents' survey, 80% indicated that they almost always or usually agreed with the nine best practice statements. Highlights included:

- The school has involved staff, students and parents in decisions about its published statement of school purpose.
- The school purpose reflects the needs of students.
- The school implements a comprehensive management plan.

In the students' survey, 85% indicated that they almost always or usually agreed with the seven of the eight best practice statements. Highlights included:

- Students can have a say in what happens at the school.
- Special events at our school are well planned.
- The school plans interesting activities for students.

In the staff survey, 100% indicated that they almost always or usually agreed with the eight of the nine best practice statements. Highlights included:

- The school has involved staff, students and parents in decisions about the school purpose.
- The main purpose of school targets is to improve student learning outcomes.
- School priorities and targets to improve school performance are identified through planned evaluation.

Future directions

Parents, students and staff are consistently and generally very positive about school planning.

Nothing significant or consistent in terms of future directions came from the parent surveys. One parent did comment that classroom planning documents have less parental input than general strategic directions and plans. This would suggest that perhaps some parents may not be aware that schools are mandated to implement Board of Studies (BOS) syllabi when it comes to class, grade and stage based programs. This could be explained more fully at Parent Information Evenings in the future.

There was a very wide range of responses from students in regards to one statement, "There are sometimes too many special events and valuable class time is lost". However the balance of spread across responses does not point to anything specifically for future action.

Two of the teachers new to the profession and to the school commented that they sometimes did not understand completely how resources are allocated, whereas the other 21 respondents did. This could therefore be included as an additional session in our existing ten week Orientation Program for staff new to the school.

Curriculum

Literacy

Background

Analysis of the 2007 Basic Skills Test results indicated a declining trend in our students' results in spelling and grammar. Teachers agreed that a review of current practices in regards to spelling, grammar and proofreading would be useful in determining needs and future directions.

A project team was formed and using a model of action learning research set about to review the scope and sequence plans in spelling, grammar, proofreading and editing. This involved reviewing Board of Studies syllabus documents and current grade/stage spelling programs; examining spelling scope and sequences from other state's education departments; and surveying teachers as to their current practices and beliefs about the learning and teaching of spelling.

Findings and conclusions

The project team found that there needed to be more cohesion across K-6 in regards to the teaching of spelling and knowing what the stage before and after was doing. The team also found that the use of text books did not improve spelling outcomes. Their main recommendation was that spelling, grammar and proofreading be taught explicitly, systematically and consistently from Kindergarten to Year 6 and within the subject area of Writing.

Future directions

It was decided that one of the most powerful ways to improve learning in a particular area was to dedicate 'protected' time to that subject area. Therefore it was agreed that Writing would be the focus of our 2009 RFF (Release from Face to Face) program for Years 1-6 as it would then be locked into a school wide timetable and therefore protected to a greater degree from daily disruptions. The other advantage was that the subject would be taught by a teacher with special expertise in and enthusiasm for the subject. It was also agreed that a whole literacy program with multiple approaches to the teaching of reading, writing, speaking and listening would benefit all students. This would need to be a focus for our teacher professional learning program in 2009.

Parent, student, and teacher satisfaction

Roseville Public School firmly supports the concept of education as a collaborative process, requiring the joint efforts and cooperation of the school, the home, the student and the community. To support and encourage these educational collaborations parents, as partners in their children's education, can contact the school at any time if they have concerns or wish to meet with their child's teacher. Parent involvement in the life of the school is welcomed and encouraged. An active Parents and Citizens' (P and C) Association meets monthly and organises many activities including fundraising and social events for the school. A number of P and C subcommittees exist and assist by providing support to families in the school, providing class parents for the different year groups, coordinating the canteen, clothing pool as well as 'Tuckerbox' for families in practical need. The school also has a very active School Council, consisting of parent, teacher and community representatives.

In 2008 extensive surveys were conducted within our parent, student and staff community. The purpose was to identify key areas of strength and areas for further improvement over the coming three years. Response to the surveys was very strong with 20% of all parents responding, 71% of all students responding and 100% of teachers responding.

Overall, there was very strong and consistent agreement from all sections of the community in regards to our key strengths. Approx 95% of respondents identified teachers, school leadership and other staff as being the greatest strength of the school. Other areas of strengths identified were the 'sense of community' and level of parent involvement and support that exists within the school, extra curricular activities and programs (approx 50% of all respondents).

Professional learning

Staff at RPS actively engage in professional learning opportunities throughout the year, aligned to the goals of the school's strategic plan.

In 2008 our professional learning program was directed towards syllabus implementation; quality teaching; supporting teachers in the early stages of their career; leadership and career development; literacy and numeracy; SmartBoard training and welfare and equity

The Department of Education and Training allocated \$19,692 for professional learning. This total amount equates to approximately \$656 per teacher for professional learning.

During 2008 staff has accessed over 530 hours of professional learning and all have participated in approximately 100 hours of training provided on site led by our own staff. This included attendance at School Development Days in Terms 1, 2 and 3 and regular grade or stage based meetings, whole staff meetings and specific professional learning workshops throughout the year. Staff also attended workshops and seminars organised by DET 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.

School development 2009 – 2011

Roseville Public School has developed a three year School Plan (2009-2011) which is designed to bring about positive growth and change. The school development plan is strategic in nature. It is a long term plan linked coherently to changes that we expect to drive improvement in our overall objective of student achievement. Each year we complete a cycle of self assessment, annual reporting and planning. The following longer term strategic directions provide a summary of key focus areas identified by the school as being of central importance to supporting student learning and school development. These key focus areas also reflect the priorities and target areas of the Department of Education and Training's Office of Schools and Northern Sydney Region.

Our directions include:

- improving literacy and numeracy outcomes for all students
- supporting student learning through a whole school approach to integrating technologies into teaching programs
- creating a learning environment that is engaging whilst building the pedagogy

capacity of staff to motivate and respond to the needs of all students

- engaging all teachers in professional learning programs to develop their skills and knowledge at the 'fast follower' stage in literacy, numeracy, use of technology and curriculum differentiation
- maintaining high levels of teacher wellbeing essential to improving outcomes in student learning and student wellbeing
- developing leadership capacity amongst all staff to support and enhance quality teaching
- increasing partnerships and levels of engagement with the parent and wider community to ensure support and enrichment programs continue, and to increase the culture of volunteering / giving / supporting / involvement / belonging for the benefit of all students and the community at large.

Targets for 2009

In Term 4 every year we examine school data from many sources and agree on improvement targets for the next year. These targets are aligned to the School Plan 2009-2011.

Target 1

To improve students' literacy skills through explicit, systematic and research based teaching with a focus on reading and writing.

Strategies to achieve this target include:

- initiating a model for Teacher Professional Learning (TPL) which uses a **Collegial Literacy Mentor in Residence** (Sharon Perkins, *MEd GradDip Special Ed Dip Tch*) to:
(a) lead school based Teacher Professional Learning Program in Terms 1 and 2 with a focus on reading, and provide additional consultancy advice to class teachers and Learning Support Team during her time on site
(b) provide a model of teaching that demonstrates how to maximise literacy success for all children and particularly to prevent children who are experiencing challenges with literacy learning from slipping into a long-term pattern of reading and writing difficulties and associated problems with learning through teaching small groups of students targeted for the P and C funded Reading Support Program three days per week during some terms and then teaching within each class K-2 with the class teacher during the other terms

(c) evaluate the school's existing Reading Support Program, its resources and assessment strategies

(d) work closely with and providing guidance for the other P and C funded part time Literacy Support teacher

(e) conduct information sessions for parents to develop their understanding of what children need to learn as they become readers and writers and the role they play in their child's literacy learning and development.

- Review of school's current reading resources leading to the purchase of necessary resources to support class based programs.
- RFF (Release from Face to Face) program to focus on Writing with students in Years 1- 6
- Author-in-Residence program for students to continue again this year to cater for students with a special interest and/or ability in story writing
- Analysis of data including K-6 school based and standardised assessments, Years 3 and 5 NAPLAN results, University of NSW competitions and trend data. Use of NAPLAN resources

Our success will be measured by:

- growth of 1% in literacy commensurate with Northern Sydney Region's targets, particularly in reading comprehension and writing with no significant discrepancy between the performance of boys and girls
- students are reading and writing more effectively through a multiple approach literacy program at a class level
- students gain meaning from print at a literal and inferential level
- students identify writer's purpose in own and others' writing.

Target 2

To improve students' understanding and deep knowledge of mathematical number concepts.

Strategies to achieve this target include:

- initiating a model for Teacher Professional Learning (TPL) which uses a **Collegial Mathematics Mentor in Residence** (Brian Tickle) to:
(a) lead school based Teacher Professional Learning Program (TPL) through designing and presenting TPL sessions for all staff in Terms 3 and 4; and by providing additional

consultancy advice to class teachers in Term 3 and 4

(b) provide a model of teaching that demonstrates how to maximise numeracy success for all children, particularly girls and those students experiencing difficulties in mathematics and those who need extension and challenge.

- Provide ongoing support for the second year of the school wide implementation of Origo Maths K – 6 in terms of TPL and additional resource acquisition, including more concrete material.
- Use of Origo's Student Journal for students to articulate and reflect on their learning, incorporating the elements of intellectual quality.
- Use of Origo student assessment book to track student progress effectively. Assessment booklets sent home regularly to inform parents of children's progress.
- Daily use of concrete materials to support student learning of number concepts.
- Daily practice of number facts to promote consolidation and recall. Reinforcement of number facts as a regular component of homework.
- Continuing across grade needs grouping in Years 2 – 6 and curriculum differentiation K – 6 to cater for the varying needs of students in Mathematics.
- Continuing support for students with learning difficulties through P and C funded Teachers' Aides to provide additional inclass support for targeted Maths groups from Years 3-6.
- Analysis of data including K-6 school based and standardised assessments, Years 3 and 5 NAPLAN results, University of NSW competitions and trend data. Use of NAPLAN resources.

Our success will be measured by:

- regular assessment reflecting improvement in understanding of mathematical number concepts
- students' increased ability to articulate correct terminology to describe mathematical ideas
- students' increased ability to explain and demonstrate effectively how solutions are obtained
- students' increased abilities to demonstrate a quick recall of number facts

- growth of 1% in numeracy commensurate with Northern Sydney Region's targets, particularly in Number, Patterns and Algebra with no significant discrepancy between the performance of boys and girls
- increased levels of student engagement in learning, practising and applying number facts.

Target 3

To improve the computer literacy skills of teachers and students and to further embed and integrate technology into teaching and learning.

Strategies to achieve this target include:

- professional development program to integrate the use of SmartBoard technology can be used to assist teaching and learning in numeracy and literacy from K – 6
- providing teachers with best practice training through the Macquarie University ICT Centre, collegial stage mentors and implementing a scope and sequence plan to integrate ICT into the K-6 curriculum
- embedding explicit ICT outcomes into Key Learning Area teaching programs
- expanding the SmartBoard program
- giving students the knowledge and opportunity to word process, develop presentations and use the Internet for research
- exploring the suitability of the computer based program, *Mathletics*, for introduction across the school for use in class and at home.

Our success will be measured by:

- work samples reflecting the implementation of ICT scope and sequence and integration into various Key Learning Areas
- extent to which teachers are confident in the use of SmartBoard and other technologies and web services
- extent to which students show willingness, ability and efficiency in using web services.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Catherine Williams	Principal
Deborah Lane	Deputy Principal
Marilyn Chisholm	Assistant Principal
Margret Hanson	Assistant Principal
Fiona Ipsen	Assistant Principal
Chris Broockmann	Assistant Principal (Rel)
Daniel Zatz	P and C President
Graham Willis	School Council President
Tim Dodds	School Education Director Sydney North Region

School contact information

Roseville Public School

Archbold Road, Roseville NSW 2069

Ph: 9417 4107

Fax: 9417 4922

Email: roseville-p.school@det.nsw.edu.au

Web: rosevillepublicschool.net.au

School Code: 2994

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

<http://www.schools.nsw.edu.au/asr>