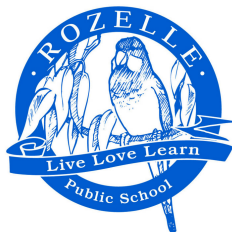


Rozelle Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of **Rozelle Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Rozelle Public School, as a partnership of students, staff, parents and the wider community, will provide an inclusive environment built on restorative practice and conducive to learning and high levels of achievement. All students have the opportunity to attain knowledge, skills, values and attitudes enabling them to be reflective life-long learners and happy and effective members of the global community.

School context

Rozelle Public School, located in Sydney's inner west, is a community-minded school dating from 1877 and catering for students from preschool to Year 6. Although enrolments have risen rapidly in recent years, the school maintains a smaller school community atmosphere. Our Restorative Practice framework provides a common language and practice to build respectful relationships and foster effective communication. This strong social and emotional foundation, combined with a clear and explicit Quality Teaching framework and rich curriculum content, creates a powerful environment for engaged and effective learning. Collegial and professional teachers are committed to continually improving their teaching practice and use their expertise to create learning programs tailored to the needs of their students. Rich curriculum-based learning experiences are complemented by specialist programs in Visual Arts and French and strong extra-curricula programs including Instrumental Music, Chess, Choir and Sport. Ethics classes are offered to those students from Kindergarten to Year 6 who don't attend Special Religious Education. A Student Parliament provides opportunities for student leadership. A comprehensive, whole-school transition program provides opportunities for students to gain a deeper understanding of the content and expectations of the next stage of their schooling. A cohesive Learning Support Team assists staff in differentiating and individualising learning programs for all students. Additional staff provide early intervention in Literacy and extension and enrichment programs. A high quality Out of School Hours Care service operates on our school site. Productive partnerships with organisations from the wider community deeply enrich student learning experiences.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

In the domain of **Learning** there is a demonstrated commitment by staff, students and parents to strengthen the school's learning culture and deliver on school learning priorities. In 2016 the whole school community was involved in the establishment of the new Wingana Library and Information Centre as a learning hub to support 21st century learning in an open-plan, flexible and cooperative space. Teachers participated in high quality professional learning on the Conceptual Planning Framework. This led to the development of units of work based around big ideas questions in History, Geography and Science to further strengthen the delivery of highly differentiated learning with a strong emphasis on the development of students' critical thinking skills. Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. This was underpinned in 2016 by a review of our Restorative Practice approach to student behaviour and wellbeing and other supporting programs, leading to greater consistency of approach across the school. School policies, programs and practices continue to be refined to clearly identify, address and monitor student learning needs. In 2016 processes for referral of students to the Learning Support team were clarified and strengthened. Learning Support, Early Intervention, Extension and English Language Proficiency teachers worked in collaboration with classroom teachers, other professionals and parents to provide differentiated, targeted support to meet students' needs. Teachers continue to develop their skill in collecting, analysing and reporting student performance data. Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents. Written student reports were significantly revised to respond to the concerns of parents to receive clearer and more meaningful information and now include more detail and future directions for student learning. Students use assessment and reporting processes to reflect on their learning. Student-led conferences were improved by providing professional learning for staff in setting learning goals with students and providing clear information to parents about the purpose of the conferences and the roles of participants. The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels. A significant proportion of Year 3 and Year 5 students achieve at high levels on external performance measures and student growth is strong in some areas.

Our self-assessment against the Learning domain of the Schools' Excellence Framework indicates the school is sustaining and growing in Learning Culture, Wellbeing, Curriculum and Learning and Assessment and Reporting and delivering in Student Performance Measures.

In the domain of **Teaching** all classrooms are well-managed with well-planned teaching taking place so that students can engage in learning productively. Analysis of student assessment data is incorporated into this planning and used to identify skill gaps for further improvement. In 2016 all staff undertook further professional learning in using the PLAN software to record student performance in Literacy and Numeracy against the learning continuums. This enabled teachers to plan next steps for each of their students and to track the progress of students through the year and from one year to the next. Collaborative practice is an area of strength at Rozelle Public School. Teachers work very cooperatively to improve teaching and learning in their grade and Stage groups and with specialist teaching staff, regularly reviewing and revising teaching and learning programs. The school has in place clear processes to support the implementation of the Performance and Development Framework. All teaching staff develop a Performance and Development Plan in consultation with their supervisor which identifies professional goals and strategies to achieve these. A peer coaching approach is used to allow teachers to work with a colleague to observe practice, provide and receive feedback and provide coaching to support to achieve identified professional goals. The leadership team has had training in leadership coaching to support the improvement of teaching and leadership practice. High quality professional learning is a valued component of the school culture and is targeted to school priorities and teachers' own professional needs as identified in their Professional Development Plan. Teaching and non-teaching staff show a high level of commitment to their ongoing development. In 2016 professional learning for teachers included working with consultants on the Conceptual Planning Framework and flexible learning environments and developing understanding and skills in delivering new syllabuses in History and Geography. Non-teaching administrative staff developed their skills in using the new finance and student management systems. Beginning and early career teachers are provided with targeted support in areas of identified need through the provision of additional time for planning and working with their supervising mentor to complement other professional learning. This was further strengthened in 2016 with additional release time provided for supervising executive to work in classrooms with teachers.

Our self-assessment against the Teaching domain of the Schools' Excellence Framework indicates the school is sustaining and growing in Learning Culture, Wellbeing, Curriculum and Learning and Assessment and Reporting and delivering in Student Performance Measures.

In the domain of **Leading**, parents and community members have the opportunity to engage in a wide range of school-related activities and the school solicits and addresses feedback on school performance. The school community is committed to the school's strategic directions and practices to achieve educational priorities. In 2016 this strong commitment was evidenced in the strong financial and practical support provided by parents to help realise the establishment of the new open-plan Library and Information Centre and is also evident in the strong parent involvement

in the school's Band and other extra-curricular activities which align with the school's vision. The school is committed to the development of leadership skills in staff and students. Staff have the opportunity to take on a wide range of responsibilities. Student leadership opportunities exist across the school through a number of mechanisms— the School Parliament system of sixteen annually elected Representatives from Year 6 supported by 48 Senators from Kindergarten to Year 6 elected each Semester; a Green team of Environmental representatives from Kindergarten to Year 6, elected Sports Leaders and Library monitors. The school has developed productive relationships with external agencies such as speech and occupational therapists and community organisations to support individual student and whole-school needs.

There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs. A wide diversity of student, staff and community achievements are acknowledged and celebrated. This is done within classrooms, at whole-school assemblies and events and through the school newsletter and website. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community. In 2016 the school established a stronger and more productive relationship with the new provider of the weekend markets, bringing additional financial and community benefits to the school. A close relationship exists between the school and the Before and After School provider, allowing for high quality, extensive service provision to parents, financial benefit for the school and effective use of school facilities. A commitment to continuous improvement of administrative practices to deliver effective services and information is evident. In 2016 the school implemented the use of a mobile phone app to communicate school information more effectively and quickly to parents. All school staff are supported to develop skills for the successful operation of administrative systems. In the latter half of 2016 teaching staff developed their skills in implementing more effective systems for reporting to parents and administrative and executive staff had extensive training in new financial and student management systems.

Our self-assessment against the Leading domain of the Schools' Excellence Framework indicates the school is excelling in the element of School Resources, sustaining and growing in Leadership and Management Practices and Processes and delivering in School Planning, Implementation and Reporting.

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

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

CREATIVE AND DYNAMIC TEACHING AND LEARNING

Purpose

To enable students to become successful 21st century learners in an authentic, rich learning environment ensuring they are literate and numerate, able to think deeply and logically, and be curious, creative and imaginative. Each student takes an active role in their own learning and works collaboratively to communicate their ideas and demonstrate their learning using a variety of methods.

To further develop the professional skills of teachers through professional learning and supportive performance and development processes with an enhanced emphasis on History, Geography and Science and an ability to meaningfully embed digital technologies into teaching and learning.

Overall summary of progress

The key focus of this Strategic Direction in 2016 was the provision of high quality professional learning for teachers in using a Conceptual planning framework to design differentiated, enquiry-based units of work in History, Geography and Science based on the new syllabus documents, addressing big ideas through powerful questions and incorporating effective assessment strategies. Teachers were released in grade teams for half a day each term to work with an educational consultant. By Term 4 all grades had effectively implemented a unit of enquiry and planned for Term 1 2017. Analysis of teaching programs indicates much more detailed documentation of differentiation using the adjusted, core and extension framework and higher order thinking skills embedded through teaching learning strategies to address challenging questions. Staff feedback endorsed the value of the framework for differentiation but teachers continue to be challenged by framing powerful questions. A parent information session was held to introduce parents to the work staff were doing and feedback from parents was very positive. Staff are using the PLAN software to locate students' progress against the literacy and numeracy continuums and using this information as a basis for the future directions section of the new end of year written reports and developing individualised learning plans.

Feedback from students in an end of year qualitative survey indicates that 100% of students enjoyed attending the extension program and felt it helped their learning. They indicated that the things they found most valuable about the program were working with other students with similar levels of ability and interest, being able to choose their own projects to work on with a group and the topics they chose. These included historical, architectural and engineering investigations and the exploration of cultural identity and belonging through the commercial publication of a family-inspired recipe book. A written survey of parents of students involved in the program indicated that 67% of parents very strongly endorsed the program while 25% were not sure. The main issue was around lack of communication about the program and their child's involvement. We will work to improve that aspect in 2017. All students engaged in the Early Intervention literacy program showed gains of at least cluster on PLAN data. Staff who worked with the Early Intervention teacher reported on the positive impact of the work being done by the teacher both with individual students and with staff.

Open plan, flexible learning spaces were created for the library and three classes. In 2016 only two classes used the open classroom space. New furniture and digital equipment was purchased and installed in both spaces. The whole staff participated in a workshop on flexible design and pedagogy conducted by the New Learning Environments consultant and the two teachers using the space visited schools already using this approach. Students participated in workshops to develop their understanding of flexible learning and to involve them in further designing the space and choosing the furniture. A parent workshop was held to develop parents' understanding of this approach. Staff and student evaluation of the classroom learning space provided strong direction for the planning processes for 2017 with teacher selection and commitment to working completely as a team and communication with parents emerging as critical factors for success. Teachers for 2017 were selected via an expression of interest process and parents were provided with written communication and links to further information to help prepare them for the change in approach. This needed to occur earlier than it did.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
5% improvement each year in the number of students in Years 3 and 5 achieving in the top two bands for NAPLAN assessments	At least 60% of students in Year 3 achieved in the top two bands for all aspects of Literacy in 2016, with 83% of students in the top two bands for Writing. This represented a 9% increase in Writing and a 7% increase in Spelling from 2015. Reading	RAM Teacher Professional Learning Funds (\$23672) and additional Professional Learning \$15,000 (school funds)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
5% improvement each year in the number of students in Years 3 and 5 achieving in the top two bands for NAPLAN assessments	<p>remained the same and Grammar and Punctuation fell slightly. In Numeracy, the percentage of students in the top two bands increased by 4% to 59%.</p> <p>At least 50% of Year 5 students achieved in the top two bands for Reading and Grammar and Punctuation. Although Year 5 students continued to perform strongly compared to the rest of the State they did not perform as well as in 2015. The percentage in the top two bands fell by 8% in Reading and Writing, 11 % in Spelling and 9% in Grammar and Punctuation. In Numeracy, 44% of students achieved in the top two bands, 3% less than in 2015.</p>	<p>English \$8800 (school funds), Maths \$5904 (school funds), History, Geography and Science \$13300 (school funds)</p> <p>Classroom teacher two days per week for extension program \$30000 (school funds)</p> <p>Classroom teacher two days per week for Early Intervention program \$30000. (RAM Literacy and Numeracy and school funds)</p> <p>Classroom teacher two days per week to support English Language Proficiency (RAM \$31222)</p>
90% of students achieve at Sound or above on school-developed English and Mathematics assessments.	<p>93% of students in Years 1–6 achieved Sound or above in English in end of year assessments (73% Sound, 20% High or Outstanding).</p> <p>94% of students in Years 1–6 achieved Sound or above in Mathematics in end of year assessments (65% Sound, 29% High or Outstanding).</p>	<p>Professional Learning, Key Learning Areas and support teachers funded as above</p> <p>School Learning Support Officers and resources provided through:</p> <ul style="list-style-type: none"> • Learning Difficulties support \$18385 (school funds) • RAM Adjustment for Low level Disability \$27228
The performance of Aboriginal students is comparable to the performance of all students in the school.	<p>SLSO support provided to Aboriginal students in Years 1 and 6. Early Intervention teacher working with Aboriginal students in Year 1. Learning And Support teacher working with Aboriginal students in Years 2, 3 and 6. Speech therapist working with two Year 1 students weekly in Term 4 to improve spoken and written English skills. Of 12 Aboriginal students, 50% achieved Sound or above in English in end of year assessments (42% Sound, 8% High) and 67% achieved Sound or above in Mathematics (59% Sound and 8% High).</p>	<p>RAM Equity funds Aboriginal background \$7826 used for SLSO support, speech therapy sessions and resources.</p> <p>Proportion of cost of Early Intervention teacher and Learning Support teacher</p>

Next Steps

Continued development of Conceptual Planning units supported by professional learning from educational consultants with a focus on assessment strategies and analysis of student work samples.

Professional learning on effective assessment.

Parent Information sessions on Conceptual Planning Framework and flexible learning pedagogy.

Introduction of parent identification for Extension program and better communication with parents about the program and their child's involvement.

Use of PLAN data to more effectively track and measure student progress over time to complement data from NAPLAN and school-based assessments.

Establishment of flexible, open-plan learning space for three classes and implementation of flexible, cooperative learning in the library supported by professional learning for all staff.

Plan developed for increased and more effective use of Robotics equipment.

Strategic Direction 2

A CONNECTED AND SUSTAINABLE COMMUNITY

Purpose

To create a flourishing and inclusive school community which supports students to become confident and creative individuals with a sense of optimism about their lives and the future, resilience, empathy and respect for others and an ability to act as responsible local and global citizens.

To build the capacity of students, staff and parents to make informed decisions about how to reduce the environmental footprint of the school and help to sustain the earth's natural environment.

To develop a collaborative and reflective learning culture in which students, staff and parents provide constructive feedback for positive improvement.

Overall summary of progress

A number of elements of the school's Wellbeing policies and practices were revised in 2016 within the context of the Department's Wellbeing Framework. Existing policies and practices for implementing a Restorative Practice approach to student behaviour and wellbeing were evaluated by the whole staff. A set of consistent, clear processes were collaboratively determined. These were then developed into a single, easy to use reference guide available to permanent and casual staff. All teachers focused strongly on reinforcing students' understanding of the school rules, the Help IncreasePeace (HIP) keys and the Restorative Practice approach within the classroom and in the playground. A template for a series of key lessons for each grade was developed for implementation at the start of 2017. A set of clear, durable posters were created to support implementation of the rules and keys and prominently displayed around the school.

The Bounce Back Wellbeing and Resilience program already being implemented in the school was reviewed by all staff to improve understanding and consistency of approach. A revised scope and sequence of learning was developed for full implementation in 2017 and further resources were purchased to support its implementation.

The student environmental action team, the Green team, was strengthened with the inclusion of a core group of passionate students to assist the elected students representing each class. A new bin system for recycling and landfill waste was introduced into each classroom and other spaces in the school to increase awareness of waste sorting and quantity. The Green team promoted and ran Nude Food Tuesdays to further reduce waste and collected data on waste. The students participated in a Waste Sorting and Reduction workshop and then educated their own classes on strategies to reduce waste. They also worked on a presentation for the whole school for early 2017. Data on electricity and water usage was analysed by the Environment team and information shared with staff.

Student empathy and their connection with those in need locally, nationally and internationally was further strengthened through a number of initiatives. A group of students participated in an immersive theatre experience through the streets of Rozelle that explored the community through the eyes of people with disabilities. The school again raised significant funds for the Indigenous Literacy Foundation through a book swap and participated in the Foundation's launch at the Opera House. A number of special events were held to raise awareness of and funds for national and international charities and in a new event the school and the P & C combined to raise funds through a Circus Fair Day and student disco for two initiatives supporting a homework centre and a surf lifesaving program for refugee students in Australia.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students in Years 4, 5 and 6 show very high levels of engagement, belonging and positive attitudes to learning as measured on the Tell Them From Me Survey.	The results of the student Tell Them From Me survey with 161 Year 4, 5 and 6 students indicated a higher than average level of positive relationships in the school (87%) compared to the state average. 85% of students surveyed feel they exhibit positive behaviour at school and 79% felt a strong sense of belonging. This was higher for Years 4 and 5 than for Year 6. Very few students (significantly lower than average) in Years 4 and 5 display early signs of disengagement (2% compared to NSW average of 11%). Overall a lower percentage of students at Rozelle feel they	Equity Adjustment for Socio-Economic Background \$6210 (RAM) Equity Aboriginal Education \$7826 (RAM) Professional Learning on engaging, flexible learning pedagogy \$1500 Furniture and resources for

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of students in Years 4, 5 and 6 show very high levels of engagement, belonging and positive attitudes to learning as measured on the Tell Them From Me Survey.	are victims of bullying compared to the state average with significantly less girls feeling bullied (23% compared to 32% of the state) but a higher number of Year4 students felt bullied in the last month. Students in Years 4 and 5 indicated high levels of support at school and positive teacher–student relationships. These were lower for Year 6. All students reported lower levels of engagement in learning and particularly in homework.	flexible learning spaces \$87000 Teacher release for planning and evaluation \$2000 Student Welfare and Leadership Programs \$9200 (school funds)
Parent and teacher responses to the Tell them from Me Survey indicate a high level of confidence in the school's ability to foster student wellbeing and engagement.	<p>Of the 107 parent responses, 74% felt welcome at the school and felt that the school supports positive behaviour, which was slightly higher than the state average. 67% feel that the school supports learning, 71% felt that it is a safe school and 64% felt it was an inclusive school, all slightly lower than the state average. Only 54% of parents indicated that they support learning at home.</p> <p>Of the 23 staff responses, the most highly rated aspect was collaboration with other staff to produced quality teaching programs, indicated by 83% of responses and well above the state average. Staff also indicated a very high level of parent involvement which was well above the state. Similar to the state average were a strong learning culture in the school (80%), high quality teaching practices (82%) and the school's inclusivity (83%). While 87% of staff feel they work with school leaders to create a safe and orderly school environment and feel supported by school leaders in times of stress (80%), they would like school leaders to observe their teaching more frequently and provide more frequent feedback on their teaching.</p>	Teacher release for analysis of data \$800
Increased student optimism and resilience as measured on school–developed criteria.	Focus in 2016 was on putting resources in place to develop these. School–developed criteria to be developed in 2017.	
A 20% reduction in the school's environmental footprint.	Focus in 2016 continued to be on strategies. Data collected as a baseline for comparison in 2017.	Resources \$3000

Next Steps

Implementation of student wellbeing lessons for all classes at the beginning of 2017 using the template developed.

Whole school professional learning in the Bounce Back program to further enhance teacher understanding and skills and support the implementation of a consistent, whole-school approach.

Development and implementation of school-based criteria and strategies for increasing and measuring student optimism and resilience.

Further training for executive in leadership coaching and mentoring.

More effective use of executive release to observe teachers and provide effective feedback.

Implementation of further whole-school strategies for reducing waste and water, electricity and paper usage and more effective collection of baseline data for comparison.

Implementation of school herb and vegetable garden.

Strategic Direction 3

CLEAR AND EFFECTIVE SYSTEMS

Purpose

To facilitate professional growth and the provision of high quality teaching and learning through the establishment of consistent performance and development processes for teachers based on positive appraisal and feedback.

To improve the effectiveness of teaching and learning by establishing consistent systems for the collection, analysis and use of student data and improved assessment and reporting processes.

To facilitate shared vision, decision-making and responsibility between students, staff and parents through improved communication and school evaluation processes.

Overall summary of progress

The key focus of Strategic Direction 3 in 2016 was the revision of reporting processes to parents, based on feedback from parents and staff obtained in 2015. This involved revising face to face student-led conferences usually held in Term 1 and written mid-year and end of year reports. The majority of parents indicated they saw little value in the "three way" conferences and would prefer a parent-teacher interview without their child present. Staff felt strongly that there was significant educational value in students having the opportunity to share with their parents and teacher their learning aspirations, strengths and weaknesses and the progress they were making, with reference to samples of their work. It was therefore decided to rename these as student-led conferences to create a different emphasis and delay them until early Term 2. This allowed time for staff to have professional learning in setting learning goals with students and to more effectively prepare with students for the conferences. Parents received more detailed information about the purpose of the student-led conferences and the role of parents, students and staff in the process. Surveys of parents and staff following the conferences indicated much higher levels of satisfaction with the process. Written reports were also revised to respond to parent concerns expressed in the 2015 Tell Them from Me Survey that information about their child's progress was not sufficiently clear and detailed and didn't allow them to see how they could assist their child. Staff collaboratively developed a new format. Key features of the new format included placing the general comment at the front of the report, to provide a positive overall picture of students' strengths and areas of need across all domains of learning; detailed indicators for each grade describing student achievement in English and Mathematics; three or four future learning directions for the student to achieve in the next semester in English and Mathematics; a separate report from the Learning Support teacher to enable parents to see the gains their child had made on more specific indicators if they were not achieving well at a grade level; and reports from the Extension teacher and the English Language Proficiency teacher for students involved in those programs. The draft report was used mid-year with parent responses strongly endorsing the changed format and then finalised and used at the end of the year.

In 2016 the school wanted to ensure the PLAN (Planning Literacy and Numeracy) software was being used effectively to map student achievement against the Literacy and Numeracy continuum, to track student progress over time and to identify specific teaching strategies to meet individual student needs. Staff participated in professional learning to enhance their understanding of the software and data was entered for all students in June and December. This enabled staff to use it to inform mid-year and end of year reports. The PLAN data was also used effectively by class teachers and the Learning Support team to inform decisions about class placement and the provision of Learning Support in 2017. The full capability of PLAN reports for determining whole school needs will be further explored in 2017.

In 2016 the full implementation of the Department's Performance and Development Framework was supported through our peer coaching approach. All teaching staff identified professional goals in their Professional Development Plan in consultation with their supervisor and discussed strategies and actions with their peer coach. Staff completed two cycles of peer observation, feedback and coaching and leadership coaching with their supervisor throughout the year and completed a mid-year and end of year reflection. Professional Development Plans were then signed off by supervisors. Coaching sessions did not happen as consistently due to the demands of conceptual planning and the development of the new report format. Whole staff reflections indicated staff see value in the process but need more time to implement it effectively.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
80% of parents feel that reporting	There was a significant improvement in parent	Assessment and Reporting

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>processes provide them with meaningful information about their child's learning progress and how they can support it.</p> <p>80% of staff feel that reporting processes enable them to provide clear and specific information about student achievement to parents.</p>	<p>satisfaction with student led conferences with 67% of parents surveyed indicating satisfaction in 2016 compared to 42% in 2015. In the Parent Tell them from me Survey conducted in September, following the release of the revised mid-year report draft, 77% of the 107 respondents indicated that reports on their child's progress are written in terms they understand.</p> <p>In the teachers Tell Them From Me survey 79% of staff said they help student set challenging learning goals and 80% feel they effectively share these goals with parents. On a school-based survey, 91% of staff felt well-equipped to identify suitable learning goals with each student and 85% of staff indicated that the new report format enabled them to provide clearer and more specific information about student achievement to parents.</p>	<p>\$4800 (school funds) for Easy School Reports licence, teacher release and School Admin support</p>
<p>All teaching staff expressing strong satisfaction with performance and development processes and progress towards achievement of professional learning goals..</p>	<p>Whole staff reflections indicated staff see value in the peer coaching processes but need more time to implement them effectively. Coaching sessions did not occur consistently due to demands of Conceptual Planning work and development of new report format.</p>	<p>None required.</p>

Next Steps

Utilise PLAN data and reports generated by the software to more effectively map whole school progress and needs.

Provide Professional learning to further refine staff capability in developing specific grade indicators of progress in English and Mathematics with consistency across grades and Stages.

Provide professional learning for all staff in effective formative and summative assessment aligned with the Conceptual planning units.

Develop a core set of consistent assessment rubrics and strategies for each grade which align closely with report indicators and provide opportunities for students to demonstrate their learning progress in a range of spoken, visual and written modes.

Complete the development of school-based criteria for evaluating critical thinking ,creativity and curiosity.

Improve data collection and analysis in each of the three Strategic Directions to inform milestone setting, evaluation, future planning, annual reporting and assessment against the School Excellence Framework in preparation for school validation processes.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>In 2016 there were 12 Aboriginal students enrolled at Rozelle. Funds were used to provide a School Learning Support Officer to provide inclass assistance to several Aboriginal students not achieving at Stage level and, in Term 4, to provide Speech Therapy for two students. Funds were also used to provide resources for passion projects being undertaken by students with a teacher who was released for an hour per week to work with them. In end of year assessments 50% achieved at Sound or above in English and 66% in Maths. 92% of students achieved Sound or above in History, Geography and Science with high levels of engagement reported by teachers. 67% of students achieved a ranking of High in Physical Education and additional opportunities were provided for the senior students to represent the school in interschool competition. Only two Aboriginal students completed NAPLAN in 2016. One of these students achieved in the highest band for four of the eight areas tested and the second highest band for the other three areas. 80% of Aboriginal students who completed the Tell Them From Me survey agree or strongly agree that they feel good about their culture when they are at school and that their teachers understand their culture. The other 20% neither agreed nor disagreed. All Aboriginal parents were strongly engaged in the Aboriginal program and continued to show strong engagement with school staff and activities with an Aboriginal perspective.</p>	Equity Aboriginal Background \$7826 (RAM)
English language proficiency	<p>Identified students received in class and withdrawal support from a teacher two days per week. The teacher worked in close consultation with class teachers, the Learning Support team and parents to create individualised learning programs to develop students' English language skills. Student progress was tracked on English as a Language or Dialect (EALD) scales, mapped against the EALD framework and reported to parents with the formal written reports.</p>	English Language Proficiency funds \$31222 (RAM)
Low level adjustment for disability	<p>Students were identified and prioritised for support using the National Collection of Consistent Data on Students with a Disability (NCCD) guidelines. Funds were used in 2016 to employ an additional School Learning Support Officer 3 days per week to provide classroom support for students with an identified disability. Classroom teachers were also given time to develop individualised learning plans for students. Learning Support meetings were conducted with parents, teachers, Learning Support team members and Learning Support officers and other relevant professionals. All team members reported students making strong progress towards achieving goals identified in their</p>	Low Level Adjustment for Disability \$27228 (RAM)

Low level adjustment for disability	individualised learning plans.	Low Level Adjustment for Disability \$27228 (RAM)
Quality Teaching, Successful Students (QTSS)	Supervising executives were provided with half a day's additional release time per week to support the teachers they supervise by providing observation, feedback, coaching and mentoring, assistance with planning and assessment strategies and the analysis of student performance data.	Staffing allocation of 0.465 providing two days' teacher release in Semester 2.
Socio-economic background	<p>Funds provided students from low socio-economic backgrounds equal access to all school programs and events to strengthen levels of social engagement. Results of the Student Tell Them From Me Survey indicate that students from low socio-economic backgrounds feel better engaged at Rozelle than across the state (84% compared to 81%).</p> <p>Some funds were also used to supplement provision of the Early Intervention Literacy and Numeracy teacher to provide individualised programs to several students.</p>	Equity Socio-Economic Background funds \$6210 (RAM)
Support for beginning teachers	<p>All beginning and early career teachers were provided with two hours of additional release from face to face teaching time to observe the teaching practice of others, participate in professional learning and work with their supervising mentor.</p> <p>Supervising mentor teachers were released for an additional one hour of release from face to face teaching time to work with the beginning or early career teacher they supervise. Beginning teachers indicated high levels of engagement with their teaching and improvement against the goals identified in their Professional Development Plans.</p>	Beginning Teacher Support \$25620

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	258	271	292	316
Girls	266	278	286	296

Student enrolments have continued to increase despite new enrolments only being drawn from within the school's enrolment boundaries. In Term 4 enrolments increased to allow another classroom teacher to be employed. This teacher worked in a team-teaching situation with Year 6, rather than disrupting all class arrangements at this time of the year. The school will increase from 24 to 26 classes K – 6 in 2017 and the school's enrolment boundaries will be changed to incorporate a smaller area. Students in the affected area will be local to Orange Grove Public School from the start of the 2018 school year.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.2	96.7	96.2	96.4
1	96.3	95.6	96.1	95.3
2	96.5	95.8	95.3	96.1
3	96.4	96.7	95.5	95.9
4	95.4	96.1	96	96
5	96.3	95.4	96	95.6
6	96.3	95.2	94.5	94.9
All Years	96.2	96	95.7	95.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Student attendance is managed at the school by clear communication between office and teaching staff, the school executive and parents/carers, through phone calls, letters and meetings, to ensure attendance issues are addressed in the early stages. Parents/carers are required to provide a reason why their child is absent from school. Attendance is monitored regularly by a member of the school executive and by the Home School Liaison Officer.

Any student attendance causing concern is followed up with parent meetings and an attendance plan is formulated with the assistance of the Home School Liaison Officer if necessary.

Class sizes

Class	Total
K NORWAY	20
K IRELAND	20
K ICELAND	20
K GREECE	20
K SPAIN	21
1 BOLIVIA	23
1 PERU	24
1 MEXICO	24
1 COSTA RICA	24
1 CANADA	23
2 CUBA	23
2 BRAZIL	24
2 BAHAMAS	23
2 ARGENTINA	22
3 ISRAEL	29
3 MONGOLIA	29
3 MALAYSIA	28
4 NEPAL	31
4 JAPAN	32
4/5 NEW ZEALAND	30
5 MOROCCO	30
5 KENYA	28
6 MADAGASCAR	30
6 ETHIOPIA	31

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.18
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.2
School Counsellor	0
School Administration & Support Staff	5.26
Other Positions	0

*Full Time Equivalent

No members of staff identified as Aboriginal in 2016. The teacher implementing the Aboriginal Passion Project Program liaised with the Aboriginal Community Liaison Officer regarding the program.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	56

Professional learning and teacher accreditation

At Rozelle Public School Professional Learning is valued as an important contributor to the professional growth of staff and the improvement of learning outcomes for students. Both teaching and non-teaching staff undertake on-going professional learning in formal and informal settings as a whole-staff, a team and individually. This professional learning is linked to our school priorities and also takes account of the individual needs of staff at different stages of their careers and with different areas of interest and expertise.

In 2016 a total of \$54930 was spent on teacher

Professional Learning. This was made up of \$29672 in tied Teacher Professional Learning funds and an additional \$25258 in school funds and represented approximately \$1484 per teacher. This expenditure allowed us to continue to build a strong culture of reflective professional learning and collaborative Stage planning.

Throughout 2015 teaching staff met every week on Wednesday afternoons, except for two weeks in Terms 2 and 4 due to report writing. This provided 39 hours of Professional Learning to support the implementation of the school's strategic plan. 35 teaching staff participated in this Professional Learning each week. In addition there were five School Development Days for Professional Learning. Between 33 and 37 staff members attending the School Development Days. Professional learning supported the implementation of the school's three strategic directions and the individual professional goals identified by teachers in their Professional Development Plans. All staff completed mandatory compliance training on the Code of Conduct, Child Protection, Cardiopulmonary Resuscitation, Emergency Care, Epilepsy, Anaphylaxis, Asthma and the Performance and Development Framework. The School Admin Manager and one of the School Administrative Officers attended 15 days of training on the new finance and student records management systems and the Principal attended five days.

In 2016 four teachers achieved accreditation at Proficient through the Board of Studies Teaching and Education Standards (BoSTES). No teachers sought voluntary accreditation at Highly Accomplished or Lead.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	250 766.00
Global funds	375 124.00
Tied funds	266 538.00
School & community sources	477 843.00
Interest	5 781.00
Trust receipts	136 909.00
Canteen	0.00
Total income	1 512 961.00
Expenditure	
Teaching & learning	
Key learning areas	156 339.00
Excursions	110 404.00
Extracurricular dissections	142 527.00
Library	7 034.00
Training & development	26 473.00
Tied funds	188 817.00
Short term relief	98 056.00
Administration & office	102 953.00
School-operated canteen	0.00
Utilities	66 756.00
Maintenance	35 653.00
Trust accounts	143 464.00
Capital programs	122 935.00
Total expenditure	1 201 411.00
Balance carried forward	311 550.00

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

All of the \$143,441 collected in preschool fees was returned to the Department of Education and Communities and not retained by the school. This is included as income and expenditure in Trust Accounts. Preschool resources, equipment and maintenance is paid for out of school funds.

In addition to the \$26,473 listed above for Training and Development, a further \$23,432 was spent on Teacher Professional Learning as part of Tied Funds expenditure and another.

Capital programs expenditure was used to purchase an additional 24 ipads and storage cart and furniture for the new flexible classroom spaces.

The P & C held a number of social events throughout the year which built considerable community capital and raised significant funds to support the school's strategic directions. In 2015 the P & C funded the new furniture for the Library and conducted a series of cake stalls which provided additional teaching resources and equipment for classrooms.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	487 012.68
(2a) Appropriation	328 377.56
(2b) Sale of Goods and Services	-1 982.29
(2c) Grants and Contributions	160 337.10
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	280.31
Expenses	-248 905.51
Recurrent Expenses	-248 562.96
(3a) Employee Related	-136 411.27
(3b) Operating Expenses	-112 151.69
Capital Expenses	-342.55
(3c) Employee Related	0.00
(3d) Operating Expenses	-342.55
SURPLUS / DEFICIT FOR THE YEAR	238 107.17
Balance Carried Forward	238 107.17

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance

Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	3 857 684.27
Base Per Capita	32 180.13
Base Location	0.00
Other Base	3 825 504.14
Equity Total	143 902.54
Equity Aboriginal	7 826.52
Equity Socio economic	6 210.87
Equity Language	31 222.53
Equity Disability	98 642.62
Targeted Total	39 340.01
Other Total	238 241.31
Grand Total	4 279 168.12

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

School performance

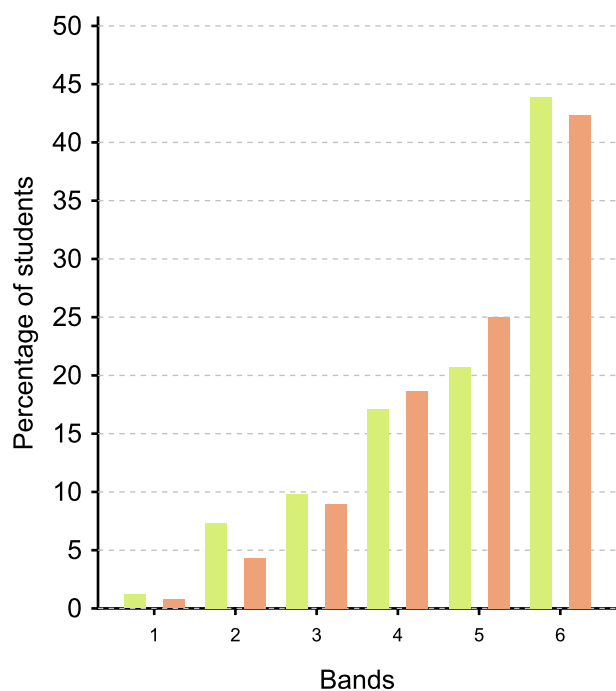
NAPLAN

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

82 Year 3 students completed NAPLAN Literacy. Both the average score of our Year 3 students and the percentage of students in the top two bands continues to be well above the state. The percentage of students in the top two bands continues to be high and to increase in most aspects of the test. At least 60% of students in Year 3 are now achieving in the top two bands for all aspects of Literacy. 65% of students achieved in the top two bands in Reading, a similar result to 2015. 83% of students achieved in the top two bands for Writing, a further increase of 9% on 2015. This outstanding result placed us above our Similar Schools Group. 66% of students achieved in the top two bands for Spelling, a further increase of 7% on 2015. 65% of students achieved in the top two bands for Grammar and Punctuation, which was slightly less than in 2015.

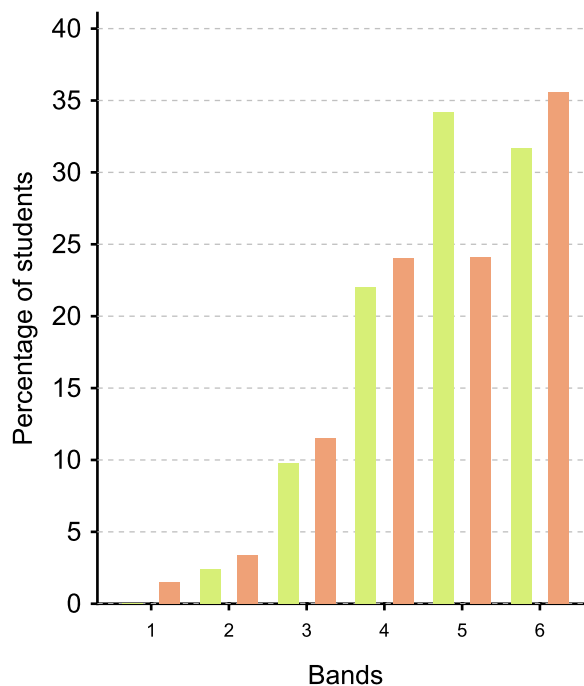
70 Year 5 students completed NAPLAN Literacy. Although Year 5 students continued to perform well above the rest of the State they did not perform as well as in 2015. At least 50% of Year 5 students achieved in the top two bands for Reading and Grammar and Punctuation. 50% of students achieved in the top two bands for Reading, 8% lower than in 2015. 23% of students achieved in the top two bands for Writing, 8% lower than in 2015. 38% of students achieved in the top two bands for Spelling, 11% lower than in 2015. 51% of students achieved in the top two bands for Grammar and Punctuation, 9%. We will further analyse to determine the reasons for this drop in performance but one factor that is emerging is the higher number of students receiving places in Opportunity classes or moving to other schools who had achieved top bands in Year 3 NAPLAN. (in 2016 this represented 15% of the Year 5 cohort). What was extremely pleasing was the high level of growth (improvement since Year 3 NAPLAN) in Reading and Grammar and Punctuation demonstrated by Year 5 students, above both the state and our Similar Schools Group.

Percentage in bands:
Year 3 Grammar & Punctuation



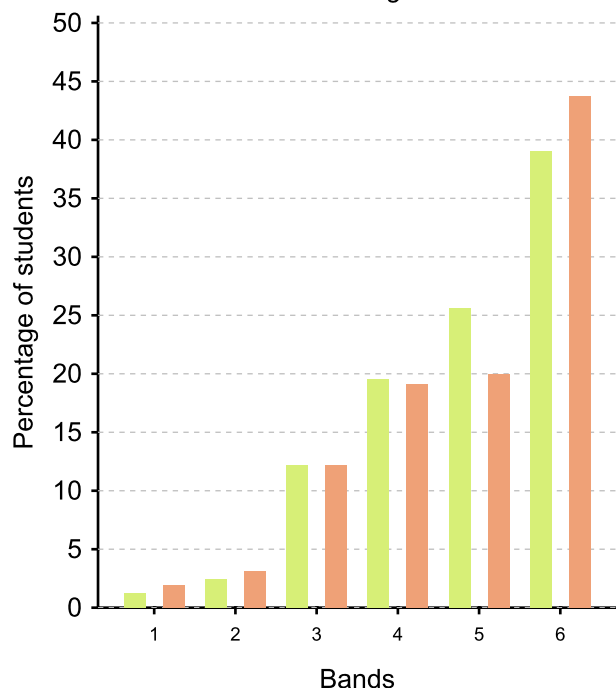
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Spelling



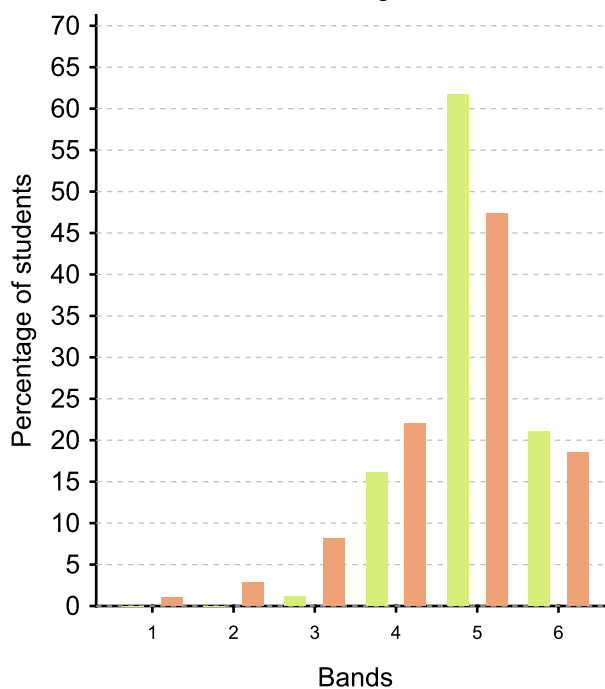
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Reading



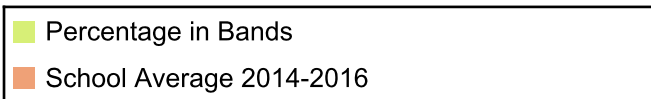
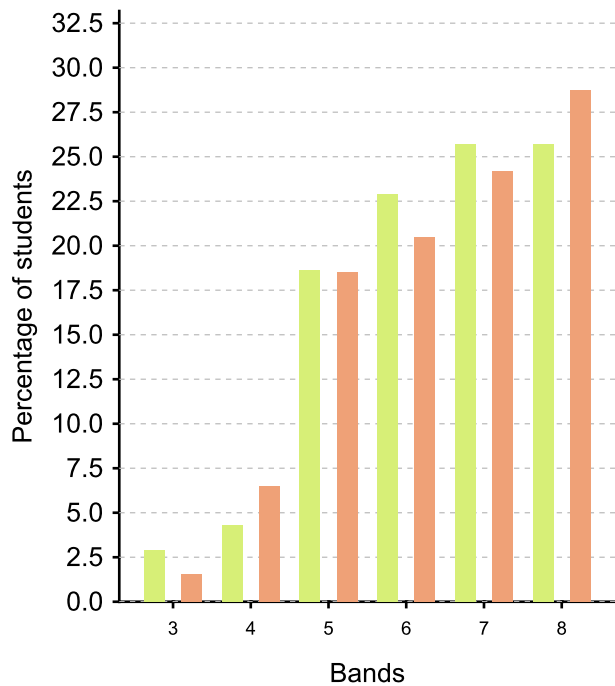
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing

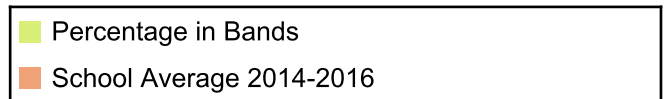
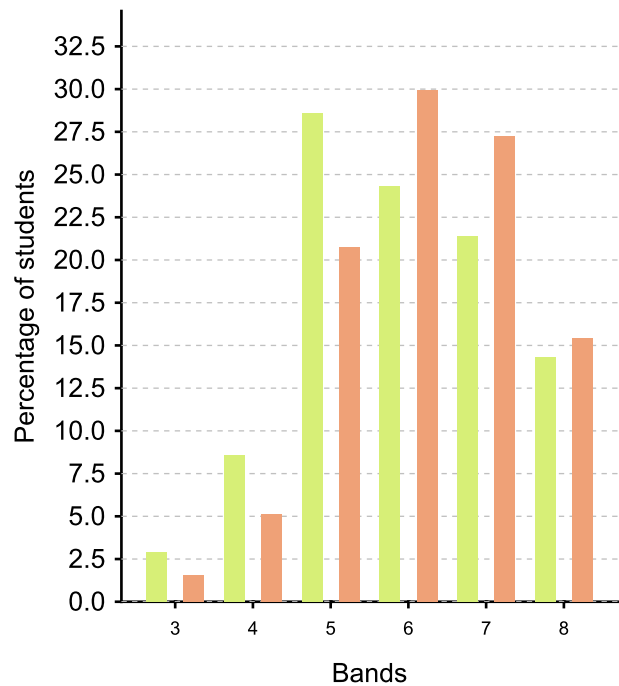


Percentage in Bands
School Average 2014-2016

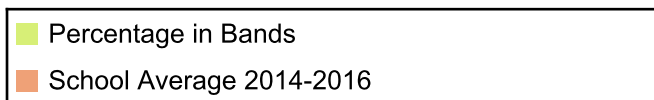
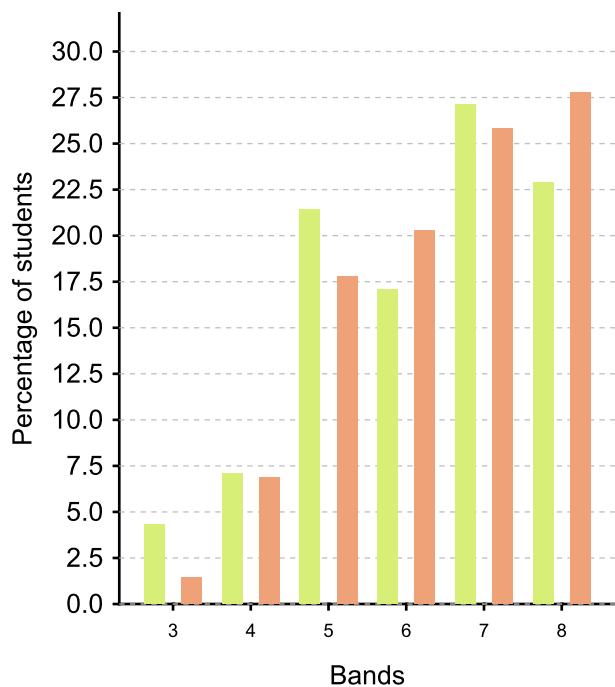
Percentage in bands:
Year 5 Grammar & Punctuation



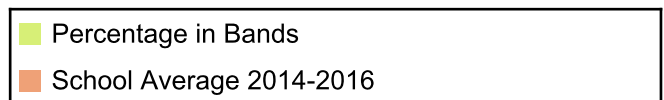
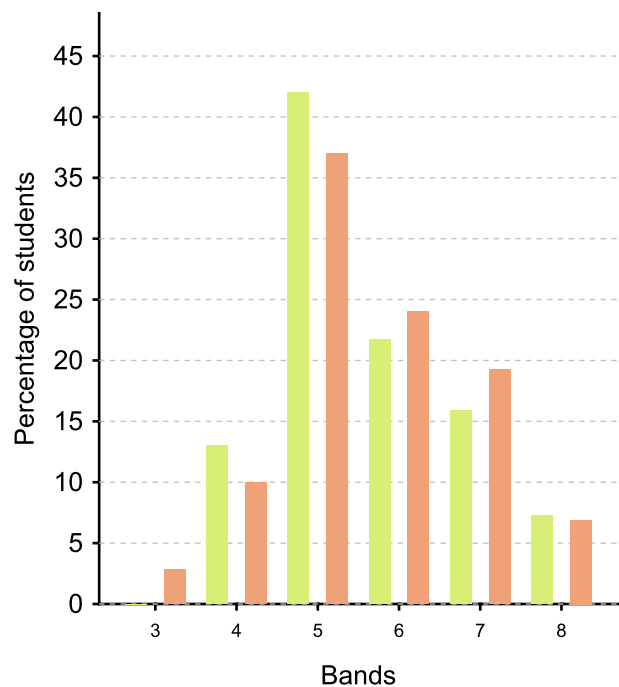
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

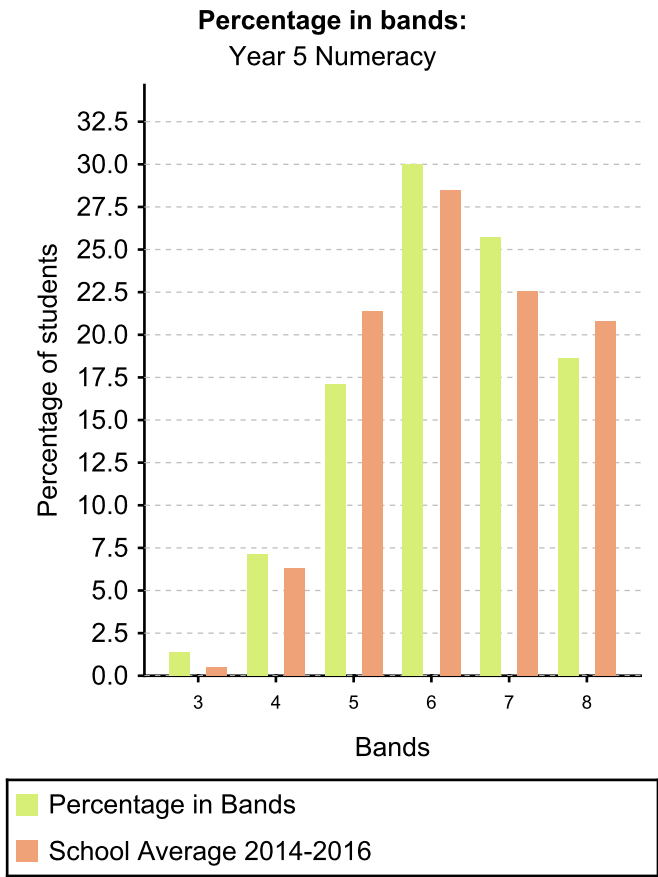
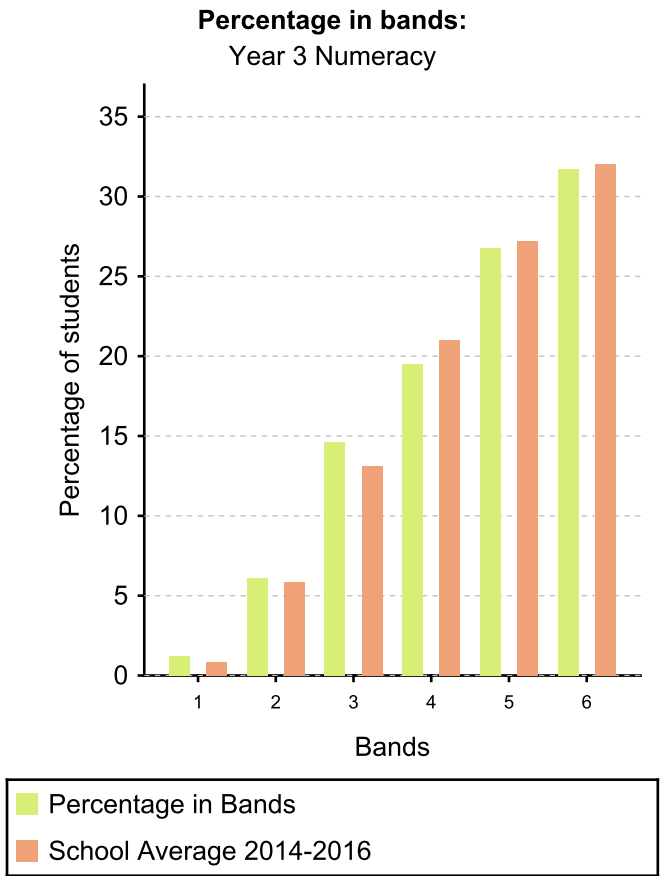


Percentage in bands:
Year 5 Writing



82 Year 3 students completed NAPLAN Numeracy. Both the average score of our Year 3 students and the percentage of students in the top two bands continues to be well above the state. The percentage of students in the top two bands continues to be high. 59% of students in Year 3 are now achieving in the top two bands for Numeracy. This represents an increase of a further 4% on 2015.

70 Year 5 students completed NAPLAN Numeracy. Although Year 5 students continued to perform well above the rest of the State they did not perform quite as well as in 2015. 44% of Year 5 students achieved in the top two bands in 2016 compared to 47% in 2015. Overall there has been significant improvement in the number of students achieving in the top two bands in the last six years (see information on Premier's Priorities below).



The school's NAPLAN results indicate that the school is on track to meet or exceed the Premier's Priorities to increase the percentage of all students in the top two NAPLAN bands for reading and numeracy by 2019. Although increases in the percentage in these bands have slowed or dropped slightly this year, the results over the past six years show pleasing improvement. For Year 3 students there has been an increase of 14% in the top two bands for Reading and 21% in Numeracy since 2011. Particularly pleasing also has been the 31% increase in students in the top two bands for Writing. For Year 5 students there has been a 15% increase in the number of students in the top two bands for Reading and a 17% increase in Numeracy.

It is not possible to report on the second Premier's Priority related to an increase in the percentage of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019 owing to the very small number of Aboriginal students doing NAPLAN each year.

Parent/caregiver, student, teacher satisfaction

TTFM survey results from 161 students in Years 4, 5 and 6 indicate students are experiencing high levels of social engagement and are actively involved in the life of the school. 87% have positive relationships at school and have friends they can trust. This is slightly higher than the NSW norm. 85% participate in extra-curricular activities and 79% felt a high sense of belonging. Students show high levels of institutional engagement in terms of valuing school outcomes (95%)

and feel they exhibit positive behaviour at school (85%) but less strongly demonstrate positive homework behaviours (53%). Students also demonstrated high levels of intellectual engagement across most measures, notably finding classroom instruction well-organised with a clear purpose and immediate and appropriate feedback and relevant to their everyday lives (82%). 82% of students feel that teachers emphasise academic skills and hold high expectations for all students to succeed. Students feel less confident that there are clear rules and expectations for classroom behaviour. In all areas the results were similar for girls and boys. 31% of students felt they were victims of moderate to severe bullying at school. While still unacceptably high, this was lower than 36% for the state. Notably 17% of girls felt bullied compared to 32% for the state. In Years 4 and 5 less than 5% of students displayed early signs of disengagement, compared to a NSW average of 12%. A very high percentage (82%) of students feel teachers are responsive to their needs and encourage independence. 80% of Aboriginal students agree or strongly agree that they feel good about their culture when they are at school and that their teachers understand their culture.

Of the 107 parent responses, 74% feel welcome at the school and 82% feel they can easily speak easily with their child's teacher. 79% feel that information from the school is in clear, plain language and 77% indicate that reports are written in terms they can understand by they feel less confident that they are well-informed about their child's social and emotional development (53%). 77% of parents feel that the school supports positive behaviour, which was slightly higher than the state average. 67% feel that the school supports learning, 71% felt that it is a safe school and 64% felt it was an inclusive school, all slightly lower than the state average. Only 54% of parents indicated that they support learning at home.

Of the 23 staff responses, the most highly rated aspect was collaboration with other staff to produce quality teaching programs, indicated by 83% of responses and well above the state average. Staff also indicated a very high level of parent involvement which was well above the state. Similar to the state average were a strong learning culture in the school (80%), high quality teaching practices (82%) and the school's inclusivity (83%). While 87% of staff feel they work with school leaders to create a safe and orderly school environment and feel supported by school leaders in times of stress (80%), they would like school leaders to observe their teaching more frequently and provide more frequent feedback on their teaching.

Policy requirements

Aboriginal education

Two "Yarn 'n' Cuppa" breakfasts and two afternoon teas were held during the year to provide an opportunity for Aboriginal families to enjoy refreshments together with teachers and share presentations of students' work. These were well attended. Aboriginal

students in Years 4, 5 and 6 collaborated to write a new Acknowledgement of Country specifically for the Rozelle school community to be recited by all students at weekly assemblies and special events. It was given endorsement by the Metropolitan Lands Council and officially launched during NAIDOC Week. Aboriginal students played a strong leadership role in presenting whole school assemblies and doing the Acknowledgement of Country to mark NAIDOC Week and Reconciliation Week. The school choir sang the National Anthem in the Dharawal language at our annual Presentation Day. The work of the Aboriginal Literacy Foundation was once again a focus for our Book Week book swap with the Aboriginal students taking responsibility for its organisation. Our Aboriginal students and their parents were invited to attend the Foundation's annual launch at the Sydney Opera House. All students participated in class-based workshops on aspects of Aboriginal culture and history as part of NAIDOC Week and presented their work at a special assembly. Several staff members attended professional learning to further develop their understanding of Aboriginal culture and an Aboriginal perspective was strongly embedded into the History and Geography units of enquiry developed as part of the Conceptual Planning Framework. The new open-plan Library and Information Centre was named "Wingana", an Eora word for "thinking", with the endorsement of the Metropolitan Lands Council.

Multicultural and anti-racism education

In 2016 each class was named after a country which provided all staff, students and parents to develop their understanding of different cultures and languages. As part of our Education Week celebrations each class explored the art of their country and used these as the inspiration for their art works which were displayed in an Art Show in our new library. Using the NSW syllabuses for History and Geography, multicultural perspectives are being strongly embedded in the units of enquiry which were developed as part of the Conceptual Planning Framework. Our Grand Petit Dejeuner Francais (Big French Breakfast) was a wonderful celebration of French culture and language enjoyed by the whole school community. Harmony Day is well supported by the whole-school community and each class participated in Harmony Day activities that focused on inclusiveness and respect. The Anti-Racism Community Officer (ARCO) was appointed with responsibility for dealing with any complaints regarding racism and implementing any actions arising. The school's rules and values incorporating respect for self and others are explicitly taught through class and playground programs and procedures and the 'Bounce Back' wellbeing and resilience program.