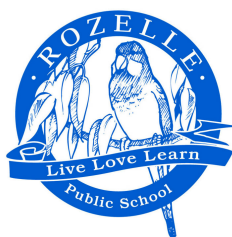


# Rozelle Public School

## Annual Report



2017



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## Introduction

The Annual Report for **2017** 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.

Stephanie Searle

Principal

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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, dates from 1877 and sits in the heart of the Rozelle community. The school caters for students from preschool to Year 6. Although enrolments have risen in recent years, the school maintains a smaller school community atmosphere. A Restorative Practice framework provides a common language and practice to build respectful relationships and foster effective communication. Wellbeing programs promote students' resilience, empathy and sense of optimism. This strong social and emotional foundation combines with high quality teaching to create a powerful learning environment for engaged and effective learning. Teaching programs are based on syllabus requirements and a conceptual framework which provides opportunities for rich learning around a central idea or concept. The school is developing more flexible learning spaces to support a flexible pedagogy which enables students to become more agile, collaborative, self-directed and creative 21st century learners. The school has opened a flexible open plan classroom for 90 students and an open plan library and resource centre. 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. A cohesive Learning Support program assists staff in differentiating and individualising learning programs for all students. Additional staff provide intervention in Literacy and Numeracy for students requiring additional support and an Extension program caters for those students identified as gifted and talented. Specialist programs in Visual Arts and Music and strong extra-curricula programs including Instrumental Music, Chess, Choir and Sport complement classroom learning programs. Many opportunities are provided for student leadership. A high quality Out of School Hours Care service operates on our school site. Productive partnerships with organisations from the wider community further 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.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of **Learning** there continues to be a demonstrated commitment by staff, students and parents to strengthen the school's learning culture and deliver on school learning priorities. This was clearly demonstrated in the participation of students, parents and staff in a consultation process to determine school strengths and areas for improvement. There was close alignment between all three groups in many areas. In 2017 there was a continued focus on providing innovative, flexible learning environments in which to develop students' 21st century capabilities. An open-plan learning space for 80 Year 4 students and three teachers was established. The teachers were provided with professional support to develop their pedagogy, visiting other schools and working with a consultant. Information sessions were provided for parents and student and staff and parent attitudes were evaluated. All other teachers looked for opportunities to adopt a more flexible approach within their classroom spaces, purchasing equipment and furniture to support this approach. Parent support was evident in the significant fundraising efforts they undertook to purchase these. Teachers undertook professional learning in Critical and Creative Thinking to further support student learning. Within this learning culture, positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning. A whole-school approach to student wellbeing is implemented with expectations clearly defined through our school code of conduct and Help Increase Peace keys. These were made more visible in 2017 with external and internal signage. The School Council developed a "postcard" detailing the school's Wellbeing approach to strengthen the connection between home and school. A key wellbeing initiative of 2017 was the establishment of a "positivity pod". Students were nominated for special acknowledgement and were then interviewed and videoed by senior students about their success. This was then shared with other students and parents. Classroom and specialist teachers work in partnership to ensure continuity of learning for students. In 2017 the Conceptual units of work in History, Geography and Science were fully implemented to effectively develop students' knowledge, understanding and skills around key big ideas. The Learning Support team continued to work closely with all staff to identify student learning needs and match appropriate resources to support students' academic, physical, social and emotional improvement. Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities. This was very clearly identified in the consultation process when both parents and students endorsed the opportunities available to students which were inclusive, celebrated success and developed skills in a wide variety of contexts. These initiatives included performances by the choir and ukulele groups at Performance on the Peninsula (POP), participation by gifted and talented students in the Peninsula Enrichment Program (PEP), participation by a group of senior boys in the Boys' Vocal workshops, the senior choir's participation in the School Spectacular, Tournament of the Minds and the Maths Olympiad. In 2017 changes to the report format for parents were completed which provided greater detail for parents in English and Mathematics and indicated next steps for student learning. These aligned with students' learning goals which were discussed with parents at student-led conferences. The school continues to analyse school performance data and a range of other contextual information and is aware of trends in student achievement levels. A significant number of students, particularly in Year 3, are achieving at a high level on external performance measures.

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

In the domain of **Teaching**, the consultation process at the end of 2017 indicated high levels of satisfaction among parents and students with teachers' commitment and hard work. Teaching and learning programs are regularly reviewed and revised both collaboratively in regular Stage planning meetings and by individual teachers at a point of need to ensure they are meeting students' needs. In 2017 teachers were released in Stage teams to complete the development and documentation of Conceptual Units of work. All Rozelle classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices and work collaboratively with colleagues to review work samples to refine consistency of teacher judgement. The school's professional learning program in 2017 provided opportunities for teachers to build skills in the analysis, interpretation and use of student performance data. Two staff members participated in an evaluation project to build their skills in collecting and analysing data and shared their learning with other staff. The school leadership team is building their skills in establishing a wider variety of sources of data and using data to inform key decisions. The results of the consultation process with teachers clearly indicate high levels of satisfaction with the level of collegiality, professional support and sharing of resources and ideas at Rozelle. Teachers work together to improve teaching and learning in their grade and Stage groups and with the Learning Support team. Processes are in place to provide mentoring and peer coaching

support to improve teaching and leadership practice and these practices will be further enhanced in 2018. These practices support the implementation of the Performance and Development Framework. 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 2017 professional learning for teachers included continuing to work with consultants on the Conceptual Planning Framework, Student wellbeing, Critical and Creative Thinking, Drama, Assessment and Technology. In addition, teachers are actively engaged in planning their own professional development to improve their performance, based on their identified professional goals. Each teacher attended at least one or two additional professional learning opportunities outside the school. Non-teaching administrative staff continued to develop 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 2017 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 excelling in Professional Standards, sustaining and growing in Collaborative Practice and delivering in Effective Classroom Practice, Data Skills and Use and Learning and Development.

In the domain of **Leading**, the school's preschool program was recognised as excellent in the 2017 federal government accreditation process in which the school was given a rating of "exceeding" in all seven domains. This high standard reflected the distributed leadership and organisational best practice of the preschool staff in collaboration with the leadership team. The school used a variety of avenues to actively solicit and address feedback on school performance in 2017 including the Community Consultation process and the Tell Them From Me surveys. The school worked closely with external agencies such as the local council, local businesses and community organisations to provide educational opportunities for students, particularly in the creative arts through Operation Art and the Open Art Trail and made connections with local organisations to further promote sustainability education. The school community is committed to the school's strategic directions and practices to achieve educational priorities. This was clearly evident in the end of year focus groups' consultation. The school is seen as an integral part of the local community and responsive to its needs. The school is strongly committed to the development of leadership skills in staff and students. Staff have clearly defined roles and responsibilities and opportunities to lead initiatives. This was particularly the case in 2017 with the opportunity for those teachers who elected to teach in the open learning space leading this initiative within the school. The school works extremely hard to provide a wide range of leadership opportunities for students. In 2017 there were eighteen elected Year 6 school leaders, eight sports house leaders, sixteen library monitors drawn from Years 4 to 6, fifty two class senators from Kindergarten to Year 6 and fifty two Green team environmental representatives from Kindergarten to Year 6. Students also had the opportunity to run special groups during lunch time such as Tech club and Movie club. The buddy program, which paired senior and junior classes, also provided opportunities for older students to mentor younger students and Rozelle University gave students in Stage 3 the chance to build their confidence and spoken English skills when they planned and implemented a lesson on a chosen topic to younger classes. There is broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community. The community consultation process demonstrated the leadership team's commitment to shared school-wide community evaluations to review learning improvements and use collaborative feedback and reflection to promote and generate learning and innovation. The establishment of the Year 4 open learning environment, the further development of the Library as a flexible learning space, the upgrade of the preschool playground to a more natural environment and the provision of innovative furniture and equipment to all classes in 2017 indicate some of the ways in which the school seeks to use physical learning spaces and technology flexibly to enhance and build innovative practice. The use of school facilities is optimised within the local community, to best meet the needs of students and the local community. The use of the school facilities is optimised within the local community by hosting the Rozelle Collectors Market to maintain the school's profile within the local and broader community and provide significant financial gain for the school to fund school priorities.

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

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 open plan learning space was fully established as a flexible learning environment for 80 students and three teachers. The teaching team was selected through an expression of interest process and was provided with professional learning, including working with a consultant and visiting another school. A parent information session was held and written information provided to explain the pedagogy and organisation of the approach. Parents were very actively encouraged to visit the space. An evaluation was conducted at the end of the year to identify student, staff and parents' attitudes towards teaching and learning in a flexible, team-teaching environment. All groups identified strong positive aspects of the approach and some concerns to be addressed in 2018. An evaluation session also provided an opportunity to introduce parents of Year 4 2018 to the pedagogy and organisation of the open space and was very positively received. The library was also established as a flexible learning space with several classes using the space together, teachers team-teaching and the provision of digital resources enhanced with more laptops and interactive screens. Parents were also very actively involved in the library space through the Library Lovers volunteer program. Evidence indicates staff, students and parents feel the library has become a valuable centre for creativity, digital technology and collaboration. All teachers explored a more flexible approach to learning in their classrooms with the provision of high and low tables, collaborative work spaces, different learning areas and enhanced access to technology. Teachers undertook professional learning in developing students' Critical and Creative thinking dispositions and all class programs incorporated some strategies in Term 4. Tools for evaluating critical and creative thinking were trialled. This work will be further developed in 2018. Teachers developed a deep understanding of the new History and Geography syllabus documents and completed the development of Conceptual units of work based on these and integrated with Science. These units of work based on big ideas and within a framework of powerful questions provided rich, authentic and differentiated learning experiences for students. Pre and post assessment data for each unit indicates evidence of students using higher order thinking in their learning. Teachers used PLAN software to describe and track student progress in Literacy and Numeracy. Individual Learning Plans were developed for students with additional learning needs. Students reflected on their learning to devise learning goals which they articulated to their parents at student-led conferences then evaluated and reset for Semester 2. These linked directly to the indicators and future directions outlined in written reports in Semester 1 and Semester 2. The student Tell Them From Me Survey results indicate that progress is being made to improve student engagement and student success. The eight drivers of student outcomes all showed improvement except for incidence of bullying which remained the same but below the state average. The biggest improvement was in positive learning climate and expectations for success. Of the social-emotional measures of engagement, most measures showed improvement with interest and motivation and homework behaviour showing a significant improvement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
5% improvement each year in the number of students in Years 3 and 5 achieving in the top two bands for NAPLAN assessments	Extension teacher \$40630  English school funds \$13671  Maths school funds \$14615  Conceptual Planning Professional Learning and teacher release \$18167	For Year 3 students, compared to 2016, there was a 5% increase in Reading, an 8% increase in Grammar and Punctuation and a 6% increase in Numeracy. There was a decrease for Writing and Spelling from 2016.  For Year 5 students, compared to 2016, there was a 5% increase in Reading, a 2% increase in Writing, a 12% increase in Spelling and a 1% increase in Grammar and Punctuation. There was a decrease in the number of students in the top two



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
5% improvement each year in the number of students in Years 3 and 5 achieving in the top two bands for NAPLAN assessments	Professional Learning \$38877	bands in Numeracy.
90% of students achieve at Sound or above on school-developed English and Mathematics assessments.	EALD Equity loading \$44535  Learning support \$29543  Initiative funding Literacy and Numeracy \$24891	In Years 1 – 6 where progress is reported using a scale from Limited to Outstanding, at least 90% of students achieved Sound or above in all strands of English except Writing and Representing where an average of 86% of students achieved a level of Sound or above.  In Mathematics, at least 90% of students in Year 1 and Year 2 achieved Sound or above in all strands. In Years 3 – 6, at least 90% of students achieved Sound or above in all strands except Number and Algebra (85%) and Working Mathematically (86%).
The performance of Aboriginal students is comparable to the performance of all students in the school.	Aboriginal Background Equity loading \$9676  \$2000 Aboriginal Education school funds	In end of year assessments 50% of Aboriginal students were achieving at or above Stage outcomes and teachers reported high levels of engagement.

## Next Steps

- Provide high quality professional learning for all staff in writing and grammar, critical and creative thinking and the Literacy and Numeracy progressions.
- Implement a K – 6 scope and sequence for writing, spelling and grammar aligned to the English syllabus, Learning Progressions and the conceptual units of work.
- Use the Literacy and Numeracy progressions and Plan2 software to describe and track each student's individual progress and learning needs and demonstrate improvement.
- Implement a whole school plan for developing ICT capabilities which sets out expectations for skills, programs and apps students will be using at each Stage.
- Implement whole-school programs in coding and robotics, linked to STEM learning tasks and the DoE STEM SHARE initiative.



## 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

Consistent and effective procedures for Restorative Practice across the school to ensure engaged and respectful behaviour were further strengthened through professional learning, induction processes for new staff, visible signage and information for parents. Teachers undertook training in Circle solutions for Wellbeing incorporating the principles of agency, safety, positivity, inclusion, respect and equality to further enhance strategies and programs to develop students' optimism and resilience. The Help Increase Peace keys were displayed prominently in the playground and indoor areas and the School Council created a "postcard" for parents as a ready reference for the school's Wellbeing approach. Data indicates a reduction in the number of general playground incidents requiring teacher and executive intervention. The school continued to offer a broad range of opportunities for students to experience success across the domains of sport, creative arts, academic challenge, technology, sustainability and leadership. In addition, Aboriginal students participated in in Aboriginal dance and public speaking opportunities. The end of year consultation process indicated that these opportunities were highly valued by students and parents. The positivity pod initiative was launched to provide further opportunities to celebrate student success and build self-esteem. Results from the Tell Them From Me Survey of Year 4, 5 and 6 students indicate an increase in positive relationships, positive behaviour, interest and motivation and effort since 2016. There has also been a slight decrease in the incidence of bullying experienced by students and we continue to have an incidence rate below that of the state.

The student Green team of 52 students from Kindergarten to Year 6 with responsibility for leading sustainability initiatives were a very active group in 2017. They made regular presentations at school assemblies on waste management, held "nude food" days to emphasise reduction in packaging, monitored types of waste produced by the school, introduced comingled recycling to all classrooms and planted a vegetable garden with the support of the local council. The team of 52 Senators from Kindergarten to Year 6 led the work of promoting student empathy through connections to charities and other groups supporting local, national and international students in need. They identified causes, including the Cerebral Palsy Alliance, Stewart House and the World Wildlife Fund, and then led awareness raising and fundraising events.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	Wellbeing school funds \$4095  Aboriginal Background Equity loading \$9676  \$2000 Aboriginal Education school funds  Socio-economic Background Equity Loading \$6090	92% of students experienced positive behaviour at school, an 8% increase since 2016 and well above the NSW state average. 88% of students indicated satisfaction with positive relationships at school, above the NSW state average and a slight increase on 2016. There was an increase of 12% in students who felt interested and motivated from 2016, from 62% to 74% and 89% of students felt they tried hard in their learning compared to 84% in 2016. Students' sense of belonging remained the same at 78%.
Parent and teacher responses to the Tell them from Me Survey indicate a high level of	Professional Learning \$3163	Parent responses to measures related to school supports positive behaviour (75%), school safety (72%) and inclusivity (64%) have remained similar



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
confidence in the school's ability to foster student wellbeing and engagement.		over the past three years and are similar to the state average. 87% of teachers feel that the school has a safe orderly environment, well above the state average, 85% feel it is an inclusive school and 85% feel that they are effective in working with students with behavioural problems. These results are consistent with 2016.
Increased student optimism and resilience as measured on school-developed criteria.	Wellbeing school funds \$4095  Aboriginal Background Equity loading \$9676  \$2000 Aboriginal Education school funds  Socio-economic Background Equity Loading \$6090  Community Consultation \$14, 573	Qualitative data from student focus groups indicates a high level of satisfaction with school.  Improvements in student engagement, interest and motivation and effort in the Tell Them From Me Survey
A 20% reduction in the school's environmental footprint.	Environmental Education \$1217	Reduction in land fill waste noticeable but not yet translated into reduction in waste collection. Increase in comingled recycling and paper recycling.

## Next Steps

- Provide training for students, parents and staff not previously trained in Restorative Practice and Bounce Back program.
- Continue the implementation of the Positivity Pod program across the school. Strengthen cooperation with parents in implementing these approaches and programs.
- Implement a national or international education project with a disadvantaged community to provide material and human resources and an ongoing relationship between our students and students there. All students participate in learning opportunities linked to the project.
- Every class undertake a student-led investigation related to environmental sustainability at a local, national or global level.
- Use the Department of Education Wellbeing assessment tool to provide additional measures of Student Wellbeing.



## 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

In 2017 the DEC Performance and Development Framework procedures for all teaching staff were implemented in an explicit and consistent manner using a peer coaching approach. Staff built on their previous peer coaching experience to observe each other, give feedback and coach towards the achievement of goals identified in Professional Development Plans. Processes for reporting student progress were further reviewed and revised using feedback obtained from parents at the end of 2016, to ensure information was timely, meaningful and relevant. All staff worked collaboratively to establish consistent, whole-school procedures for assessment, collection, analysis, retention and sharing of data on student progress and improvement including completion of PLAN software. Teaching staff participated in professional learning on assessment strategies aligned to the conceptual units of work developed for each grade. A staff team also led professional learning in using a wide range of assessment strategies which allow students to demonstrate their learning in different ways and in Key Learning Areas other than English and Maths. There was a particular focus on exploring strategies for assessing creativity, imagination and 21st century competencies. Each grade developed consistent assessment strategies aligned to report indicators of progress. Teachers worked closely with students to identify learning goals and these were linked to future directions identified in the new report format. with Student progress in literacy and numeracy was recorded for all students using the PLAN software.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
80% of parents feel that reporting processes provide them with meaningful information about their child's learning progress and how they can support it.  80% of staff feel that reporting processes enable them to provide clear and specific information about student achievement to parents.	Easy School Reports site licence \$4443  Professional Learning funds \$3,000	Tell Them From Me parent survey indicates 75% of parents feel reports are written in terms they understand.  In the Tell Them From Me Teacher survey, 76% of teachers feel that they are providing parents with clear information about students' progress.
All teaching staff expressing strong satisfaction with performance and development processes and progress towards achievement of professional learning goals..	Professional learning funds \$23, 768  Community Consultation \$14, 573	Teacher phone interviews indicated strong levels of satisfaction with collaboration and professional learning opportunities but the Tell Them From Me survey indicates teachers would like more feedback on their teaching.

#### Next Steps

- Create an Instructional Leader position to mentor and coach teaching staff on goals identified in Professional Development Plans and support staff with accreditation processes.

- Strengthen a coaching culture across the school through training in peer coaching and implement consistent procedures for peer observation, feedback, goal-setting and coaching as well as leadership coaching by executives of their teams.
- Develop explicit assessment criteria to provide consistency for teachers and students, inform planning, improve teachers' analysis of data and track student progress.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal Background Equity loading \$9676</p> <p>\$2000 Aboriginal Education school funds</p>	<p>In 2017 there were 14 Aboriginal students enrolled at Rozelle. Funds were used to provide additional in class assistance to several Aboriginal students not achieving at Stage level and to provide weekly Speech Therapy for two students with significant literacy learning needs. 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. This resulted in a wonderful presentation by female students on five prominent Aboriginal women and resulted in Linda Burney, Federal member for Barton, visiting them at school.</p> <p>In end of year assessments 50% of Aboriginal students were achieving at or above Stage outcomes and teachers reported high levels of engagement.</p> <p>Most Aboriginal parents were engaged in the Aboriginal program and communicated frequently with teachers about their child's schooling.</p>
<b>English language proficiency</b>	English Language Proficiency Equity Loading \$44535	<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 in a formal written report which accompanied mid-year and end-of-year written reports..</p>
<b>Low level adjustment for disability</b>	Low Level Adjustment for Disability Equity Loading \$107598	<p>Students were identified and prioritised for support using the National Collection of Consistent Data on Students with a Disability (NCCD) guidelines and school and system assessment data. The Learning Support Teacher provided small group withdrawal and in-class teaching in Literacy and Numeracy. This program had two key focus areas – Early Intervention to support students in Kindergarten and Year 1 and Learning Support primarily focused on Years 2 and 3 with support also for students in Years 4, 5 and 6 where needed. School and NAPLAN data indicates a decrease in the number of students achieving in the lowest bands for Literacy and Numeracy. An additional School Learning Support Officer 3 days per week provided 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. Data collected from</p>

<b>Low level adjustment for disability</b>	Low Level Adjustment for Disability Equity Loading \$107598	assessments and teacher and parent reflections indicated students were making progress towards achieving academic, social and behavioural goals identified in their individualised learning plans.
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS funds in Base School Allocation \$47232	<p>Some of this funding was used in 2017 to release teachers in Stage teams for half a day per term to collaboratively plan teaching and learning programs. This time was primarily used to complete the writing of Conceptual units of work in History, Geography and Science. These were completed ready for full implementation in 2018.</p> <p>The remainder of the funds was used to provide half a day of release each week for the four Assistant Principals to mentor and coach their Stage teams. Evaluations from teachers indicate this support was valuable but needs to be more cohesive, leading to a decision to create a full-time instructional leader position in 2018.</p>
<b>Socio-economic background</b>	Socio-economic Background Equity Loading \$6090	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 again indicated that students from low socio-economic backgrounds feel better engaged at Rozelle than across the state (86% compared to 81%).
<b>Support for beginning teachers</b>	Beginning Teachers Initiative Funding \$28547	Two teachers in their first year of teaching 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. One teacher in her second year of teaching was provided with one hour of additional release time. Supervising mentor teachers were released for an additional one hour of release from face to face teaching time to work with the beginning teacher they supervise. Beginning teachers indicated high levels of engagement with their teaching and improvement against the goals identified in their Professional Development Plans.





## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	271	292	316	330
Girls	278	286	296	312

Student enrolments have continued to increase despite new enrolments only being drawn from within the school's enrolment boundaries. The school increased from 24 to 26 classes K – 6 in 2017 and the school's enrolment boundaries were changed to incorporate a smaller area. Students in the affected area are local to Orange Grove Public School from the start of the 2018 school year.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.7	96.2	96.4	96.8
1	95.6	96.1	95.3	96
2	95.8	95.3	96.1	96.4
3	96.7	95.5	95.9	96
4	96.1	96	96	96.9
5	95.4	96	95.6	95.7
6	95.2	94.5	94.9	96.3
All Years	96	95.7	95.8	96.3
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

### 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. The most significant factor affecting attendance is holidays to visit families overseas (a significant percentage of school families have family members in the United Kingdom). 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.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	25.83
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	0.7
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	5.26
Other Positions	0

\*Full Time Equivalent

No members of staff identified as Aboriginal in 2017. 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	44

## 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 2017 a total of \$59071 was spent on teacher Professional Learning. This was made up of \$35908 in Teacher Professional Learning funds provided in Initiative Funding and an additional \$23163 in school funds and represented approximately \$1596 per teacher. This expenditure allowed us to continue to build a strong culture of reflective professional learning and collaborative Stage planning.

Throughout 2017 teaching staff held a one-hour Professional Learning session on most Wednesday afternoons. 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. Teaching and non-teaching staff then had the opportunity to participate in other Professional Learning opportunities away from the school aligned to personal professional goals identified in their Professional Development Plans.

In 2017 four teachers achieved accreditation at Proficient through the NSW Education Standards Authority. A number of more experienced teachers are beginning to consider voluntary accreditation at Highly Accomplished or Lead and will be supported through this process in 2018 by the Instructional Leader.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	238,107
<b>Revenue</b>	5,652,571
Appropriation	4,917,630
Sale of Goods and Services	10,152
Grants and Contributions	719,867
Gain and Loss	0
Other Revenue	0
Investment Income	4,922
<b>Expenses</b>	-5,506,480
Recurrent Expenses	-5,506,480
Employee Related	-4,757,812
Operating Expenses	-748,669
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	146,091
<b>Balance Carried Forward</b>	384,198

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	4,173,467
Base Per Capita	95,211
Base Location	0
Other Base	4,078,256
<b>Equity Total</b>	167,899
Equity Aboriginal	9,676
Equity Socio economic	6,090
Equity Language	44,535
Equity Disability	107,598
<b>Targeted Total</b>	95,760
<b>Other Total</b>	379,652
<b>Grand Total</b>	4,816,778

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

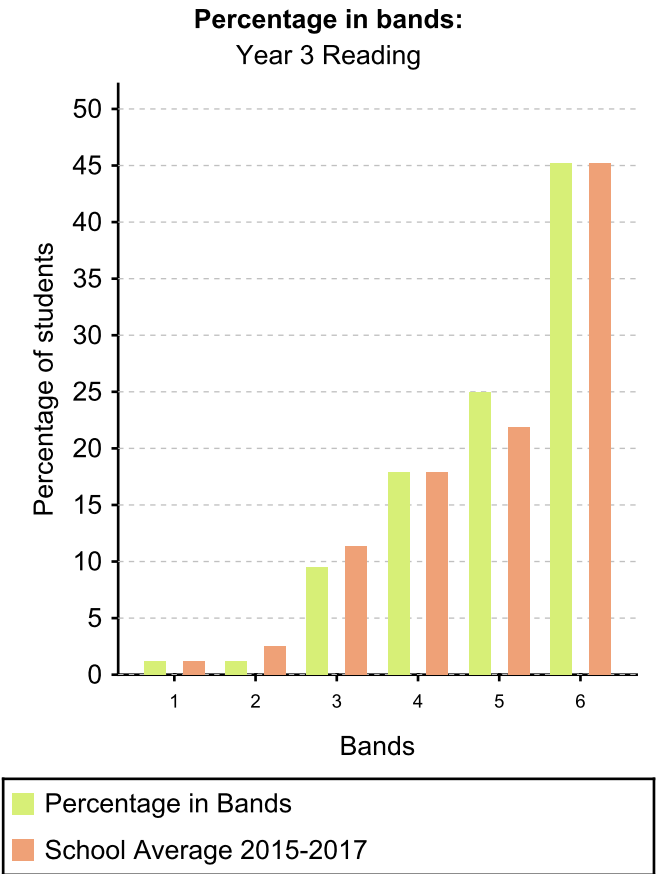
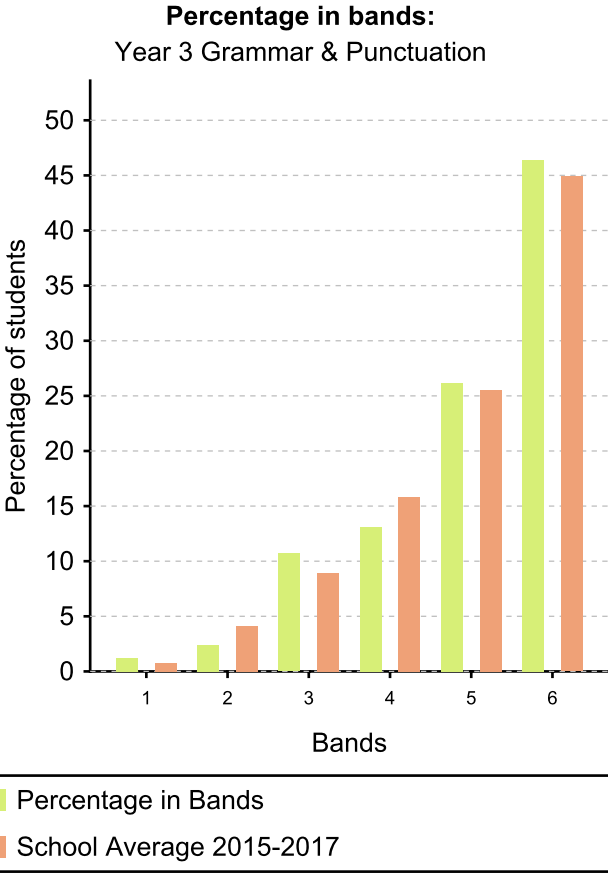
### NAPLAN

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.

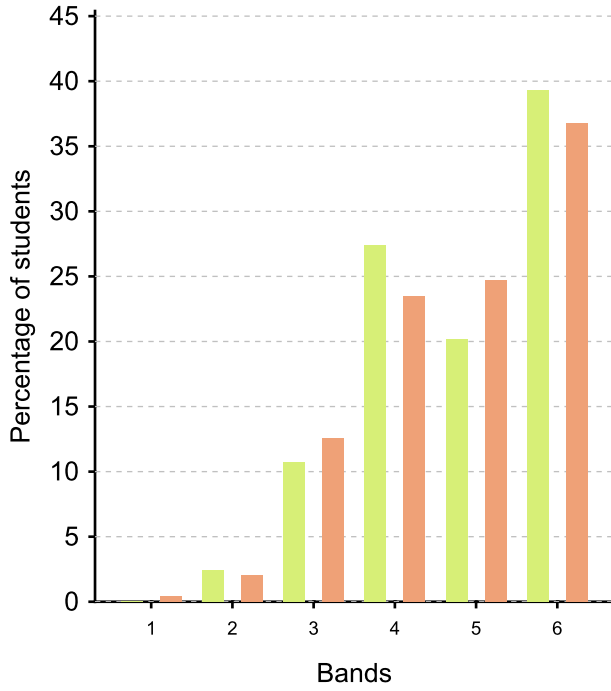
In addition to the information provided through NAPLAN, student progress is measured by teachers in an ongoing and formative way throughout the year using a range of school based and standardised assessments. These assessments inform teaching and learning programs across all Key Learning Areas.

84 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 64% of students in Year 3 are now achieving in the top two bands for Reading, Writing and Grammar and Punctuation. Performance in Reading and Grammar and Punctuation was particularly strong. 70% of students achieved in the top two bands in Reading, level with our similar schools group and representing an increase of 5% from 2017. 72% placed in the top two bands for Grammar and Punctuation which was an 8% increase on 2017. Performance in Writing and Spelling fell slightly but still remained well above the state.

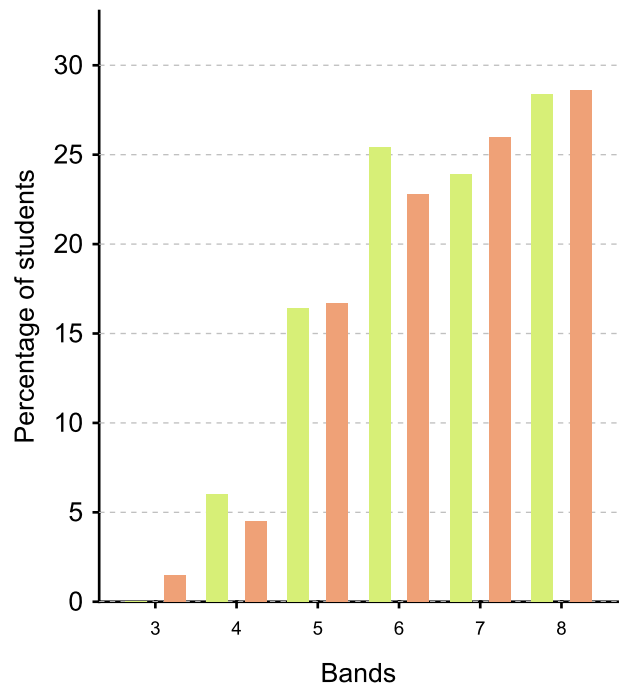
67 Year 5 students completed NAPLAN Literacy. Both the average score of Year 5 students and the percentage of students in the top two bands showed improvement from 2016 and continues to be well above the state average. 55% of students achieved in the top two bands for Reading, 5% higher than in 2016. There was a 2% increase in the number of students in the top two bands for Writing and the average score for writing showed a marked improvement, equal to that of our similar schools group. 48% of students achieved in the top two bands for Spelling, an increase of 12% from 2016. 52% of students were in the top two bands for Grammar and Punctuation, an increase of 1% from 2016.



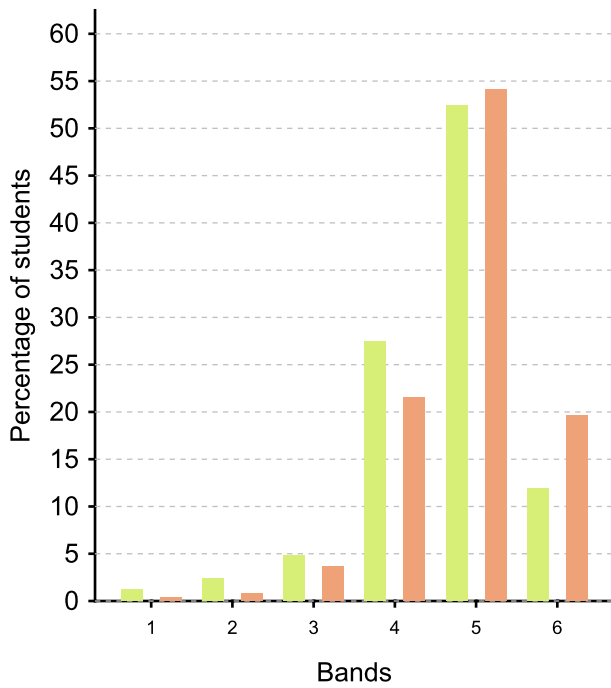
**Percentage in bands:**  
Year 3 Spelling



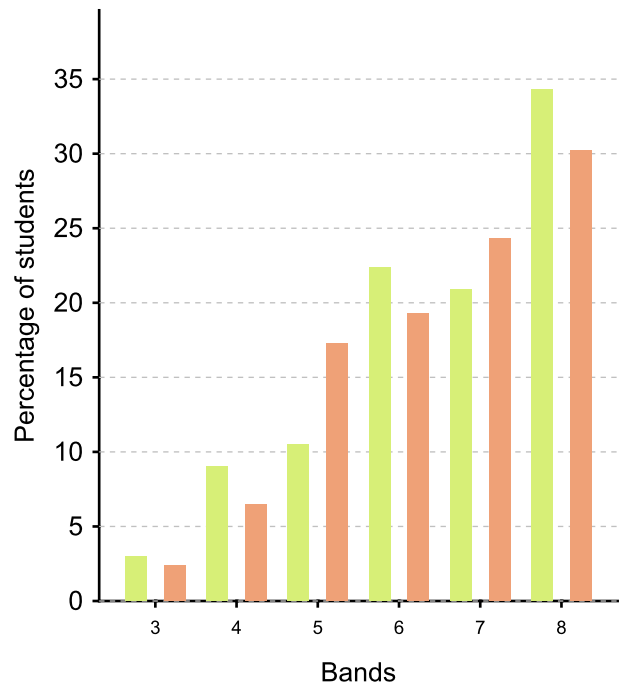
**Percentage in bands:**  
Year 5 Grammar & Punctuation



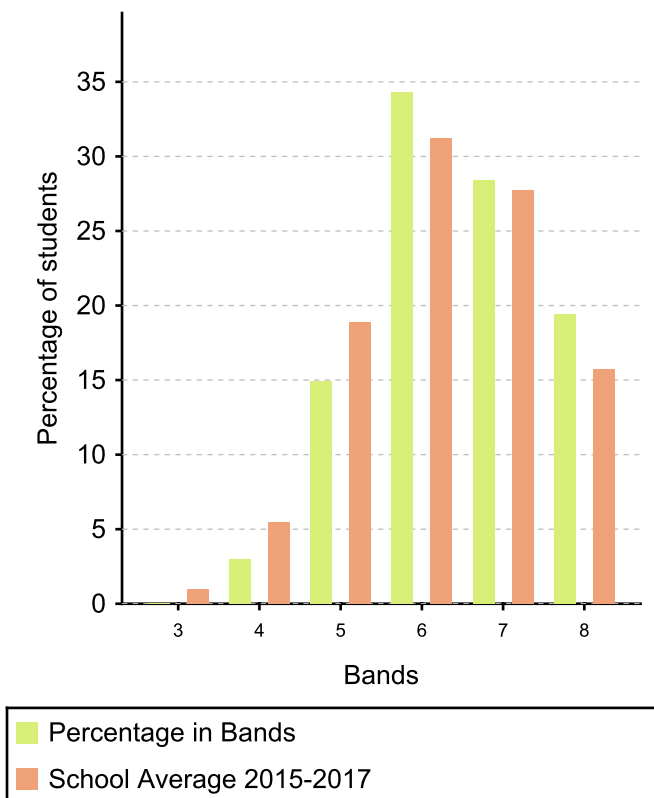
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Reading



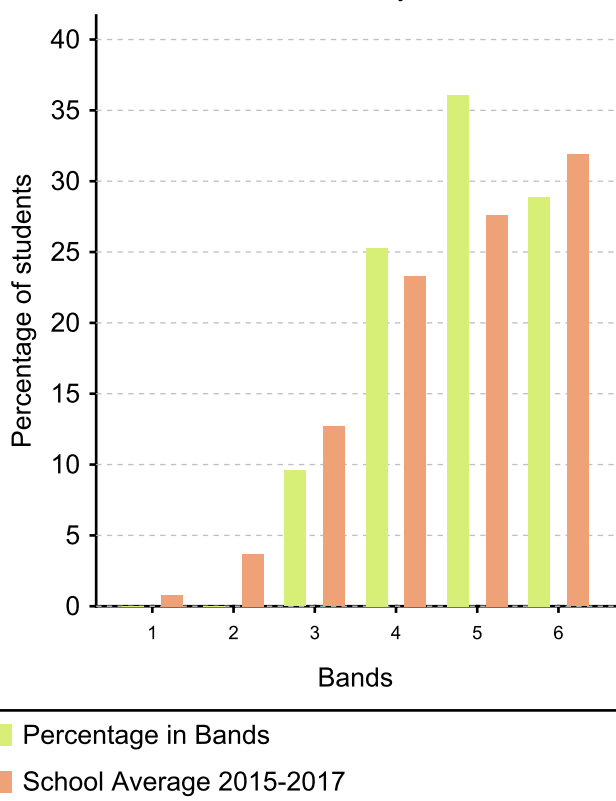
**Percentage in bands:**  
Year 5 Spelling



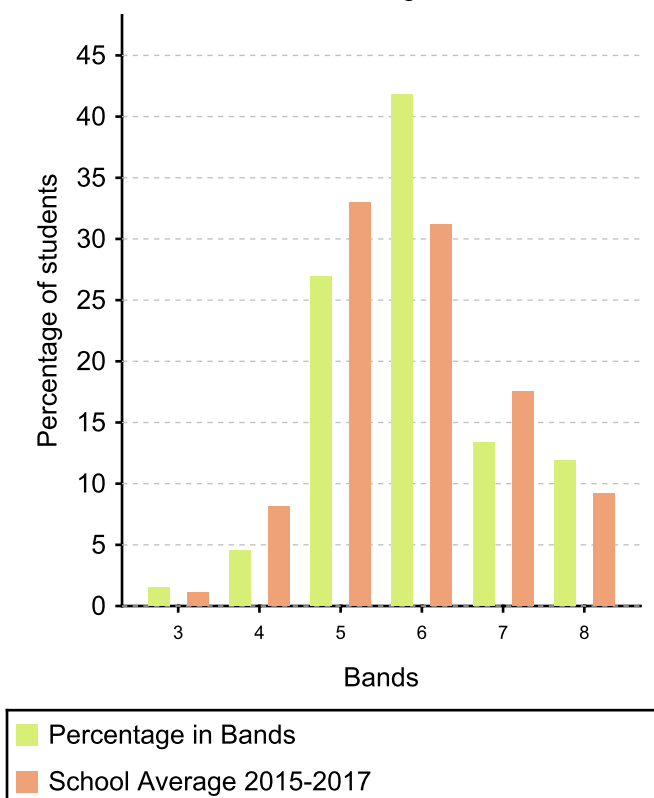
represents an increase of a further 6% on 2016.

67 Year 5 students completed NAPLAN Numeracy. Although Year 5 students continued to perform well above the rest of the State they did not perform as well as in 2016. 27% of Year 5 students achieved in the top two bands in 2017 compared to 44% in 2016. We will further analyse a wide range of assessment data to determine the reasons for this drop in performance but one factor that continues to emerge 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 2017 this represented 13% of the Year 5 cohort).

**Percentage in bands:**  
Year 3 Numeracy



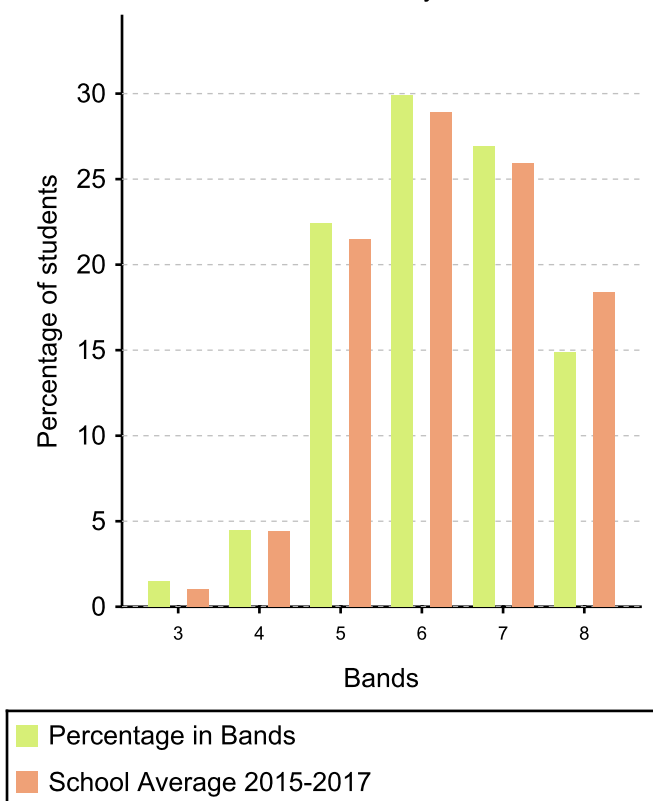
**Percentage in bands:**  
Year 5 Writing



83 Year 3 students completed NAPLAN Numeracy in 2017. 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. Our average score was level with our similar schools group. The percentage of students in the top two bands continues to be high. 65% of students in Year 3 are now achieving in the top two bands for Numeracy. This



**Percentage in bands:**  
Year 5 Numeracy



## Parent/caregiver, student, teacher satisfaction

Using Community Engagement funds provided by the Department of Education, an outside agency undertook a consultation process to:

- understand the needs of parents, staff and students broadly and the extent to which Rozelle Public School is meeting those needs
- determine the effectiveness of the 2015–2017 School Plan and determine future directions for the 2018–2020 School Plan
- understand reactions to the new open-plan, flexible learning approach being used with Year 4.

The consultation consisted of six parent focus groups, four student focus groups and eleven teacher phone interviews. Parents volunteered to participate in the focus groups, students from Years 4, 5 and 6 were randomly selected to participate and staff were randomly selected also. The process was extremely positive and well-received – parents, staff and students reported they felt that their opinions were highly valued.

Parents identified the strong sense of community, inclusion and belonging as a key strength of the school. They also felt the school was well resourced to keep students engaged and deliver learning outcomes. Parents felt very positively about the wide range of events and activities on offer which celebrated everyone's successes and encouraged a wide variety of skills. Parents also praised the hard work and commitment of staff. They highly valued the emphasis on positive education and felt that there were good systems in place which needed to continue. Parents wanted to see improvements in communication between the school and home so that it was more regular and proactive rather than reactive. They also would like a second parent/teacher interview in the middle of the year, a greater emphasis on technology to enhance learning and fully supported the school's focus on sustainability.

Students were extremely positive about many aspects of the school but particularly the teachers, the range of opportunities on offer and the wide variety of school events, the sense of community and inclusiveness. Their suggestions for improvements related to more opportunities to use technology in new ways and more for them to do in the playground during lunch time.

Teachers strongly identified the collegial support and respect at the school, with everyone willing to share their ideas and resources. They valued the range of professional learning opportunities and great learning resources available. Teachers felt that perhaps there were too many events and activities and there was a need to do less things well and focus on the things that add value. They would also like to see new initiatives prioritised and fully embedded.

The key priorities identified by all groups for the next three years were greater availability and integration of

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The school's Year 3 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 8% by 2019. The results over the past three years show pleasing improvement. There has been an increase of 10% in the top two bands for Reading and 23% for Writing. There has been a 10% increase in the number of Year 3 students achieving the top two bands in Numeracy since 2015. Year 5 results indicate smaller or no increases over the past three years of students in the top two bands – 3% increase in reading and 2% in Writing. However, comparing 2017 performance with our Year 5 performance six years ago shows some significant improvement with a 20% increase in the number of students in the top two bands for Reading and 16% in Spelling. Of concern is the overall lack of improvement in Year 5 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.

technology, a continued focus on sustainability and a focus on STEM (Science, Technology, Engineering and Maths).

Student, parent and teacher feedback on the Year 4 flexible learning space was mostly very positive. Students felt that they were being taught at their level, that they did more group work and had more choice and that learning was fun. Parents agreed that students were very happy and the space was very well resourced. Teachers reported that students were demonstrating greater creativity and independence and that the program of learning was more varied. Students were concerned about the noise level at times and the loss of a one-on-one relationship with a teacher. This was also of concern to parents along with the possibility that the environment might be too social and distracting. Teachers concerns related to the greater workload and managing parents' concerns.

In addition to this consultation process, parents, teachers and students in Years 4, 5 and 6 participated in the Tell Them From Me surveys.

192 students completed the survey. The results indicated an improvement in seven of the ten social-emotional measures, with the most noticeable being in interest and motivation (11%) and positive behaviour at school (7%). Of the eight drivers of student outcomes (effective learning time, relevance, rigour, incidence of bullying, advocacy at school, positive teacher student relationships, positive learning climate and expectations for success) all showed a small improvement except for incidence of bullying which remained the same but below the state average.

92% of students experienced positive behaviour at school, an 8% increase since 2016 and well above the NSW state average. 88% of students indicated satisfaction with positive relationships at school, above the NSW state average and a slight increase on 2016. There was an increase of 12% in students who felt interested and motivated from 2016, from 62% to 74% and 89% of students felt they tried hard in their learning compared to 84% in 2016. Students' sense of belonging remained the same at 78%. It is particularly pleasing that our Year 6 students have a sense of belonging which is well above the rest of the state. This is reflected in the very low level of early signs of disengagement among our Year 6 students – 2% of Rozelle students compared to 12% of the state. Of the seven Aboriginal students in Years 4, 5 and 6, 71% indicated that they felt good about their culture when they were at school and that their teachers had a good understanding of their culture.

109 parents responded to the survey, which is a relatively low response rate. Their responses were similar in some respects and quite different in others to the results of the focus group consultation process. Parents generally feel welcome at school and that they can speak easily to the class teachers. They generally feel that teachers show an interest in their child's learning and encourage students to do their best. They strongly feel that children are clear about the school rules, that teachers have high expectations and the school is seen to support positive behaviour. However,

the school scored significantly lower than the state average regarding parents feeling informed, parents supporting learning at home and the school supports learning.

28 teachers completed the survey. 86% of teachers believe that "school leaders are leading improvement and change, up from 69% in 2016, and 82% believe that "school leaders clearly communicate their strategic vision and values for the school". Teachers reported higher than state average levels of collaboration, learning culture, teaching strategies and inclusivity. Data informing practice and technology scored below the state average. In general, teachers scored consistently highly for criteria on behaviour expectations in their classroom and including students with special needs.

## Policy requirements

### Aboriginal education

Three "Yarn 'n' Cuppa" breakfasts were held during the year to provide an opportunity for Aboriginal families to enjoy refreshments together and with teachers and share presentations of students' work. These were well attended. A highlight of these sessions was the wonderful presentation by five female Aboriginal students from Years 4, 5 and 6 on five prominent Aboriginal women which resulted in Linda Burney, Federal member for Barton, spending a morning at school with the five students. Five Stage 3 Aboriginal students represented our school at the Yarn Up Showcase, a Public Speaking competition for indigenous primary students. The students had to prepare a speech on a topic they were passionate about and present their speech in front of an audience of approximately 150 people at NSW Parliament House. The students were fantastic representatives of our school, speaking about a range of topics including the Stolen Generation and Ban the Bags. One of the students placed third overall in the competition with his speech on 'Poverty'. Our senior aboriginal students also participated in a series of dance workshops at Walsh Bay. One student was selected to form part of the Gili dance group who represent the Ultimo Directorate and perform at a range of NSW Department of Education events. Aboriginal students also played a strong leadership role in presenting whole school assemblies and doing the Acknowledgement of Country to mark NAIDOC Week and Reconciliation Week. 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. 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. An Aboriginal perspective was strongly embedded into the History and Geography units of enquiry developed as part of the Conceptual Planning Framework.

## Multicultural and anti-racism education

Rozelle Public School has an inclusive school culture that celebrates difference and ensures continuous learning for all. Using the NSW syllabuses for History and Geography, multicultural perspectives were strongly embedded in the units of enquiry which were developed as part of the Conceptual Planning Framework. Harmony Day was once again 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