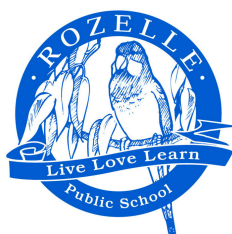


Rozelle Public School

Annual Report



2018



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Introduction

The Annual Report for **2018** 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, 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 rapidly 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. In the past two years 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning Rozelle has a **Learning Culture** that is **Sustaining and Growing** as we continue to build increasingly high expectations for students and a shared responsibility for ongoing school improvement by the whole school community. A commitment to every student making learning progress is evident in the way in which staff, with the support of parents and students, personalise learning through the provision of differentiated class programs, additional specialist programs and specific accommodations and adjustments. There is also an increasingly strong focus on the ongoing performance improvement of staff, and especially teaching staff, through reflective and collaborative practices of professional learning, peer coaching and mentoring. A learning culture focused on improvement is also evident in our implementation of innovative, future-focused learning spaces and pedagogies to further improve student learning and engagement. Greater student ownership of their learning linked to data, effective feedback and learning goals will further enhance student motivation and improvement. The transition of students from preschool to Kindergarten is well supported by initiatives to develop strong foundations in the early years of schooling, particularly the creation of an early years coach/mentor position. Improved preparation for high school expectations would further enhance transition and continuity of learning for students moving from Year 6 to Year 7. The school has in place systems for the collection of attendance data and uses personalised approaches to improve the attendance of students at risk. However, these processes need to be implemented more consistently to ensure these absences do not impact on student learning. In the area of **Wellbeing**, the school is **Excelling**. The whole school community shares a commitment to building relationships to support the wellbeing of students so that every student experiences a strong sense of belonging and thriving at school. This strategic, well-planned, whole school approach is clearly communicated to students, staff and parents and consistently implemented. Evidence-based programs such as Bounce Back and Circle time are used school-wide to build on a Restorative Practice foundation. The strong emphasis on personalising learning for student success across the school demonstrates a shared responsibility for student learning and is based on sharing information about student's social, emotional and academic wellbeing. Evaluations of the implementation of innovative approaches for future-focused learning provides evidence of benefits to student engagement and wellbeing. A wide range of leadership opportunities, extra-curricula activities and within school activities build self-esteem and acknowledge diverse strengths. Widespread respectful relationships across the school among staff, students and parents create a powerful and positive environment for learning. Measurable improvements are evident in student advocacy, positive student-teacher relations, positive behaviour and student motivation. The strengthening of partnerships through a connected community of parents, the local community and the wider community further enhance students' sense of belonging and thriving. In the area of **Curriculum** our analysis indicates that the school is **Sustaining and Growing**. The school's curriculum provision is evidence-based and provides a high expectations framework. This is clearly evident in the personalised approach to learning adopted across the school. Curriculum delivery is differentiated, particularly in literacy and numeracy, to provide adjustments to support learning and increase challenge through Learning and Support, EALD, Early Intervention programs and the Extension program. Further evidence is provided in the Conceptual Framework for deepening student learning that was collaboratively developed by teachers in grade teams with the support of external expertise. It is not only a vehicle for the implementation of the History, Geography and Science syllabi but describes a scope and sequence of students' knowledge, understanding and skills. **Assessment** is an area identified for improvement as we are **Delivering** in this area. All teachers collect and use formative assessment data to monitor student achievement and learning needs to plan for individuals or groups of students. The formative assessment practices used in the preschool are particularly strong, where it is used flexibly and responsively as an integral part of daily instruction. The role of the Early Years coach/mentor is to share these practices more widely with the Kindergarten teachers and across the school as formative assessment is not yet being used confidently and routinely by all teachers. Summative assessment is planned and undertaken regularly and is collaboratively planned in grade teams. The conceptual units of work have begun to embed pre and post assessment tasks. In addition specialist teachers use a range of assessment tools to monitor student progress as evidenced in our personalised approach to learning. However, assessment is not yet being used effectively across the school to support learning. Teachers share criteria for assessment with students, particularly in the older grades. Continued professional development in giving feedback to students on their learning is needed. There is also a need for grade and whole-school teams to more effectively analyse summative assessment data to identify the learning progress of individual students and share this progress with students and parents. Our analysis of the evidence leads to the conclusion that we are **Sustaining and Growing in Reporting**. Our personalised approach to learning and improved consultation processes with parents led us to completely review the format of reports at the end of 2016 and in 2017 in response to their needs. A comprehensive parent consultation process was undertaken and led to

student reports that are more personalised, providing clear information about student progress and future directions for learning. Comparison of data collected before the report format was changed with data collected after the new reports were released indicates that parent and teacher satisfaction with the reporting process has improved. Whole school reporting of data has also improved. To complement the reporting of external data from NAPLAN and the Tell Them From Me Surveys we have reported the findings of the school-wide community consultation process undertaken at the end of 2017 both as a complete report and in the form of an info graphic summary. This year we have shared with the school community the results of the ongoing student, parent and teacher evaluation of the open-plan learning space.

On **Student Performance Measures** our judgement is that we are **Delivering**. At least 90% of students achieve at or above minimum standard in NAPLAN and in Year 3 we have an extremely high percentage of students achieving in the top two bands across all areas, level with or above the performance of our Similar Schools Group. In Year 5 in 2018 our results in Reading were exceptional but dropped in other areas compared to the previous year. Our Value Add measure for Kindergarten to Year 3 and Year 3 to Year 5 has shown some improvement from 2017 to 2018 but still remains relatively low. One explanation for this is that our students are already performing at quite a high level in Kindergarten and Year 3 so it is difficult with the paper-based NAPLAN to show the upper limits of their performance. Our Value Add measure for Years 5–7 is above the state average and against the trend for our network, leading to the possibility that our school's strong wellbeing approach and the provision of broad and rich learning across all areas of the curriculum has a longer term effect on student performance. We have identified the need to engage a CESE officer to help us analyse our data more thoroughly to explore possible explanations in more detail.

Teaching

The domain of Teaching is a strong area of focus in the 2018–2020 School Plan, based on our previous School Excellence Framework Self-Assessment. Our efforts to improve **Effective Classroom Practice** are **Sustaining and Growing**. This is particularly supported through the reflective and collaborative approaches which are well-developed across the school. Regular and consistent Stage and grade planning leads to lessons which are differentiated to meet the needs of all students. Teachers are committed to improving their explicit teaching through the observation, data, feedback and coaching cycle of the peer coaching initiative. The Instructional Leader and Early Years coach/mentor roles show further evidence of commitment to implementing the most effective teaching methods and whole-staff and individual professional learning is tailored to identified teacher needs. Practices and processes to personalise learning by sharing information about student progress between classroom teachers and specialist teachers is further evidence of effective classroom practice and the units of work developed as part of the conceptual framework embed explicit, differentiated teaching. The school's embedded school-wide approach to student wellbeing ensures that all learning environments are well-managed, allowing all students to engage productively in learning. **Data Skills and Use** is an area in which the school is **Delivering** and has been identified as an area for improvement in the 2018–2020 School Plan and through our preparation for External Validation. Teachers are using data in their teaching and processes are in place for grades to build consistent judgements of student learning. The leadership team has become more skilled at using student progress and achievement data to inform decisions about new programs and initiatives such as our focus on Writing based on NAPLAN data and the creation of an additional Early Intervention position to support Year 1 students. However both teachers and the leadership team need to develop skills in comprehensively analysing data, create more opportunities for discussing data as a whole staff and use assessment data more effectively to identify areas of need. While a clear and accurate analysis of student achievement data is shared with the community in the Annual School Report, there have been no consistent efforts to engage the school community closely in reflecting on student data and developing plans for improvement. Our efforts to collect and analyse the data on the impact of the Year 4 open plan learning space on student achievement is a positive step in this direction. The school is strongly **Sustaining and Growing** in the area of **Professional Standards**. As outlined above, the school has in place a co-ordinated whole school approach to improving teachers' practice and every teacher is firmly committed to maintaining his/her professional standards through the development of their Performance and Development Plan, ongoing professional learning linked to the Standards and working with a peer coach and instructional leader or mentor. Teachers are meeting the needs of their students in literacy and numeracy in collaboration with Learning and Support, EALD, Literacy and Numeracy Intervention teachers and the extension teacher. An area for continued improvement is moving skilled and experienced teachers to higher levels of accreditation. This is a key part of the Instructional Leader's role in 2018. **Learning and Development** is an area showing improvement and we are now **Sustaining and Growing**. Teachers engage in professional discussion and collaborate to improve teaching and learning through professional learning, grade and Stage planning, peer coaching and mentoring. Negotiated observations of classroom teaching practice take place as part of peer coaching and with the Instructional Leader and Early Years coach/mentor. The leadership team has developed their leadership coaching skills to improve the teaching of their teams or develop aspiring leaders but this has not yet become a consistent, regular practice. Teachers are actively engaged in evaluating, sharing and discussing professional learning with other staff to support whole school improvement. These processes and practices now need to be even more explicit and firmly embedded to drive school-wide improvement and stronger inter-school relationships need to be established. Teachers have been strongly supported through professional learning and resources to trial innovative, future-focused approaches in different contexts – the Year 4 open plan learning space, the Kindergarten play-based learning approach and more flexible pedagogies in their individual classrooms. We have just begun to evaluate, refine and scale these approaches for success.

Leading

Our judgement, based on the evidence we have collected, is that the school is **Sustaining and Growing in Educational Leadership**. The Principal is a strong instructional leader, closely involved in all aspects of teaching and learning in the school and leading a high expectations culture in close collaboration with the leadership team. The particular strengths of the leadership team are harnessed and developed to facilitate school improvement. The reflective and collaborative practices across the school demonstrate the way in which the leadership team works with each other and with their teams to establish a professional learning community focused on improvement of teaching and learning. Staff feedback indicates they value the collaborative performance and development process of peer coaching and the support provided by the Instructional Leader and Early Years coach/mentor to help them continuously improve their practice. The development of a conceptual framework to deepen learning in History, Geography and Science, the personalised approach to student learning and the strong wellbeing initiatives embedded in the school are all clear evidence of the culture of high expectations led and modelled by the school leadership team. The improved community consultation processes have proved extremely valuable in soliciting and addressing feedback on school performance from students, staff and parents to drive school improvement. The high rating provided to the preschool as part of the national accreditation process is evidence of both the high quality of the preschool program but also further demonstrates the school's high expectations culture, instructional leadership and strong commitment of staff to improve their performance.

Over the past three years **School Planning, Implementation and Reporting** processes have improved considerably so that the school is now **Sustaining and Growing** in this area. The school leadership team, working with the staff, students and parents, is developing a clearer understanding of the impact of change needed to lead to improvement. This is evident in the different sources of data that the leadership team, with staff and parents, is collecting as evidence of impact. As well as quantitative data from NAPLAN and Tell Them From Me surveys the leadership team is using valuable qualitative data in the form of videos and community consultation focus group responses to lead continuous improvement. This has been particularly important as we have trialled innovative approaches for future-focused learning so that we can measure not only student, teacher and parent attitudes but also begin to measure the impact on student learning and teacher practice. Milestones and timelines are more effectively used to direct the work of staff teams to meet the improvement measures identified in the School Plan. The Annual Report is shared with the whole school community, detailing the alignment of resources, professional learning, student achievement data with the strategic directions in the School Plan.

The school is seen to be **Excelling** in the area of **School Resources**. A particularly strong theme within this element of the domain of Leading is that of community use of facilities. The use of school buildings for the independently run, extensive and high quality OOSHC and the school grounds for the weekend markets delivers considerable financial and community benefits to the school and benefits to our school families and the local and wider communities. The income from the community use of school facilities is further enhanced through the effective fund-raising efforts of the P and C. These funds provide a wide range of improvements to school resources. In 2018 high quality technology that supports learning and is regularly accessible to students has been purchased. To enable the trialling of innovative approaches for future-focused learning, school resources have been significantly improved in 2018 through continuing to purchase furniture and other resources for each classroom that promote collaboration, creativity and independence. The creation of the Instructional Leader and Early Years coach/mentor roles are further evidence of the clear alignment between these staffing arrangements, building refurbishments and the purchase of furniture and other equipment with the School Plan, integrated with longer term financial planning.

The school is continuing to build strong administrative systems, structures and processes to underpin school improvement and professional effectiveness, leading to a ranking of **Sustaining and Growing in Management Practices and Processes**. Administrative practices and systems are continually being refined in response to feedback and the need to better support parental engagement and satisfaction. The leadership team has built on the extensive community consultation process undertaken at the end of 2017, as well as the Tell Them From Me surveys, to more effectively measure school community satisfaction. The analysis and actions resulting from these evaluations have been widely shared with the school community. It will be important to ensure these processes become a regular component of our school self-evaluation processes and that we follow through on the findings and proposed actions.

Strategic Direction 1

Creative and Dynamic Teaching

Purpose

To enhance the professional practice of all teachers through professional learning and supportive performance and development processes so that they become highly effective, skilled and innovative educators who create a learning environment in which students experience high levels of engagement and successful learning and demonstrate improvement.

Overall summary of progress

A full-time Instructional Leader was established to mentor and coach teachers on goals identified in Professional Development Plans and provide support with accreditation at proficiency and higher levels. Early career teachers received in-class and individual mentoring sessions which were tailored to address their needs. In addition, a mentor position was created for one day per week to support Kindergarten teachers in implementing effective early years learning. Professional learning in Peer Coaching was completed by all staff. Teachers worked with a coaching partner to undertake classroom observations and one-on-one coaching sessions. Data showed that staff developed a deeper understanding of the coaching process whilst simultaneously improving their own teaching practices and collaborating with a colleague. Teachers felt the observation focus, data collected and feedback given in the coaching process had a positive impact on student learning.

In collaboration with PETAA, teachers were provided with professional learning in the effective teaching of writing and grammar. Three staff members successfully completed an online Grammar course through the University of Wollongong. Evaluations indicated that staff felt the professional learning sessions had a positive impact on professional practice, with teachers using ideas in modelled writing lessons as well as in making the teaching of vocabulary a greater priority in classrooms. Teachers also engaged in Professional Learning in Critical and Creative Thinking, working mathematically, Literacy and Numeracy Progressions and using digital technologies. Overall 55% of staff expressed high levels of satisfaction with the whole school professional learning program and provided feedback to guide future directions..

There was a continued commitment to develop teachers' understandings of flexible, future-focused pedagogy. The Year 4 team observed classrooms at another school and implemented changes to classroom layouts and programs. Five teachers attended a session with Professor Stephen Heppell and shared current research and insights with their peers. Teachers have continued to experiment with innovative approaches to increase student engagement and improve teaching practice. This is evidenced by staff mid-year PDP evaluations with several teachers working together in team-teaching situations and the Kindergarten team successfully implementing play-based learning.

The Wingara Library and Resource Centre continued to be a hub for the whole school community. With the support and guidance of the school librarian, teachers enjoyed the chance to trial future focused teaching practices. Library programs incorporated team teaching scenarios, allowing for more explicit differentiation of learning. Students participated in collaborative learning and improved their ICT capabilities by utilising cloud based apps and tools such as Microsoft 365 and G Suite.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By the end of the school planning cycle: NAPLAN results show improvement in the number of Year 3 and Year 5 students achieving in the top two bands and in the number of Year 5 students who have achieved equal to or greater than expected growth. All measures on Teacher Tell Them From Me survey are equal to or above the NSW norm and	Professional Learning \$59761 QTSS Instructional Leader positions \$115774 GTIL NERA funds for Stage planning release \$13804 Furniture for flexible learning spaces \$46243	The number of students in Year 3 achieving in the top two bands continues to improve. Compared to 2017, there was an increase of 14% in Reading, 16% in Spelling, 8.5% in Writing and a 2% increase in Numeracy. Year 5 NAPLAN results indicate there was a 6% increase in the number of students achieving in the top two bands in Reading. This represented our best result ever. There was a decrease of 21% in Grammar & Punctuation, 16% decrease in Writing and 12% decrease in Spelling from the previous year. In Numeracy there was a decrease of 5% from 2017 results.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>show high levels of satisfaction on school-specific questions.</p> <p>Measures on Student Tell Them From Me Survey show improvement.</p> <p>An increased number of teachers gaining accreditation at highly accomplished or lead level.</p> <p>Results of the evaluation of flexible learning spaces indicates high levels of skill development among teachers and students and high levels of parent satisfaction.</p>		<p>There was significant improvement in the percentage of Year 5 students achieving at or above expected growth in Reading but no real improvement yet in other others of Literacy or Numeracy.</p> <p>TTFM students survey results have remained consistent since 2017, on par with NSW state averages.</p> <p>83% of students rated teacher-student relations as positive and 82% acknowledged expectations for success were high at Rozelle. 79% of students rated learning time is effective and indicated that learning rigour was high.</p> <p>There has been small improvements in the measures for positive learning climate (increased by 1%) positive teacher-student relationships (increased 2%) and advocacy at school (increased 2%).</p> <p>3 teachers have demonstrated an interest in applying for Highly Accomplished teacher accreditation and in 2018 teachers attended professional learning to find out more about the process.</p>

Next Steps

- Provide high quality professional learning to support teachers to embed evidence based practice into daily literacy lessons.
- Design a K-6 scope and sequence for English, incorporating quality children's literature
- Build on teacher's knowledge of the Literacy Progressions, using PLAN2 software to describe and track students' individual progress and learning needs
- Provide whole school learning in Mathematics with a focus on developing effective problem solving skills through open ended learning activities
- Continue to extend teachers' expertise in flexible and innovative teaching pedagogies



Strategic Direction 2

Engaged and Successful Learning

Purpose

To enable every student to be an agile, engaged, successful learner who uses literacy and numeracy skills, critical and creative thinking and digital technologies for effective learning in authentic contexts.

Overall summary of progress

Staff participated in professional learning to introduce the Literacy Learning Progressions as an assessment tool. Student writing samples were analysed and used to identify students' current skill level and individual learning directions. 2 members of the executive team attended professional learning on analysing student data. Implementing a school project included using writing samples from the Year 1 cohort that were analysed before and after completing targeted writing programs. The growth in student learning was quantified and used to inform future writing programs. The English team conducted a thorough audit of reading resources, ensuring the school is well stocked with a variety of home reading and guided reading books, based on quality children's literature. Following a thorough audit of ICT resources, learning devices were reallocated and supplemented throughout the school, giving students access to a range of devices including ipads, chromebooks and laptops. Teaching programs reflected greater use of digital technologies including main learning devices to engage students and enhance teaching and learning. In Stage 3 classrooms teachers expanded the use of Google Classroom to improve home-school communication reflecting student progress as well as sharing the progress of school learning projects. Tell Them From Me student survey results show a 15% growth in interest and motivation since the introduction of digital technologies in classrooms. Working collaboratively, across grades, teachers undertook projects in ICT including robotics, film making (using the STEMShare initiative) or Seesaw. This allowed them to develop further confidence to transfer and embed these skills into future learning programs. Teachers appreciated having time to develop their personal ICT skills and being given a choice of projects.. Students participated in a term of high quality coding lessons with Scope IT, allowing them to develop their skills in programming, using algorithms and problem solving. 73% of teachers rated the coding classes as extremely useful in supporting student learning in ICT. Teachers, working alongside students were able to build on this learning in their own teaching programs. Following professional learning in Critical and Creative Thinking, CCT activities are beginning to be embedded into Conceptual units of inquiry to further enhance students' higher order thinking skills. Teachers have timetabled regular 'CCT Crunches' which explicitly teach CCT skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>By the end of the school planning cycle:</p> <p>NAPLAN results show improvement in the number of Year 3 and Year 5 students achieving in the top two bands and in the number of Year 5 students who have achieved equal to or greater than expected growth.</p> <p>Every student's progress in Literacy and Numeracy PLAN 2 data shows improvement .</p> <p>Critical and creative thinking skills evaluation tools demonstrate improvement in students' use of dispositions for learning.</p> <p>All students demonstrate improvement in ICT capabilities according to school-based criteria.</p>	<p>Professional Learning \$12843</p> <p>Extension Program \$42000</p> <p>Digital resources \$60858</p> <p>Teaching Resources \$78377</p>	<p>Progress on NAPLAN improvement measures reported in Strategic Direction 1 and School Performance.</p> <p>PLAN 2 is available to record student progress in 2019 and this measure will be reported on at the end of 2020.</p> <p>Teachers are continuing to incorporate critical and creative thinking skills into class programs. In 2019 evaluation tools are being developed and progress will be reported on at the end of 2020.</p> <p>A whole-school scope and sequence for Digital technologies has been developed and will be used as a basis for assessing student improvement against school-based criteria. A recent staff survey teachers rated the school coding program 3.45 out of 5 for quality and 4.45 out of 5 % for the impact on achieving student outcomes.</p> <p>In most TTFM student engagement measures, the school scores have generally stayed the same since 2017, slightly below NSW state average. 92% of students value school outcomes and 88% of</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Student engagement measures on the student Tell Them From Me survey are equal to or above the NSW average.</p> <p>Measure of "School Supports Learning" on parent Tell Them From Me survey equal to or above NSW average.</p>		<p>students report high levels of effort in school.</p> <p>In total, 44 parents completed the TTFM parent survey in 2018. 68% of parents reported that the school supports learning, 73% acknowledged that teachers show an interest in their child's learning and 75% encouraged children to do their best work.</p>

Next Steps

- Purchase a wide range of classroom resources to support the implementation of effective teaching and learning strategies in literacy and numeracy and ICT
- Develop English teaching programs based on quality children's literature which embed evidence based practice into daily literacy lessons
- Implement a consistent English and Mathematics assessment schedule across K–6 to more effectively measure student progress
- Support teachers to implement the new Science and Technology curriculum through professional learning and purchase of resources
- Implement the P–6 ICT Capabilities and Digital Technologies scope and sequence and use it as a basis for measuring student improvement



Strategic Direction 3

Connected and Sustainable Community

Purpose

To enable every student to flourish as a confident and creative learner with a sense of optimism and resilience about the future, empathetic to and respectful of others, with a strong sense of connection to and responsibility for the local, national and global community and the natural environment.

Overall summary of progress

All new teachers were given a thorough induction on implementing Restorative Practices and Help Increase the Peace (HIP) keys in their classrooms and across the school. At the beginning of the school year all classes participated in lessons which established clear and consistent expectations for student behaviour in line with the school discipline policy. Early career teachers and new staff were supported in the delivery of these lessons by the instructional leader. The student wellbeing team undertook an audit of the Bounce Back program, providing updated resources, including access to online support. Teachers built on professional learning undertaken in 2017 to provide Bounce Back lessons for all classes and a parent workshop was held with approximately 80 attendees. Support was provided for the wellbeing team to identify future directions, including building community involvement. Our strategic approach to student wellbeing was communicated to the wider community through regular newsletter updates, school displays and leaflets handed out to both current and prospective parents. Tell Them From Me Student Survey results demonstrate significant growth in positive behaviour at school which is now 9% above the NSW state average. This is particularly strong in boys with 89% reporting positive behaviour compared to a state average of 75%. Teachers report high levels of confidence in establishing clear expectations in the classroom. In Term 3 a relaunch of the Positivity Pod took place to celebrate student successes at Rozelle. Students were interviewed by the school leaders and the videos produced were shared with our school community through the school website. Feedback from students was very positive and community consultation showed the initiative is highly valued by parents.

The 'Sister Schools Global Awareness Project' team consulted a number of charities that provide educational support for disadvantaged communities. The team selected So They Can and School for Life Foundation as the 2 charities to support over the next 3 years. Our student leaders continued to play an active role in school life. The 52 Green Team representatives led a number of sustainability initiatives, including engaging presentations on recycling and reducing waste. 52 school senators from Kindergarten to Year 6 promoted awareness of a number of community issues, raising money for drought-affected farmers through the organisation of our annual Circus Berserkus fundraiser as well as events to support the charities Sock it to Cancer and Mission Australia.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>By the end of the planning cycle:</p> <p>Wellbeing Self-assessment tool indicates high levels of achievement in the domains of Connect, Succeed, Thrive.</p> <p>Student and parent Tell Them From Me survey results related to Student Wellbeing are equal to or above NSW average.</p> <p>Parent responses to surveys and focus groups indicate high level of satisfaction with school communication practices.</p> <p>Playground data indicates a reduction in the number and frequency of conflicts occurring.</p> <p>School payments for electricity,</p>	<p>Teaching Resources \$8564</p> <p>Global Awareness Project \$24000 (to be expended in 2019)</p>	<p>Qualitative data from community consultation, staff and student focus groups indicate high levels of satisfaction with the school in all three domains of the Wellbeing Framework, Connect, Succeed and Thrive.</p> <p>TTFM Student survey results indicate extremely high levels of student wellbeing. 92% of students report positive relationships at school (7% above state average) and 93% of students report positive behaviour (10% above state average).</p> <p>78% of parents highly rate written communication from the school and 72% of parents rated school reports on learning effective in communicating student progress. 100% of parents found school newsletters and emails useful for keeping up with school news.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
water, gas and landfill waste and recycling removal show a reduction.		<p>Qualitative data from community consultation, staff and student focus groups indicate high levels of satisfaction with the school in all three domains of the Wellbeing Framework, Connect, Succeed and Thrive.</p> <p>TTFM Student survey results indicate extremely high levels of student wellbeing. 92% of students report positive relationships at school (7% above state average) and 93% of students report positive behaviour (10% above state average).</p> <p>78% of parents highly rate written communication from the school and 72% of parents rated school reports on learning effective in communicating student progress. 100% of parents found school newsletters and emails useful for keeping up with school news.</p>

Next Steps

- Create visual signage to promote the Bounce Back program
- Continue and build the Positivity Pod initiative to celebrate student learning in all areas
- Launch Charity project to whole school community
- Review Conceptual units to include authentic links between the school Charity Project and student learning



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$10971	<p>In 2018 funds were used to provide additional in class assistance to several Aboriginal students not achieving at Stage level. Funds were also used to provide resources for projects being undertaken by students with a teacher who was released for an hour per week to work with them.</p> <p>TTFM data indicates Aboriginal students have a strong sense that their culture is valued and that teachers understand their culture. All aboriginal students made progress on internal measures in literacy and numeracy.</p>
English language proficiency	\$53048	<p>Identified students received in class and withdrawal support from a specialist teacher two and a half 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>
Low level adjustment for disability	\$102506	<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. A Learning Support Teacher provided small group withdrawal and in-class teaching in Literacy and Numeracy three days per week. Three School Learning Support officers were employed to support teachers in implementing differentiated class programs and provide behaviour support to identified students. School and NAPLAN data indicates a decrease in the number of students achieving in the lowest bands for Literacy and Numeracy .</p> <p>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 assessments and teacher and parent reflections indicated students were making progress towards achieving academic, social and behavioural goals identified in their individualised learning plans.</p>
Quality Teaching, Successful Students (QTSS)	\$115774	<p>Some of this funding in 2018 was used to provide half a day of release each week for the four Assistant Principals to mentor and coach their Stage teams. In addition a full-time instructional leader position was</p>

Quality Teaching, Successful Students (QTSS)	\$115774	established to provide mentor support to the seven teachers who are in their first three years of teaching, encourage and support staff to achieve higher levels of accreditation and work with the executive team on the effective use of data to inform planning and practice. This full-time mentor position has been complemented by the creation of a mentor position one day per week to support the work of the Kindergarten teachers in implementing effective early years learning.
Socio-economic background	\$5796	Funds provided students from low socio-economic backgrounds equal access to all school programs and events.
Support for beginning teachers	\$45522	Four 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			
	2015	2016	2017	2018
Boys	292	316	330	326
Girls	286	296	312	309

In 2018 student enrolments remained consistent with 2017 numbers, demonstrating the effectiveness of the boundary change made in 2017 to reduce the size of the school catchment area and slow enrolment increase. We were able to maintain 26 classes K – 6.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.2	96.4	96.8	96.5
1	96.1	95.3	96	96.3
2	95.3	96.1	96.4	96.1
3	95.5	95.9	96	96.1
4	96	96	96.9	95.6
5	96	95.6	95.7	95.1
6	94.5	94.9	96.3	95.4
All Years	95.7	95.8	96.3	95.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

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 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(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	25.43
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	5.26

*Full Time Equivalent

No members of staff identified as Aboriginal in 2018. The teacher implementing the Aboriginal 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

careers and with different areas of interest and expertise. In 2018 a total of \$59761 was spent on teacher Professional Learning. This was made up of \$36918 in Teacher Professional Learning funds provided in Initiative Funding and an additional \$22843 in school funds and represented approximately \$1770 per teacher. This expenditure allowed us to continue to build a strong culture of reflective professional learning and collaborative Stage planning. Throughout 2018 teaching staff held a fortnightly one-hour Professional Learning session on Wednesday afternoons. This provided 20 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, Anaphylaxis 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 2018 two 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 2019 by the Instructional Leader.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	384,198
Revenue	5,926,825
Appropriation	5,182,416
Sale of Goods and Services	9,486
Grants and Contributions	729,175
Gain and Loss	0
Other Revenue	100
Investment Income	5,648
Expenses	-5,845,702
Recurrent Expenses	-5,845,702
Employee Related	-4,787,582
Operating Expenses	-1,058,120
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	81,123
Balance Carried Forward	465,321

Appropriation includes funds provided by the Department of Education through the Resource Allocation Model (RAM) and is described in greater detail below. Grants and Contributions includes all monies received from parents for excursions and other school activities, as well as Voluntary School contributions, donations from the P & C and funds obtained through licence agreements with the Rozelle Collectors Market and Rozelle Out of School Hours service and hire of facilities agreements with other services. These school and community funds were used in 2018 to employ the Extension Program teacher, purchase classroom furniture for more future-focused learning, purchase digital technology and continue the upgrade of the middle playground. The significant balance carried forward will be used for a number of minor capital works in 2019 including completion of the upgrade of the school office, installation of air conditioning to classrooms, replacement of the soft fall under the play equipment and near the hall, further playground upgrades, painting of internal areas, landscaping and upgrades to the hall.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	4,240,474
Base Per Capita	125,893
Base Location	0
Other Base	4,114,581
Equity Total	172,000
Equity Aboriginal	10,650
Equity Socio economic	5,796
Equity Language	53,048
Equity Disability	102,506
Targeted Total	83,572
Other Total	455,923
Grand Total	4,951,968

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.

Rozelle Public School students completed the paper-based National Assessments in 2018 and will transition to the online version in 2020.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

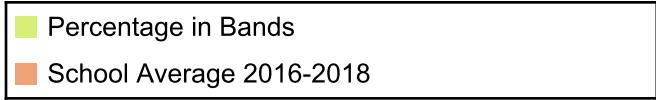
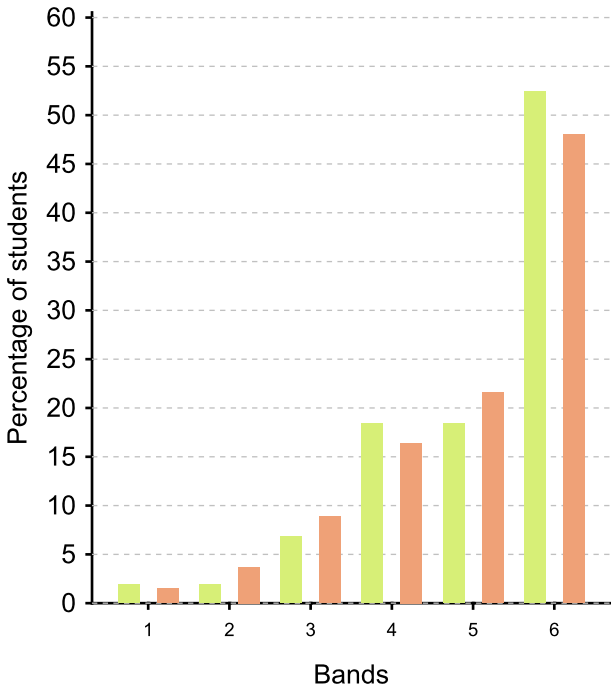
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 103 Year 3 students completed NAPLAN Literacy. The performance of Rozelle students was above that of our similar schools group in Reading, Writing and Spelling and level with our Similar Schools Group in Numeracy and Spelling. In all areas of Literacy our students performed significantly above other students in NSW. We continue to increase the number of students achieving in the top two bands. 84% of students achieved in the top two bands for Reading, an increase of 14% from 2017. Performance in Spelling demonstrated an increase of 16% from 2016 with 76% of our cohort achieving in the top two bands. 73% of students achieving in the top two bands in Writing, an increase of 8.5% from 2017. 71 % of students achieved in the top two bands for Grammar and Punctuation, similar to our 2017 result.

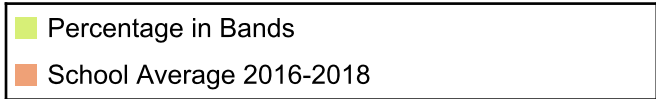
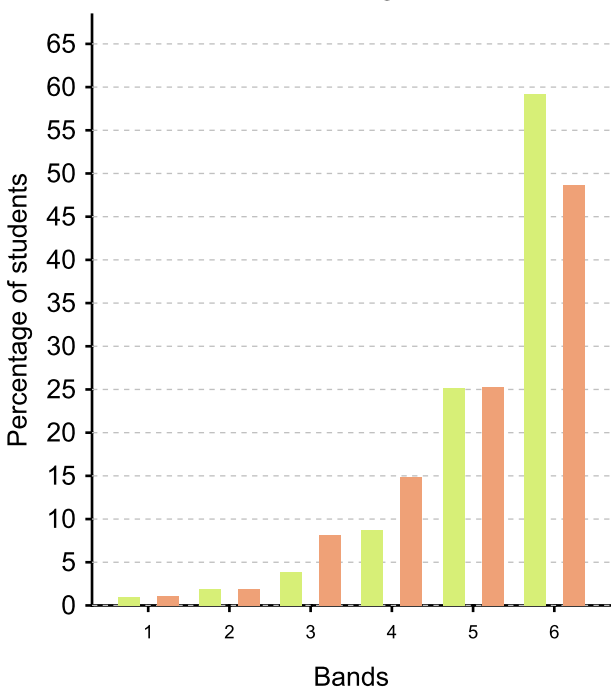
65 Year 5 students completed NAPLAN Literacy. The performance of students in Reading was extremely pleasing, with 62% of students achieving in the top two bands, equivalent to the performance of our Similar Schools Group and well above the overall State performance. This was the highest percentage of students in the top two bands in the past eight years and represents an increase of 7% on 2017. Somewhat disappointingly and confusingly, Year 5 student performance in other areas of Literacy was not nearly as strong as in Reading or as our performance in 2017 and will require careful analysis of both individual student results and school performance to identify reasons for this relatively weaker performance, specific

areas causing concern and strategies to address those areas. 36% of students achieved in the top two bands in Spelling and 31% in Grammar and Punctuation, below our Similar Schools Group. Only 9.2% of students achieved in the top two bands (Bands 7 and 8) in Writing while 86% achieved in the next two bands down. Only 5% of students achieved in the bottom bands.

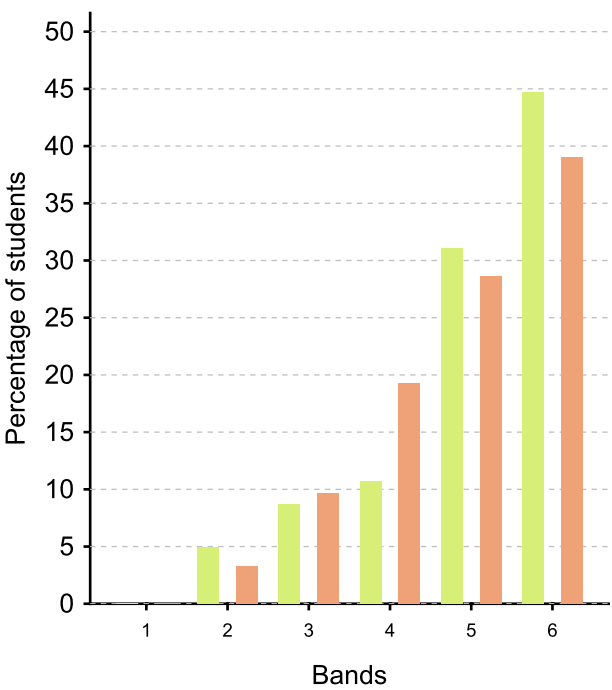
Percentage in bands:
Year 3 Grammar & Punctuation



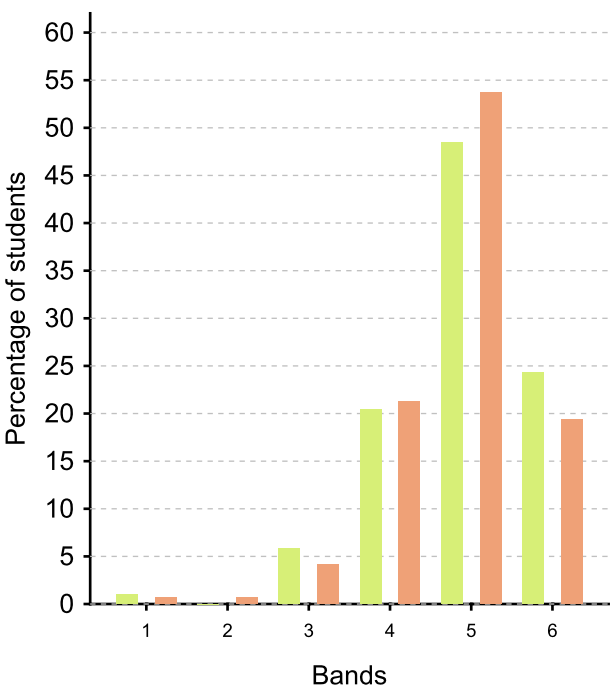
Percentage in bands:
Year 3 Reading



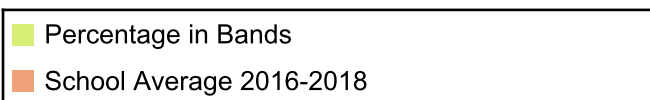
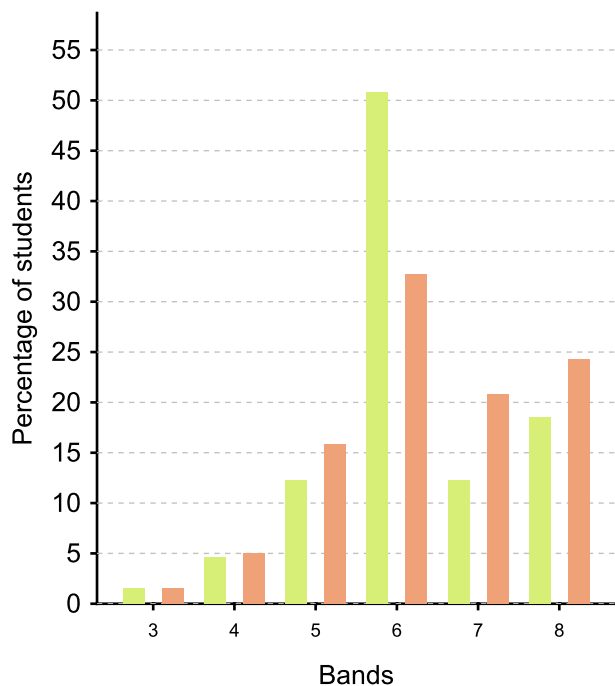
Percentage in bands:
Year 3 Spelling



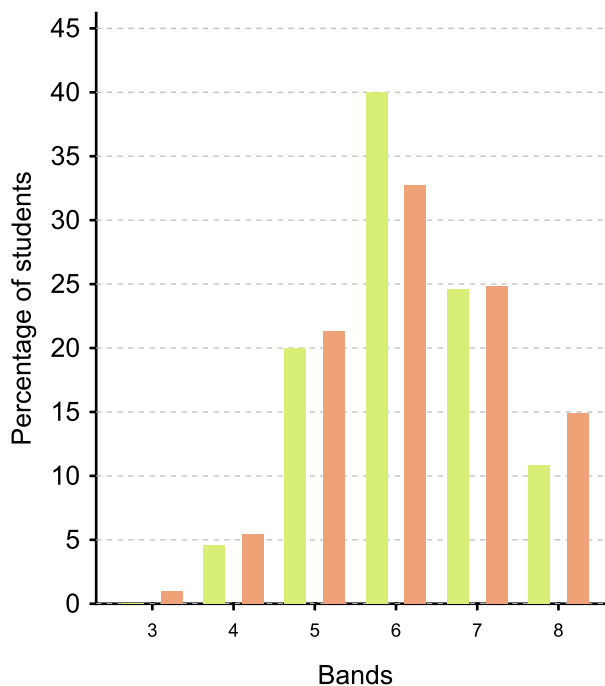
Percentage in bands:
Year 3 Writing



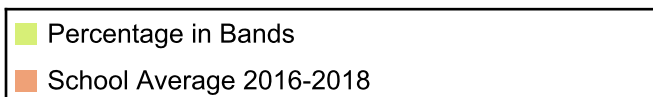
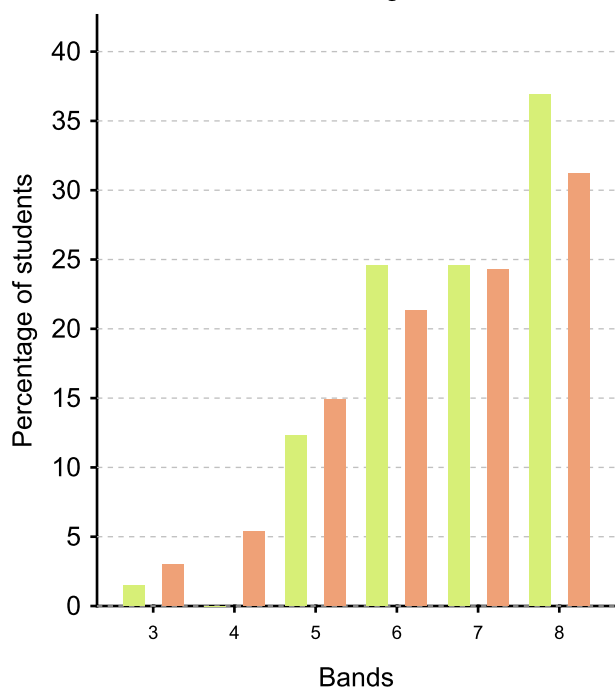
Percentage in bands:
Year 5 Grammar & Punctuation



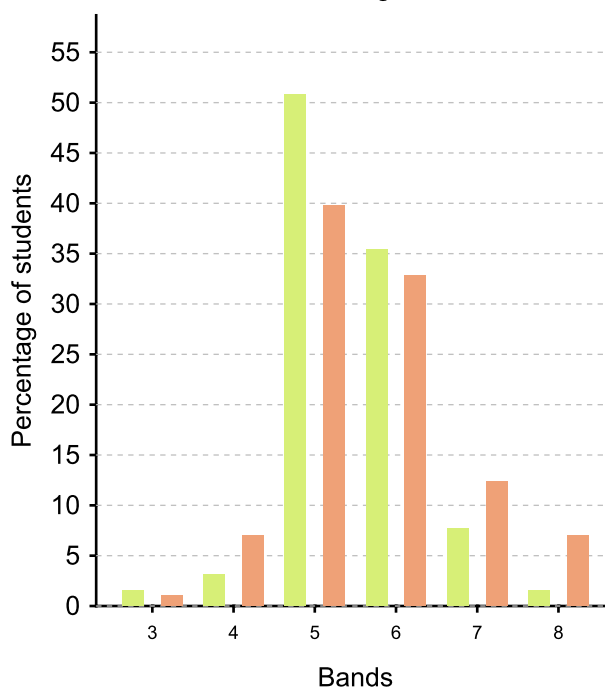
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



103 Year 3 students sat the NAPLAN Numeracy in 2018. 67% of students achieved in the top two bands in Numeracy, within 1% of our similar schools group and representing a 2% increase from 2017. These results continue to demonstrate consistent improvement well above state with an increase each year for the past 3 years.

Bands	Percentage in Bands	School Average 2016-2018
1	0.5	0.5
2	2.0	2.5
3	12.5	12.5
4	18.5	21.0
5	35.0	32.5
6	32.0	31.0

Bands	Group 1 (Green)	Group 2 (Orange)
3	0	1
4	11	7
5	18	19
6	34	31
7	31	28
8	6	13

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

Parents, teachers and students in Years 4, 5 and 6 participated in the Tell Them From Me surveys. 193 students completed the survey. The high results achieved last year were maintained in 2018 with additional growth in four of the ten social-emotional measures. The most noticeable growth was a 4% improvement with a total of 92% students reporting positive relationships (7% above NSW average). 93% of students report positive behaviour at school (10% above NSW average) and 92% of students place high value on school outcomes.

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) most stayed the same, in line with NSW state averages.

Further analysis of these results show that the significant shift in behaviour has been made by our boys with 89% of boys reporting positive behaviour in 2018 (compared to a state average of 75%). Girls continue to report extremely high levels of positive behaviour (96% compared to 91% NSW average). In addition, previous survey results saw a huge shift in the positive behaviour of our Aboriginal students. This positive attitude has been sustained in 2018, with 100% of Y4-6 Aboriginal students reporting positive behaviours.

44 parents responded to the survey, which is a low response rate. Results show that parents continue to 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, particularly about their child's social and emotional development.

22 teachers completed the survey. 71% of teachers believe that "school leaders are leading improvement and change, 83% reporting that they 'work with school leaders to create a safe and orderly school environment' and 81% report that school leaders have supported staff during stressful times. Teachers reported higher than state average levels of collaboration, parent involvement, 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.

In 2018 we also continued our evaluation of the open plan, flexible learning space. All Year 4 students and the three teachers working in the space completed a pre-evaluation in February. The pre-survey was completed in February 2018 by 84 students, the post survey was completed in November 2018 by 78 students. The purpose of these pre and post surveys was to understand the impact of the year in Flexible Learning on students. Key measures were included and tracked from pre to post survey to understand how the flexible experience delivered against key objectives of the approach. These included measures around student independence, confidence, self-directed learning and working in groups/ teams. Overall the results from pre-post survey were fantastic! Almost all measures improved in the way we hoped to see them improve indicating that the flexible learning approach is delivering on its intended objectives. Students felt great about being in charge of their own learning and about using different furniture and equipment that allows different ways of learning. They felt better about themselves and their learning overall, happier to work with other students to make the most of their learning and felt more creative overall.



Policy requirements

Aboriginal education

Aboriginal students continued to play a strong leadership role in presenting whole school assemblies and doing the Acknowledgement of Country to mark Anzac Day, NAIDOC Week and Reconciliation Week. Aboriginal perspectives were embedded in our Anzac Day assembly script and the stories of Aboriginal ex-servicemen were shared. All staff members were emailed a list of excellent teaching resources endorsed by the Aboriginal Education Consultative Group (AECG) in order to deliver authentic content. The work of the Indigenous Literacy Foundation was once again a focus for our Book Week book swap with the Aboriginal students taking responsibility for its organisation. The event raising significant funds for this worthwhile charity and all students felt a greater connection with its purpose. 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. Our Aboriginal students met each Wednesday with the Aboriginal program teacher to have a yarn and, among other things, produced a dot painting artwork that was donated to the school. Aboriginal perspectives were embedded into the History and Geography units of enquiry developed as part of the Conceptual Planning Framework. The Stage 2 and 3 choirs learnt the National Anthem in the Dharawal language and performed this on a number of occasions throughout the year. A staff member attended a 'Leadership in Aboriginal Education Conference'. One of our students received a 'Deadly Award' at the University of Technology Sydney for her effort and achievement at school.

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 responsible 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.